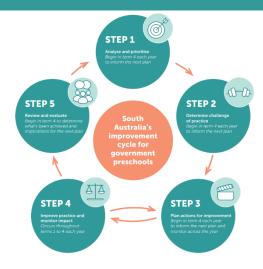
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Quality Improvement Plan for Central Eyre 2

Site number:

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Service name

Tumby Bay Kindergarten

Service address

3 Freeman Street Tumby Bay 5605

Service approval number

SE - 00011073

Acknowledgment of Country

We acknowledge the Barngarla people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

- Tumby Bay is a small coastal community that is predominately an area of wheat growing and sheep farming with some fishing. The Tumby Bay District Council has a population of 2688 people that includes Tumby Bay and surrounding areas of Lipson, Ungarra and Port Neill and Ungarra.
- In 1965 the community of Tumby Bay held a number of fundraising events and applied to the Tumby Bay District Council for a block of land to build a kindergarten. In 1970 the Butler school building became available and was donated by the Education Department for remodelling to use as a kindergarten. After much work and support from the community the Tumby Bay Kindergarten was opened by Unity Berryman in February 1971. The kindergarten is a highly valued service and a focal point for our community. The centre has close links with the community- based playgroup operating at the Uniting Church that is supported by Play 2 Learn program and funded by Save the Children Australia. A play-based curriculum is the focus of both our Preschool and Rural Care programs. In addition, Rural Care (Long Day Care) gives our families the opportunity study and / or work.
- Tumby Bay Kindergarten is part of the Central Eyre 2 Partnership, which operates closely with the Central Eyre 1 Partnership. Across the two partnerships there are 8 preschools, 4 play centres and 10 schools operated by the Department of Education. In addition, 2 of the preschools deliver rural care (long day care).
- Transition programs with our feeder schools (Tumby Bay Area School, Ungarra Primary and Port Neill Primary School) continue throughout the year and our close ties with the schools are increased through working together towards common goals around our pedagogical shift and learning dispositions.
- We are a category 1 site with 1:10 staff to child ratio in the kindergarten. The capacity for the whole site is 45 with both Rural Care and the Kindergarten operating as an integrated service. We have 10 staff employed at the centre throughout the week to support the delivery of the preschool, rural care and provided preschool support for children with additional needs. All staff are part time due to the part time nature of the preschool and the staffing arrangement necessary to cover the hour of operation of the rural care program.
- The Tumby Bay AEDC data overview shows that from 2018 to 2021 children's language and cognitive skills have increased by 25 % and communication skills and general knowledge by 20%. In addition, there was a significant decrease in the percentage of children identified as vulnerable in all 5 domains (physical health and wellbeing, social competence, emotional maturity, and communication skills and general knowledge)

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Statement of Philosophy

The following statements underpins the work of Tumby Bay Kindergarten with respect to the care and education of children enrolled at the centre. A full copy of the philosophy statement is attached.

We believe all children should be treated as individuals. We respect each child's uniqueness, value their beliefs, treat them equitably and nurture their individual personalities. We believe that every child has the right to be listened to, cared for and loved. We believe that positive experiences and interventions in the early years can influence a child's well-being now, and in the future. We believe children are successful, competent and capable learners, that play is "children's work" and is the way children learn and make sense of their world. Our practice and culture is inspired by Reggio Emilia and nature play theories. This scaffolds children's learning in all developmental areas - following the interests, strengths and needs of all children. We encourage children to explore expression and foster individual creativity through music, dance and drama. We ensure our outdoor environment actively engages children and provides a balance of spontaneous and intentional opportunities for children to assess, take risks and build resilience. As a centre, we provide resources to explore, respect and reflect diversity. We believe that learning takes place in many different forms, and that by taking advantage of spontaneous experiences alongside the written program, an holistic curriculum is delivered.

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Strengths

With reference to the three exceeding themes:

- 1. Practice is embedded in service operations
- 2. Practice is informed by critical reflection
- 3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

- Our learning environment supports children to be independent, take risks, develop dispositions for learning, develop ability to problem solve and stretch their thinking. Our practice has been developed over a number of years working as a team and is continually evolving in response to new research that informs best practice. As a result, you will see children thinking critically and creatively, showing resilience, independence and a sense of agency. To ensure that our **practice** is **embedded**, our staff team regularly reflect on our practice and adjust our programme accordingly.
- Educators:
 - observe children at play and engage in a range of formal and informal practices, to document and implement a purposeful, responsive educational program that reflects and builds on the knowledge, strengths, ideas, culture, abilities and interests of each child.
 - Document children's progress through targeted individual learning plans, our program book, daily and weekly reflection. Every child's learning plan is displayed in the kindy office so educators know and work on these goals with children. Rural Care learning stories are displayed in the rural care area to be accessible for families.
 - Respond to children's ideas in play and utilise both intentional teaching and spontaneous moments to scaffold and extend children's learning.
 - Extend children's learning through open ended questions, interactions, feedback and provision of resources. Educators draw on their insights continually to make changes to the implementation of the program, resulting in a flexible, innovative program that supports the uniqueness of each child, every day.
 - Work collaboratively to assess each child's learning and development as part of ongoing assessment to achieve continual improvement in the five outcomes.
- Our Strategic Inclusion Plan (SIP) focuses on barriers to inclusion for all children but specifically children with additional needs.
- Critical reflection is central to our every-day practice educators reflect daily and weekly on children's learning, questions and interests and revise the program and environment accordingly, and this together with our annual self-assessment process, enables us to identify areas of our pedagogy that we need to strengthen. Reflection as a staff team is a focus in all staff meetings time is tabled for reflection around our practice, implementation of changes to the program to enhance and extend learning and to ensure the program considers the circumstances and rights of each child. Regular reflection at staff meetings about the PQIP informs practice within our program.
- Our team of educators consistently and meaningfully engage with families through daily conversations, which we feel is the most effective way to share information and work in genuine partnership to support children learning. Learning is also shared with families through newsletters, seesaw, Facebook live, Facebook, termly individual learning plan progress, termly parent interviews, and statements of learning. In Rural Care, we have communication books where educators share daily activities, adventures and photos with families.
- We also seek feedback from families through parent opinion surveys and Governing Council meetings. Our program is informed by the community in which we live; we utilise local knowledge and skills of our community members by programming visits to places like the Men's Shed, Uringa (retirement home), businesses and other significant places of interest. Community members come and share skills and knowledge driven by children's interests and questions. Sharing PQIP strategies with the family encourages participation and involvement in the program and supports a feeling of belonging.

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Strengths

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Quality Area 2: Children's Health and Safety

The embedding of health and safety practices to cater for the needs of children from 6 months to school age is critical to the successful operation of our service.

- Children are provided with opportunities to rest and relax throughout the day in both rural care and preschool. Children have a programmed 'relaxation' time, and we focus on children having access to spaces to be by themselves or relax, such as couches and cushions on the verandah, cubbyhouse and our wurley.
- We are accredited as a SunSmart Centre by the Cancer Council of SA we provide shade areas through plantings, sandpit, cubby covers and extra tree shaded areas.
- Steps are taken to control the spread of illnesses we work with parents to ensure that children stay home if unwell and children are collected when unwell to limit spread of illness in accordance with policy and guidelines. As part of this we have developed a Sick Children Policy that is sent to families at the beginning of winter plus when reviewed to support best outcomes for children.
- Healthy Eating is promoted consistently through newsletters, leaflets, displays and cooking with children. Through our vegetable garden we promote good nutrition and a healthy lifestyle by growing and eating / cooking our produce.
- In the outdoor environment we encourage children to self-assess risk to minimise risk to their safety. 'Benefit risk assessments' with children and families are embedded in our practice. We value and encourage student voice by discussing rules with children and voting as a group to decide the rules we will make to keep ourselves safe.
- Our approach to promoting children's safety aligns with the design and delivery of our program. In addition, as an integrated service with a large staff team, all educators are consistently attuned to the needs of children to ensure safety at all times and are able to articulate these responsibilities and adjust practice where necessary.

We **critically reflect** on our health and safety practices and have implemented practices in response to our reflection, including added supervision resources, Gowrie training and targeted plans.

- Physical activity is embedded through obstacle courses constructed by children accessing loose parts that can be moved and used in any way they choose.
- Move to Learn Movement Program is part of our practice to integrate the left and right-hand brain functions and any retained primitive reflexes.
- Discussions with children about hygiene practices such as hand washing are part of our critical reflection valuing children's voice and models practices. Nappy changing and toilet training procedures are regularly discussed and reflected on as a staff team to ensure effective hygiene.
- Our approach to promoting children's health and safety is based on robust discussion, opportunities for input by all educators and is informed by critical reflection on past incidents.
- The environment is assessed as part of our PQIP review process to identify any physical environment barriers to support the safety of children with additional needs in the care environment.

We have **meaningful engagement with families and/or the community** to ensure that the health and safety of our child is paramount.

- In rural care, parents' wishes about sleep and rest are discussed as part of our orientation program to support children's sleep patterns and routines at home. This is supported by text messaging and pre-warning if there is to be a staff change, so routines can be discussed when children come to care.

As part of daily conversations, communication books and encouraging families to call or text to check on how their child is going is embedded in our practice.

- Kaylene, a member of our community, comes in every week to work with children in our vegetable garden - growing, looking after our vegetables and then harvesting them to eat and use in cooking is a highlight of our program - we are often enjoying our produce at fruit and lunchtime. The children always look out for Kaylene on the day she is coming and rush around to help and be involved.

F	Page 7 Central Eyre 2
	- The Keeping Safe Child Protection Curriculum is embedded in both the rural care and preschool programs focusing on the right to be safe, trust and protective
	strategies.

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Strengths

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Quality Area 3: Physical Environment

Practice is **embedded** in service operations. Indoor and outdoor environments have been designed to promote a sense of ownership and agency. It caters for all the ages and abilities of our children and is a space that fosters wonder, imagination, challenges their capabilities to be curious, resourceful, and purposeful. The use of the outdoor learning space is central to our program and embedded as the 'third educator'. Outdoors, children have the opportunity to enjoy the natural environment with features such as rocks, logs, dirt, loose parts and numerous sand and water areas. Planting native shrubs and trees is ongoing to create organic play spaces and provide shade. We have the capacity to bring the outdoors inside by using natural resources and access items for re-purposing when possible. The indoor environment is altered regularly and provides adequate space where we set up inviting learning spaces to accommodate children to work alone or with others in small and large groups. The fire-pit, in our fenced nature area, is where we cook with children. They are taught and reminded about fire safety and know the rules and boundaries. We have done risk benefit assessments that are reviewed annually with children discussing the benefits of these activities while keeping ourselves safe e.g., fire, rope swing and large tractor tyre. The vegetable garden develops respect for the natural environment and life skills where we compost ongoing, plant, water, and harvest our produce. We learn about recycling through games, discussions and sort containers, wrappers into recycle or rubbish.

Our physical environment is continually evolving through **critical reflection** on how it can best support children learning. We revisit the RRR Active Learning Environment Scale annually to audit our practice and film children to collect data on the Wellbeing Scale. Our involvement in the Critical and Creative Thinking Project and professional development with Marc Armitage has supported us to focus on providing learning environments with appropriate levels of challenge to explore and experiment with. We critically reflect on our practice and interactions with children around time, our ability to listen - learn when to step in and out of play - transforming tasks such as go from tell to ask and a focus on sustained shared thinking / open ended questioning and inquiry processes to develop a culture of thinking. Our weekly staff meeting provides the forum for preschool staff to critically reflect on our practice, analyse data and plan the next steps. We meet as a whole staff (rural care and preschool) once every term to reflect on where we can improve our environments to support child-directed exploration and extend children's learning and development. In addition, I meet with Rural Care 3 times a term to plan and evaluate our programme and practice. Reflection by staff about supervision due the shape of our yard, resulted in a review of our Supervision policy supported by training and development from Gowrie SA. We now have a plan of our outdoor areas displayed with X spots to ensure educators are adequately supervising children and, in addition, a two-way mirror in the yard. Risk assessments have been developed by all staff for supervision during sleep times, nappy changing to ensure ratios are always correct.

We build upon the strong commitment that members of our community have to sustainability and meaningful engagement with families and / or the community to build this culture. Kaylene is a community member who comes in every week to work with children in our vegetable garden. Composting is an ongoing process and fruit scraps are collected daily. Our compost bin was sourced from the local NRM representative and other materials are provided by our farming families. Sustainable practices are embedded including recycling, water conservation, vegetable garden and composting. Community members bring in a variety of recyclable materials. We have an ongoing program with the local NRM that includes a puppet play about habitats and looking after our environment and a coastal walk to learn about endangered animals and the importance of looking after the coastal environment. Children and families are encouraged to bring in reusable waste for use in construction. Resources, materials are sufficient in number, organised appropriately to implement the program and purchased in consultation with Governing Council. Each year we fund-raise and search for grants to ensure there is enough money to repair, improve so everything is of a high standard; we also continuously target resources for improvement to our site. e.g., boardwalk / deck incorporating loose parts / open ended materials.

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Strengths

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Quality Area 4: Staffing Arrangements

As a highly stable staff team, we have had the opportunity to refine and embed our practice over a number of years as a highly functional team that is committed to continual learning and improving. As a team, we consistently demonstrate a high level of collaboration, affirming, challenging, supporting and learning from each other. We show a willingness to share information or ask for help from others and acknowledge strengths and skills of other members of our staff team. This supports our focus on reflective documentation and open robust discussions around pedagogical knowledge and curriculum delivery. At all times, consideration is given to the organization of educators / roster arrangements to ensure continuity for children whilst balancing the needs of workers and their own family needs to support 'work- life balance'. All interactions between educators and others in our centre are respectful and promote a positive, welcoming, happy atmosphere. 'High Five 'is a regular practice at staff meetings to acknowledge and give credit to each other. We endeavour to ensure that there is ample time in staff meetings to critically reflect and access professional learning to improve our practice, rather than being solely focused on operational matters. Our approach with a large staff team is to promote robust discussion, provide opportunities for input by all educators and to discuss and reflect on new research on best practice. Any change to our approach to educator practice or operational matters is discussed in depth with all having the opportunity to provide input prior to implementation. All educators have an understanding of both the SA Public Sector Code of Ethics and the Early Childhood Code of Ethics that underpin our practice. As a staff team, we watched a webinar Acting Ethically - exploring the ECA Code of Ethics to improve our practice. Discussion afterwards resulted in a focus on an area of the Code at our evaluation meetings which has supported our practice in our dayto-day practices. Regular opportunities are provided for all educators to share and learn from others' existing and developing skills with special consideration to support newly inducted educators to our staff team. We are committed to developing and updating knowledge of our educators. To this end we support staff to undertake professional development and gain professional qualifications. Within our rural care team, we have workers with professional qualifications over and above the minimum requirements of the National Education and Care Services Regulations.

Our staff practice is shaped by **meaningful engagement with families and our community**. Staff have developed trusting relationships with families that is evident through families willingness to share their concerns and matters impacting on their children. In addition to seeking family input during the enrolment process, educators reflect and draw on the voices, priorities and strengths of the families and seek their input to support their children's learning through meaningful dialogue on an ongoing basis throughout the year. We recognise diversity as a strength and we work to promote a culture of inclusiveness and sense of belonging for all children, families and the community including Aboriginal families and families that have a child with a disability. As part of this, we build relationships with families and our community to exchange ideas with the aim of elimination barriers to participation in our service. We priorities the use of 'surplus' funding to be used for staff development and to increase staff to child ratios at times when we feel it is most needed such as on excursions and changeover of staff at rural care and at transition to school.

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Strengths

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Quality Area 5: Relationships with Children

Our educators practice is embedded in the day-to-day interactions with children. It is based on an absolute belief that each child is a capable and competent leaner with their own strength and abilities and reflects a commitment to building and maintaining respectful relationships with each child to ensure that they achieve their potential. Conversations are used as an intentional teaching method during play to; challenge children's thinking; stimulate their problem-solving skills; and support their dispositions for learning (such as having a go / persistence and critical and creative thinking skills). At all times, educator's interactions support children to feel secure, confident and included - through regular visits before starting care and extended transition for preschool children. Educators facilitate collaborative and cooperative learning opportunities to ensure each child is consistently supported to learn from and help others. We demonstrate a consistent approach to behaviour guidance to ensure each child is supported to regulate their behaviour, respond appropriately to the behaviour of others and resolve conflicts. Our relationships with children are a strength, visible through our practice of seeking and valuing children's comments and supporting them to formulate ideas, opinions and conclusions through thoughtful open-ended questioning to know what children understand before providing answers. Educators show respect for children's rights through our environment where we provide open ended activities giving children time and space to have a sense of agency, control take risks, think and wonder. We support children's right to play by being interested and showing we value the time they spend playing with a balance of adult guided and child led play. Our approach to relationships between educators and children is supported by discussion, opportunities for input by all educators and informed by critical reflection and reflection on past experiences. To support children to build and maintain relationships and enhance lifelong learning and sense of belonging educators reflect as a staff team on current practice and our actions around past incidents. Inclusion support funding through Gowrie, has provided an additional educator for children to be involved in small group activities where relationships are formed. We are in process of applying for funding to support another additional educator for a new enrolment. All educators participate in ongoing discussions, reflection and evaluation about progress towards shared site goals. The strength of our relationships and understandings of our children gives us the knowledge to know when to step in and work through negative experiences and consequences of actions. Our practice is shaped by meaningful engagement with families and / or the community. We draw on the voices of our children and families to support a culture of inclusiveness and sense of belonging to develop an understanding of the cultural diversity of our service and the community. Educators draw on their knowledge of each family's strengths and priorities including behaviour guidance approaches in the home environment to support children to build and maintain responsive relationships. Relationships are core to our business, and we work very hard at it. Interactions are warm and responsive, and we use parent surveys in enrolment packs, termly parent interviews and Seesaw / photos to help us build connections. Most important are the face-to-face conversations we have daily with families at drop off and pick up times. All educators engage with children to support the acquisition of skills for life and learning. We support them to be confident, take risks, look to themselves and each other for answers and as educators do not give them all the answers. Transforming tasks using from tell to ask and Socratic questioning are an embedded part of our practice. Our involvement in the Critical and Creative Thinking Project supports our practice and develops a culture of thinking. Educators maintain links with community support agencies such as Gowrie, CAYS, Community Health and Novita to enhance children's learning, consistently facilitate inclusion and continuity of learning by sharing information and implementing programs for children.

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Strengths

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Quality Area 6: Collaborative Partnerships with Families and Communities

Through the trial and review over several years of strategies to support collaboration and parent engagement, we have embedded a number of practices that are most effective in enhancing our engagement with families and acknowledging the leading role of families as the child's first educator. The following points outline the key strategies: Beginning from enrolment, orientation and transition all educators engage respectfully with families to learn about their expertise, culture, values and beliefs and priorities for their child's learning and wellbeing. - Maintain an 'open-door policy' and actively support families to participate in the service as they choose to contribute to service decisions and work in partnership to make decisions about their child's learning. We provided comprehensive, accessible information about the service in a variety of ways including conversations, displays, notices, newsletters, Facebook, Seesaw, communication books. Information about relevant community events is also provided to support parenting and family wellbeing. This multifaceted approach is in recognition of the many ways families access information. Development of a Strategic Inclusion Plan with Gowrie SA involves collaboration with families to access information from a range of agencies and builds a relationship with the family. Through a process of critical reflection, we recognise that engagement and participation of parents may vary dependent on the family circumstances and the issues impacting on the family. Links with families and how best to communicate is a process where all educators discuss our approach and decide if it is relevant to our current group of families. Respect for our families is a priority and we discuss alternate ways to engage with and support participation in the service. At staff meetings discussions are had around considering and creating opportunities to improve outcomes and partnerships with families. Our strong staff team with a variety of strengths is very valuable in this process where we all connect in different ways to form relationships. Our practice is systematically reflected on daily, weekly, termly through documentation and conversations daily amongst educators as well as with families. Practice is shaped by meaningful engagement with families and/or the community. We actively support families (particularly those who are isolated or newly arrived to the community) to build relationships with other families through whole centre events and with relevant community services to enhance child, parenting and family outcomes. Feedback from families who have been encouraged to be involved in Governing Council has also supported relationship building and a sense of belonging. We survey families on enrolment to know their views on preferred means of communication and participation in our service / program. Our approaches to communication are discussed and reviewed by staff to explore opportunities to build relationships and support families to contribute to the educational program in ways that honour their beliefs and that they feel comfortable with. We have effective enrolment and orientation processes for families that includes an orientation plan developed at the enrolment interview, a waiting list for rural care and a clear priority of access policy. Families have opportunities to be involved and contribute to service decisions and we always inform families and include them in decision making processes. We have an active Governing Council with over half our families involved as office bearers and committee members. Access to inclusion and support is provided. We are proactive in supporting children and putting in referrals through DfE and private support agencies including Gowrie and SERU to access resources. Links with relevant community and support agencies have been established and are maintained - for example CAYS, Men's Shed, Uringa, OSHC, Tumby Bay Area School, Ungarra Primary School. We have developed relationships with businesses and people in our community to instil a sense of belonging and community into all our children and staff. We make ourselves part of our community through walking excursions, involvement in community functions and the Christmas pageant.

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Strengths

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Quality Area 7: Governance and Leadership

Our statement of philosophy, that was developed in consultation with governing council and the staff teams, is understood by all staff and forms the foundation of the embedded practice in our centre. The philosophy is a living document that at the forefront of our daily practice and guides the decision making of our governing council. Leadership promotes a positive organisational culture and professional learning that supports all educators to develop skills. This includes building capacity by supporting educators to access professional learning opportunities as they are available. Webinars as a staff team promotes a shared focus and philosophy in our integrated service. Educators can understand how the performance development process supports learning and development goals for improvement and how the process drives continuous improvement in service quality and outcomes for children and families. In both rural care and the preschool quality improvement processes reflect our Quality Improvement Plan with other documentation to support it plus individual performance development plans. Performance Development plans have a focus on the goals in our quality improvement plan to support improvement as a site. The decision making and direction of the centre is informed by critical reflection. Our staff team and governing council regularly review policies and practices to make sure they support high quality consistent practice across the service, the review incorporated an analysis and reflection of the impact of our policies on children and families and take into account current research on best practice. - Our philosophy guides practice and every year educators, families and Governing Council review the Statement of Philosophy to ensure it is relevant to the needs of our children and families so we can work effectively in partnership together. All educators regularly reflect on their own learning and professional development goals to strengthen their performance and practice and through discussions with each other refine expectations and goals. Educators are encouraged to provide feedback on quality improvement processes, staff wellbeing and expectations of their practice - this feedback is respectfully considered and used to guide discussion for any changes. Practice is shaped by meaningful engagement with families and / or the community - Families are supported to engage in reviewing our philosophy, policies and procedures and provide feedback. We review our philosophy again at the end of the year as part of our self-review to guide quality improvement. - QIP goals are displayed in the sign in area, and we encourage ongoing feedback ongoing as to how we are going in achieving the goals we set ourselves as a service. Any suggestions are considered and acted upon as part of the regular cycle of self-assessment that supports continuous quality improvement. Continuity of educators is a strength of our service - the director, teacher and ECW in the preschool have been working as a staff team for 17 years. In rural care a core staff have been together for 8 years and work collaboratively as a cohesive staff team. - Governance and leadership support and model commitment to the inclusion process by providing time for staff to meet to develop the (SIP) Strategic Inclusion Plan, collaborate with families and meet with inclusion agency staff.

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Learning Improvement Plan – Goal 1- Kindergarten



STEP 1 Analyse and Prioritise

Site name: Central Eyre 2

Goal 1: To strengthen children's ability to use mark making to represent their thinking and express ideas.

⊕ STEP 2 Determine challenge of practice

Challenge of Practice:

If we intentionally plan and provide multiple opportunities for children to communicate through mark making, then we will strengthen their ability to use mark making represent their thinking and ideas.

Success Criteria (what children know, do, and understand):

Through analysis of formative assessment, we will see children:

- developing their fine and gross motor skills
- communicating ideas and telling simple stories through drawings, copied symbols, some letters or scribed sentences
- Spontaneously use mark making in their play and routines
- making connections between letter name knowledge, speech and print



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will set up the environment with appropriate materials, provocations to prompt children's engagement in mark making.	1.1 1.2.1 7.2.1 7.2.3	Ongoing throughout 2023	Educators will notice and monitor children engaging in mark making. Educators will engage children in conversations about their mark making. Educators will use self-talk alongside children to model thinking. Leader will monitor engagement, using the Active Learning Environment termly environment audit.	Literacy Guidebook 2.4, Foundations of early literacy, Mark making matters, Basics of fine motor skills

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All educators will use the formative assessment process of pedagogical documentation to reflect on each child's understanding and educator practice to inform planning.	1.3.1 1.3.2 3.2.2 4.2.1 7.1.3	Ongoing	All educators will collect evidence and document children's learning. Educators will collaboratively analyse documentation at weekly meetings. Leaders will facilitate.	Share practice with other sites Writing continuum Move to learn programme Step 4 template.
Educators will research mark making and develop a mark making continuum.	1.1, 1.2.1 7.2.1 7.2.3	Term 1	All educators, leader will facilitate.	Literacy guidebook 2.4, mark making matters, basics of fine motor skills, NT curriculum
Leaders will design a termly implementation plan to reflect a cycle of data to inform next steps in planning and programming.	1.3.1 1.1.1 1.1.2	Termly	Educators will bring evidence of children's progress for discussion at Step 4 meetings. The Leader will design and implement step 4 processes each term to monitor and review progress towards each goal.	ECL Implementation template

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Goal 1: To strengthen children's use of mark making to represent their thinking and express ideas.

STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions	On track Needs attention/work in progress Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
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Goal 1: To



STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

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Learning Improvement Plan – Goal 2 – Rural Care

6

STEP 1 Analyse and Prioritise

Site name: Central Eyre 2

Goal 2: To develop children's tier 1 and tier 2 vocabulary and ability to communicate their ideas and thinking using increasingly complex sentences

A STEP 2 Determine challenge of practice

Challenge of Practice:

If educators engage in meaningful conversations then children develop their ability to communicate their ideas and thinking using increasingly complex vocabulary and sentences

Success Criteria (what children know, do, and understand):

Through ongoing analysis of our formative assessment processes we will see children

Use more tier 2 words

Question the meaning of words

Engage in extended back and forth conversations

Use more complex sentences to explain thinking, tell stories and describe feelings.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Continue to develop educators knowledge of the continuum of oral language skills and evidence based resources that support language acquisition and sustained shared thinking.	7.2.1 7.2.2	Ongoing	Educators will take part in training, read and discuss articles	Universally Speaking, ABC and Beyond, ACEQUA Sustained shared thinking PLP, IPSP What is sustained shared thinking
Educators will plan for conversational reading as part of daily program and intentionally use rich vocabulary and complex sentences.	1.1.2 1.1.3 1.2.1	Ongoing	Model new language, define vocabulary, model using correct structure	Universally speaking, ABC and Beyond

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Educators will engage children in sustained back and forth interactions, I wonder and what, who, where questions.	1.2.1 1.2.2	Ongoing	Educators will use I wonder and what, who, where questions	ACEQUA Sustained shared thinking PLP, IPSP What is sustained shared thinking
Educators will use pedagogical documentation, observations and learning stories to track and	1.3.1 1.3.2	Ongoing	Educators will collect pedagogical documentation,	Share practice, analyse preschool examples.
monitor growth and reflect on their practice.			learning stories.	.Universally Speaking

Goal 2: To develop children's tier 1 and tier 2 vocabulary and ability to communicate their ideas and thinking using increasingly complex sentences

STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions	On track Needs attention/work in progress Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?	
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Goal 2: To develop children's tier 1 and tier 2 vocabulary and ability to communicate their ideas and thinking using increasingly complex sentences



STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

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National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Continue to develop Reconciliation Action Plan to support development of culturally responsive teaching practices	6.2.2 Access and participation 6.2.3 Community engagement	Staff engagement in cultural competence training, build relationships with the community, learn about reconciliation.	1/06/2023	District Council, Tumby Bay Area School, community members, other centres, Port Lincoln Children's Centre, families in our centre.	Director to lead. All educators working party to have input.
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Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.	Impact for children and families		
Priority	On track	(Are we improving practice and learning outcomes?)	Next steps	
	Needs attention/work in progress	Enter the evidence of impact of your actions for children and families		
	Not on track			
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
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Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?
What progress have we made? Have we achieved our priorities? Click or tap here to enter text.
Enablers: What factors have been critical for success? Click or tap here to enter text.
Inhibitors: What factors have impeded progress? How will we work through this?
Click or tap here to enter text.
Recommendations: What are the next steps to take?
Click or tap here to enter text.

Endorsements

Endorsed by director/principa	Endorsed	by	director/	princi/	ра
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Endorsed by director/principal
Name Click or tap here to enter text.
Date Click or tap to enter a date.
Signature:
Endorsed by governing council chairperson
Name Click or tap here to enter text.
Date Click or tap to enter a date.
Signature:
Endorsed by education director
Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

