

2023 Quality Improvement Plan for John Hartley School B-6 Children's Centre

Site number:
1423



Service name

John Hartley School B-6 Children's Centre for Early Childhood Development and Parenting

Service address

199 Peachey Road Smithfield Plains 5114

Service approval number

PR-00006069

Acknowledgment of Country

We acknowledge the **Kaurna** 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

John Hartley Children's Centre is situated in the northern Adelaide area, located in the City of Playford and is co-located within the John Hartley School B-6 site on Peachey Road, Smithfield Plains. The community has a high proportion of disadvantaged families living on low income and experiencing unemployment, financial hardship, substance abuse, low levels of education, domestic violence, mental health. There are an increasing number of single parent families and those with multiple numbers of children. Children in our community are increasingly presenting with diagnosed and undiagnosed developmental delays including speech and language, physical, cognitive and childhood trauma, all contributing factors to the overall wellbeing of families and children.

The Centre staff profile consists of a senior leader, 2.66 teachers and 90 hours of funded SSO time. The centre offers integrated services and community programs for young children and families. All children in their eligible preschool year attend two full days, accessing up to 15 hours a week and can either attend Monday/Wednesday or Tuesday/Thursday between the hours of 8:00am and 3:30pm.

An integrated Speech and Language Program, funded by the Department for Education, operates on Mondays and Wednesdays and caters for up to 7 children who have been identified with significant speech and/or language developmental delays, through a central process. This program is staffed with a special education teacher and speech pathologist.

Four sessions of Occasional Care operate weekly, 1 session for under 2 years of age, 3 sessions for over 2 years of age. The program is integrated with the preschool and operates Tuesday, Wednesday and Thursday from 8:45am -11:45am.

Community programmes operate from the centre and are facilitated by DfE allied health staff, including speech pathologist and occupational therapist, and external providers who liaise with the Community Development Coordinator to run programs based on local needs.

The school principal is responsible for the overall operations of the children's centre regarding resourcing and staffing. An appointed senior leader is responsible for line managing a multidisciplinary team, of teachers, support educators, allied health staff and, overseeing the day-to-day operations of the children's centre, maintaining enrolments and leading curriculum.

Effective working relationships exist across the school, particularly between Preschool and Reception where reciprocal transitions occur throughout the year, based on the developmental and wellbeing needs of children. John Hartley Children's Centre forms part of the Peachey Partnership with a strong and effective working relationship with schools and preschools within the partnership.

A rigorous self-assessment process together with the centre's Disciplined Dialogue Process has informed the improvement priorities and goal development for 2022: – 'For children to extend their oral language skills through sustained shared interactions'. Educators' actions were intentional and deliberate focusing on engaging with every child's cycle of planning to plan, assess and document learning. Book-based learning approach was implemented, within a small group context, strengthening children's oral language skills. Centre priorities included formulating Educator Agreements, reviewing centre philosophy, and induction folder, inclusive of volunteers and relief staff.

John Hartley School B-6 is a Public-Private Partnership site with all maintenance and upkeep of the buildings and gardens serviced by non-govt personnel.

All Children's Centre programs operate during term times, in line with South Australian School Term dates.

Further information can be located on the school's website - www.johnhartley.sa.edu.au or by contacting the centre direct on 8209 1800

Statement of Philosophy

At John Hartley School Birth to Year 6, relationships are central to our work with children, families, staff and community, with the purpose of developing confident learners who achieve their potential within a supportive learning environment.

We recognise children as being capable and competent, who have agency and are involved in decision making. We understand that children are part of families and communities and value the diverse cultures, prior knowledge and experiences about their world that they bring with them into our setting. We provide explicit and supportive teaching and learning experiences that allow children to connect with and understand their new early learning environment.

Educators work in partnership with the child's family, service providers, the school and the wider community to develop learning programs responsive to the strengths, interests, needs and abilities of each child. The curriculum is designed to guide and extend children through meaningful engagement, using intentional play-based learning opportunities.

As a school-based Children's Centre we value transitions and continuity of learning, viewing them as being integral to the wellbeing of children and their families. Our practice, within our learning programs, reflects our pedagogy based on providing children with authentic opportunities to engage in nature play, sustainable practices and sensory play, within an environment that acts as the third teacher.

The Early Years Learning Framework and DfE Literacy and Numeracy Indicators for Preschools, guide the scope of learning outcomes that all children are supported to achieve.

Reflective practices are embedded in our daily interactions with children and between colleagues, using shared sustained conversations to continuously improve our programs and practices. Collaboration is core to the services provided across the children's centre and creates an environment of inclusion and connection.

The Children's Centre has a holistic and multiagency approach to engaging children and families, with a vision of supporting our community to achieve the best possible learning, health and wellbeing outcomes in a universal setting, with targeted responses for all children and families.

Reviewed in March 2022

Strengths

Practice is embedded in service operations

Practice is informed by critical reflection

Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

Participation in a Department for Education (DfE) Transition Continuity of Learning inquiry project in 2018 has contributed to changes to the way transitions are viewed. Processes and procedures from preschool to school have been streamlined and are inclusive of families, children's centre staff, school staff and site leaders. As a result, at the end of 2019 strategic planning ensured all Reception teachers were early childhood trained with strong play pedagogical practices. Over the years, processes have been reviewed and documented through collaborative conversations and planned meetings between preschool and school teachers, leaders, parents and children. Examples include, child led panels where Reception children share with pre-schoolers what to expect at school, and parents requesting organised school tours. Decisions are informed by data collected from parent questionnaires and child led discussions. In 2021 transition to school processes have been expanded to include feeder preschools with a transition flow chart developed for use within the partnership. QA1 (1.2.2, 1.2.3) QA5 (5.1.1) QA6 (6.2.1, 6.2.3) QA7 (7.1.1)

An integrated Department for Education (DfE) funded Speech and Language Program operates within the children's centre and brings another layer of diversity and skill-set in meeting the needs of children with significant speech and or language delays. It is staffed centrally with a Special Educator and Speech Pathologist, who provide ongoing expertise and professional development, regarding understanding speech and language development. For example, the speech pathologist and special education teacher support staff and families in developing visual learning resources e.g., individualised social learning stories, strategies for promoting children's self-regulation and the use of alternative communication methods. Furthermore, the speech pathologist has provided specific professional development linked to our improvement goal in 2021, as part of a pupil free day. QA4 (4.1, 4.1.1) QA5 (5.1.1, 5.2, 5.2.2)

Engaging with the EYLFs cycle of planning was identified as an area for improvement based on a number of team critical reflections, including with the partnership ECL.

Strengths

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Quality Area 2: Children's Health and Safety

At John Hartley School Children's Centre, we follow the Departments' recommended healthy food guidelines. We provide visual representations via the induction to preschool processes and in the family information booklet, sharing it with families on enrolment. As educators, our role is not to police what families provide in children's lunch boxes but to educate, achieved through intentional and spontaneous teaching, our cooking and gardening programs, orientation processes, newsletters, face-face conversations, See-saw etc. Families often comment how children reinforce the message at home when they share and transfer the learning, evident when families upload learning and experiences on the See-saw app. The cooking program is embedded across all programs with the sharing of recipes on Seesaw, in newsletters and paper copies. (QA1, QA6, QA7)

We recognise the challenges faced by families in providing a range of healthy snacks, as part of their children's daily food consumption. We have responded by providing daily sources of healthy snacks, such as, seasonal fruits and vegetables, a site funded initiative. The provision of these healthy snacks further enhances positive messages regarding healthy food options. Recent team reflections (2021), resulting from external observations (NQS spot check and ECL), prompted a review of our afternoon shared fruit routine. It was established that if children are provided with healthy snacks as part of the afternoon routine, then they are consuming foods that are keeping them fuller for longer periods of time. (QA1, QA6)

Strengths

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Quality Area 3: Physical Environment

In addition to the current sustainability practices at John Hartley Schools Children's Centre, educators have reviewed the amount of fruit and snacks provided at the end of each day and noticed an excessive amount of waste from uneaten food. Fruit is now presented whole (apples, oranges or larger pieces of watermelon, cucumbers) and cut with children, within a small group context. This creates opportunities for intentional teaching of mathematical concepts, development of oral language skills and building of social and physical skills, and contributes to our current PQIP goal. (QA1, QA2)

Current research tells us that the use of natural lighting has a calming effect on children's well-being and engagement levels, in particular those with sensory processing difficulties. The preschool and occasional care spaces limit the use of fluorescent lights as the main source of lighting, relying more on natural lighting or targeted lighting to highlight learning areas. As a result, educators and families have noticed positive learning behaviours in children. These practices are shared with families during enrolment interviews, with visitors when they come to the centre and during Partnership educator forums. The school's business manager commented, "I love coming to the preschool because it always feels calm and children are always engaged." Recently, the community room has been aesthetically transformed, creating consistent natural environments reflective of our Reggio Emilia approach to learning. (QA2, QA5, QA6)

Commitment to using natural materials and resources is evident across all programs. The indoor and outdoor learning spaces are organic and evolve naturally. Loose parts are embedded in our practice and influenced the community outdoor learning space and the early year's school environment. For example, school children are experiencing the benefits of nature play and loose parts incursions and excursions. The community programs outdoor environment upgrade was completed after a proposal was written in collaboration with the CDC and FP with feedback from community groups accessing programs. (QA1, QA6, QA7)

Strengths

Practice is embedded in service operations

Practice is informed by critical reflection

Practice is shaped by meaningful engagement with families and/or the community

Quality Area 4: Staffing Arrangements

Continuity and consistency of staff is paramount in providing quality programs and contributes to creating a strong team culture. For example, the Children's Centre Senior Leader is in a long-term tenure. A number of educators work across preschool, Occasional Care and playgroups, further creating a multi-skilled group of educators. In addition, our part-time educators are the preferred relievers in the event of staff absences, whether planned or unplanned. Furthermore, the Community Development Coordinator and Family Practitioner have secured permanent positions and have been employed on a long-term basis which has enabled us to build strong connections with children and families who have now transitioned to school. (QA5, QA6 & QA7)

Setting up a culture of inclusion, collaboration and integration is vital to developing and responding to family's needs, children's well-being and the provision of quality care and education. This is achieved by having planned weekly staff meetings that include the speech and language program teacher, occasional care workers, preschool staff and allied health staff, where relevant. An agenda is available for all staff to contribute points of discussion. The team meets to discuss matters relating to PQIP progress, curriculum planning, individual children and any other issues relating to our day-to-day operations. Opportunities also exist for targeted professional development. In addition to formal staff meetings effective 'walk and talk' meetings occur, complementing the various processes of sharing information with staff, such as, email, staff communication book, newsletters, mobile phone messages and performance reviews. During 2021 Teams platform was introduced allowing all staff access to staff meeting minutes and any other relevant information. Educators have commented on the benefit of having access to this platform from any device and/or network. To further enhance effective use of Teams the leader has organised a PD opportunity in term 1 2022. (QA7)

There is a strong belief that children's well-being, participation and engagement increases when high quality educators are present to support children's learning. The Children's Centre is well resourced with child to educator ratios above the mandated requirements, with a strong focus on quality interactions with children, whether one to one, small group or large group context. Furthermore, the educators employed in the preschool are selected based on their suitability. For example, educators with experience in working with disadvantaged communities, preschool support workers with skills and experience in working with children with additional needs and educators who identify with African and Aboriginal and Torres Strait Islander cultures. (AQ1, QA5, QA7)

Consistency of having an occupational therapist and speech pathologist working across John Hartley and Mark Oliphant College Children's Centres assists with supporting families to have increased confidence to access programs across both sites. (QA5, QA6, QA7)

Strengths

Practice is embedded in service operations

Practice is informed by critical reflection

Practice is shaped by meaningful engagement with families and/or the community

Quality Area 5: Relationships with Children

All families who accept a preschool place receive a 'Welcome to Preschool' letter in the mail, prior to their first preschool day and after their initial interview. Feedback has been positive as families report their child's excitement on receiving mail, further enhancing transitions and sense of connectedness to the preschool community. In addition, a named bag tag and a laminated calendar fridge magnet are provided to support children and parents in getting organised for preschool. These initiatives were introduced in response to a working parent who enquired about public holidays and school term dates. (QA6)

As part of the orientation to preschool process children attend interviews with their families 2 terms prior to beginning preschool. The interview is child centred and is aimed at identifying strengths, needs and interests of each child as well as addressing parent concerns or any queries. Interviews are held in a central location within the Children's Centre where families are taken on a tour and introduced to staff, including educators, Family Practitioner, Community Development Coordinator and other site leaders. This process has seen a notable upward trend of attendances increasing from 85% in 2020 to 98% in 2022, making the process of collecting Child Immunisation History records effective and streamlined, and in beginning the process of gathering information for inclusion in Health Care Plans. Often those families opting not to meet with the senior leader have established relationships with the school &/or preschool. (QA2, QA6, QA7)

The cohort of children who are in their foundation year of school have many opportunities during play time and class time to check into the Children's Centre, as needed, whether just to say hello to staff or to spend extended periods of time in the familiar space they have connected with during their preschool year. Teachers and support staff from the school now view the Children's Centre as another space where children can be supported. Parents are consulted about this embedded practice and are fully supportive, particularly during their foundation year of school. An exemplary example was a child turning 6, had no preschool experience, he was enrolled at school and accessed the preschool program with a school funded support person. There was a team around the child approach resulting in positive learning outcomes with a successful application for Special School entry in 2022. (QA1, QA6, QA7)

Strengths

Practice is embedded in service operations

Practice is informed by critical reflection

Practice is shaped by meaningful engagement with families and/or the community

Quality Area 6: Collaborative Partnerships with Families and Communities

The Community Development Coordinator (CDC) and Family Practitioner (FP) are responsive to departmental and community-based initiatives to support vulnerable families to access Children's Centre programs and services. As a site, we have hosted Partnership Group meetings conducted exclusively in providing information about the purpose and implementation of the Child and Family Assessment and Referral Network (CFARN), which was a recommendation of the Nyland Report. As a Children's Centre, we have actively sought to establish and maintain positive working relationships with the CFARN team and as a result have been successful in actively engaging families working with CFARN. We have reviewed our practice to ensure that CFARN families have priority of access to programs and services e.g., allocating places in programs exclusively to CFARN families, modifying referral processes and procedures to minimise impact of families accessing services.

The CDC and FP consistently review inter agency referral processes to increase access and minimise the impact of systemic factors in connecting new families with the Children's Centre e.g., development of a Children's Centre introductory letter that is distributed to clients of the Perinatal Infant Mental Health Service (PIMHS) having the confidence to self-refer to the Children's Centre. This strategy has resulted in a number of PIMHS clients directly contacting the CDC and going on to access Children's Centre programs and services such as the Post Natal Depression supported group program, the Baby Playgroup and support via the Family Practitioner.

Strengths

Practice is embedded in service operations

Practice is informed by critical reflection

Practice is shaped by meaningful engagement with families and/or the community

Quality Area 7: Governance and Leadership

Unique to our Children's Centre is a school principal with a strong early childhood background who continues to support and value the role of the Children's Centre Leader whose position has evolved from a Coordinator to a Senior Leader Band 3. The children's centre leader is an integral part of the school leadership team and Governing council.

Leadership's ability to recognise educator skills, strengths and experiences in being able to work across the early years, e.g., a teacher working in the preschool was contracted to work in a reception class where she was able to lead teachers in play pedagogy and an early childhood educator who supports children and their parents' transition from preschool to reception. In retrospect, a foundation teacher now works in the preschool, having gone from a mainstream preschool teacher to a specialised Speech and Language Program teacher. (QA1, QA4, QA5)

There is a strong commitment to support educators in building leadership skills. For example, two teachers' have been successful in winning long-term tenures and are now Directors in early childhood settings, one in a stand-alone preschool and another in a Children's Centre.

As a B-6 site there is a strong working relationship between Children's Centre staff and school personnel, leaders and business manager. For example, the Children's Centre leader works in collaboration with the school's business manager regarding staffing contracts, resourcing and budgets. Transition to school processes align to the school with school admin staff and leaders working closely with the Children's Centre staff in negotiating time-lines for transition to school processes. (QA4, QA6)

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: John Hartley School B-6 Children's Centre

Goal 1: For children to engage in sustained play to further develop their creative and critical thinking



STEP 2 Determine challenge of practice

Challenge of Practice:

If we design active learning environments that connect with children's natural curiosity about their world, then we will see children further their critical and creative thinking

Success Criteria (what children know, do, and understand): [O&E]

Through the use of ALE observation scales, documented observations and learning stories we will see children:

- Increasingly able to self-regulate, evidenced when they are engaged in large blocks of uninterrupted play, with teachers and educators who are responsive and intentional
- Using key words and language of 'wonder' as a result of educator scaffolding and provoking curiosity
- Engaging in inquiry-based learning
- Develop enabling learning dispositions
- Using ICT to represent and extend their creative thinking



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
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<p>Educators will intentionally plan learning experiences inclusive of all children Birth-5yrs, that are age and stage appropriate, whilst taking into consideration their interoceptive and proprioceptive skills</p>	<p>QA1 – 1.1 1.2 1.3 QA3 – 3.2 QA4 – 4.1 QA6 – 6.2</p>	<p>Term 1,2,3,4, odd weeks</p> <p>WEEK 0</p> <p>Term 1,2,3,4 Weeks 3 and 5</p> <p>Fortnightly on Fridays</p> <p>Week 3, Term 1,2,3,4</p> <p>Week 6 Term 1,2,3,4</p>	<p>Teachers (Aidan, Eleanor, Kate) to lead staff team through fortnightly planning meetings</p> <p>Aidan to share planning cycle with the team, inclusive of personalised planning for all children</p> <p>Kate to lead IESP mapping check-in and data collection for any extensive funding. All teachers to contribute to the children's individualised learning plans</p> <p>Eleanor to lead and document planning meetings, inclusive of all children</p> <p>IESP Mapping mtgs, inclusive of all CC staff and DfE Student Support Team</p> <p>CST mtgs – inclusive of all CC staff and</p>	<p>EYLF – planning cycle</p> <p>Interoceptive & proprioceptive PD -Plink and DfE Self-Reg Team</p> <p>Site Planning Cycle developed in 2022</p> <p>IESP Mapping Tool</p> <p>Inclusion Policy and Accountability Senior Leader – Kel Caire ELC – Linda Rich SSS</p> <p>Partnership Site Leaders – Teams</p> <p>Inclusion – PLP NQS newsletter</p>
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			DfE Student Support Team	
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			All staff to contribute to documenting, analysing, and planning learning experiences for individuals and small groups.	
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<p>Educators will engage with the RRR observation scales to promote Active Learning Environments through an inquiry-based learning approach</p>	<p>AQ3 – 3.1 3.2 QA5 – 5.1 5.2 QA1 – 1.2 QA4 – 4.1 4.2 QA2 – 2.1 2.2 QA6 – 6.2</p>	<p>Term 1 weeks 6</p> <p>Tem 3 weeks 4-6</p> <p>PFD week 6 term 1</p>	<p>All educators – teachers, SSOs, occasional care team led by Centre leader</p> <p>Teachers and SSOs to use scales for data collection</p> <p>PLC- RRR – ALE – baseline data collected and analysed – led by Ange and teachers</p> <p>Data collection, and comparative data analysis</p>	<p>Early years STEM resources – STEM key features for learning design Stem in the Early Years – Growing a Generation of STEM capable learners</p> <p>Curating Vintage Resources in ECE – website tecribresearch.wordpress.com</p> <p>DfE STEM audit</p> <p>RRR – ALE observation scales</p> <p>DfE Self-Reg Team assess indoor and outdoor learning environments</p> <p>NQS PLP – Inquiry-based Learning paper</p> <p>Conduct Inclusive Environment audit</p>
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Commented [RL(H2ED01)]: How will this happen? Will scaling occur? Will there be a PLC? How will inquiry based learning become a part of practice?

<p>Educators will integrate digital technologies in children's play experiences that supports children to represent their thinking creatively</p>	<p>QA1 – 1.1 1.2 1.3</p>	<p>PFD week 6 Term 1</p> <p>Fortnightly even term1 weeks 6, 8,10</p> <p>Term2 weeks 2,4,6,8,10</p> <p>Term3 weeks 2,4,6</p>	<p>Aidan to lead staff PD as part of staff meetings and site closure days Reflection on current pedagogy against EYLF – ECA digital technologies statement</p> <p>PLC's lead by Ange, Kate, Aidan, Stacey, Eli</p> <p>.. Use of ICT in the Early Years</p> <p>.. STEM - inquiry-based learning approach</p> <p>.. Environments that enable learning dispositions</p>	<p>ECL- Linda Rich</p> <p>https://www.centresupport.com.au/wp-content/uploads/2020/06/Health-and-Wellbeing-Guide-Young-Children-and-Digital-Technologies.pdf</p> <p>Young and digital: Responsible citizen or babe in the (technology) woods? - The Spoke – Early Childhood Australia's Blog</p> <p>Tech wise: What's the plan? (earlychildhoodaustralia.org.au)</p> <p>Amplify! is the essential early and middle childhood education and care story. - CELA</p> <p>http://www.earlychildhoodaustralia.org.au/8741-early-childhood-australia-statement-young-children-and-digital-technologies (1).pdf</p> <p>https://youtu.be/FBNw1Tb1JUc - how are you embracing technology in the early years</p> <p>Purchase of beebots – included in budget line</p>
<p>Educators will model enabling learning dispositions and</p>	<p>QA5 – 5.1 5.2</p>	<p>Terms 1,2,3,4</p>	<p>Click or tap here to enter text.</p>	<p>The Curiosity Approach – https://www.thecuriosityapproach.com/</p>

intentionally plan for and create environments that encourage children's curiosity, persistence, creativity, imagination and reflexivity	QA3 – 3.1 3.2	PFD – week 6 Term 1	Loose parts	Curating vintage resources in early childhood education – website RRR - ALE observation scales EYLF – outcome 4 Children are confident and involved learners Source repurposed furniture and loose parts resources
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Goal 1: For children to engage in sustained play to further develop their creative and critical thinking

 **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?

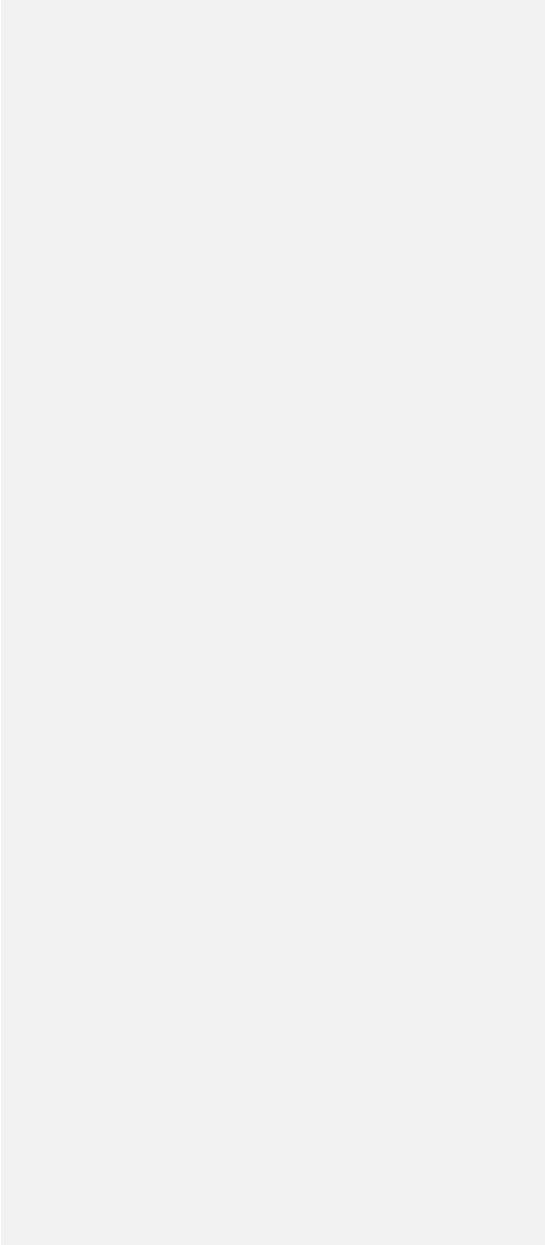
Actions	 On track  Needs attention/work in progress  Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan	Evidence Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
Educators will intentionally plan learning experiences inclusive of all children Birth-5yrs, that are age and stage appropriate, whilst taking into consideration their interoceptive and proprioceptive skills	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will engage with the RRR observation scales to promote Active Learning Environments through an inquiry-based learning approach	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will integrate digital technologies in children’s play experiences that supports children to represent their thinking creatively	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Educators will model enabling learning dispositions and intentionally plan for and create environments that encourage children's curiosity, persistence, creativity, imagination and reflexivity

Click or tap here to enter text.

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Goal 1: For children to engage in sustained play to further develop their creative and critical thinking



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

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.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: John Hartley
School B-6 Children's Centre

Goal 2: Click or tap here to enter text.



STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

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

Click or tap here to enter text.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Click or tap here to enter text.



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?
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Click or tap here to enter text.



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

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.

National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Review the centre philosophy to reflect the centre's current embedded practices, child, educator and family perspectives, and community context	QA 2 – 2.1 QA3 – 3.2 QA4 – 4.2 QA5 – 5.1 5.2 QA6 – 6.1 6.2 QA7 – 7.1	Engage CC community & key stakeholders re policy review Identify feedback strategies from staff, children, families and community Collate feedback and share with community and GC	Term 1 Weeks 0 – 4 Term 1 Weeks 4 – 6 Term 1 Weeks 6 – 8	<ul style="list-style-type: none"> ◆ Current philosophy ◆ PD calendar ◆ NQS – newsletters ◆ Surveys ◆ DfE intranet ◆ CDC ◆ Governing Council ◆ JHS website 	CC Leader to lead the process CDC to support broader community perspectives and inclusion in the process
Support families to engage with communication platforms including Seesaw, website and Facebook	QA6 – 6.1, 6.1.1, 6.1.2 6.1.3 Click or tap here to enter text.	Use enrolment interviews with families to determine preferred mode of communication Link all families to Seesaw and monitor Develop family surveys to determine effectiveness of communication channels	Term 4 2022 Weeks 1-6 Term 1 Week 5 Term 2 Week 5	Click or tap here to enter text. <ul style="list-style-type: none"> ◆ Seesaw ◆ JHS leaders ◆ ICT dept ◆ 	Site leader and admin staff Kelly – admin All Teachers and some SSOs to post learning on various platforms




<p>Review the rhythms and rituals of the day inclusive of occasional care program</p>	<p>QA3 – 3.2 QA4 – 4.1 QA5 – 5.1 QA6 – 6.2</p>	<p>Click or tap here to enter text. Team discussions to reflect on the rhythms and rituals of the day</p> <p>Conversations with families re what aspects of their children's learning are important to them as they start in the centre</p> <p>Introduce visuals to support children to embed learning Ongoing review and tweaking – staff meetings</p>	<p>Click or tap to enter a date.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Develop the website to include relevant CC information i.e., policies, community programs, PQIP.</p>	<p>QA6 – 6.1 6.2 QA7 – 7.1 7.2</p>	<p>In consultation with JHS and website designer re initial set up</p> <p>Assign an educator to regularly update & upload documents</p>	<p>Click or tap to enter a date.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

<p>Improve signage to the preschool, including upgrades to learning environments, indoors and outdoors</p>	<p>QA 6 – 6.1 6.2 6.2.3 QA7 – 7.2, 7.2.1</p>	<p>Letter of proposal with desired outcomes for improving outdoor learning spaces – with links to research and the PQIP presented to relevant stakeholders</p>	<p>Term 4 2022</p> <p>Term 1 2023</p> <p>Term 1, 2, 3</p>	<p>Click or tap here to enter text.</p>	<p>Kate – construct letter proposal inclusive of school leadership, Spotless and Budget Manager</p> <p>Leader to consult with site Business manager re financing of projects led by Ange</p> <p>All staff – source sustainable furniture</p>
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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?

Priority	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 (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
	 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				
Review the centre philosophy to reflect the centre's current embedded practices, child, educator and family perspectives, and community context	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Support families to engage with communication platforms including Seesaw, website and Facebook	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Review the rhythms and rituals of the day inclusive of occasional care program	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Develop the website to include relevant CC information i.e., policies, community programs, PQIP.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Improve signage to the preschool, including upgrades to learning environments, indoors and outdoors	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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/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:

