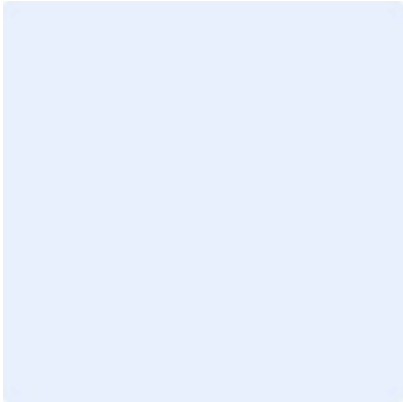


2024

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 Rd, 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 fulltime senior leader, 2.66 early childhood 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, catering 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 need.

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 self-assessment process together with AEDC data and Diagnostic Data Dialogue has informed the centre improvement priorities and goal development for 2024 whereby every child will feel safe, secure and supported to engage in deep learning when meaningful relationships with peers and educators are developed. Centre priorities include embedding culturally responsive practices, sustainability in the context of connecting children to their natural world and co-designing an improved outdoor play space.

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.hartley.sa.edu.au or by contacting the centre direct on 8209 1800

Statement of Philosophy

John Hartley Children's Centre Philosophy

- ✚ Responsive and warm relationships are central to our work with children, families, staff and community.
- ✚ We recognise children as being capable and competent learners, with no boundaries to their learning potential.
- ✚ We embed an inquiry play-based learning approach where child agency is paramount in extending their thinking and learning, in authentic ways.
- ✚ We value the importance of nature play, sustainable practices, and respect the environment as the third teacher.
- ✚ Educators work in partnership with families, service providers, schools, and the wider community to develop learning programs.

Our Philosophy in action!

We allow the children to follow their sensory needs. This may involve sensory learning where children can fully immerse themselves in experiences, such as mud, sand, water, and paint. Educators like to join in too!

Educators use the skills of Responsive Relationships to be present, intentional and in the moment with children, creating an environment of inclusion and connection for all.

Children are encouraged to take risks in their learning, by challenging their gross motor skills through climbing trees and jumping from heights.

We have loose parts readily available for the children to transport and to use how they see fit, and we see children as being able to make play choices that drive their ideas, with educators following their lead.

We take opportunities during the day to have explicit small group experiences that involve games, inquiries and reading, as research shows that smaller groups have greater benefits to learning than larger groups.

Educators reflect on their practice, drawing from a range of perspectives and current early childhood research, to improve programs.

Reviewed: March 2024

Strengths

Quality Area 1: Educational Program and Practice

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Strengths

Quality Area 2: Children's Health and Safety

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Strengths

Quality Area 3: Physical Environment

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Strengths

Quality Area 4: Staffing Arrangements

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Strengths

Quality Area 5: Relationships with Children

The Relational Pedagogy Project has been a collaborative initiative aimed at fostering responsive relationships and enhancing skills among educators and families in the early childhood setting. The project involved Occupational Therapists (OT) and Speech Pathologists, with shared Professional Development (PFD) among three other preschools within the Partnership. Through family surveys, phone calls, and enrolment processes and information, families were given the opportunity to understand what negotiated goodbyes would look like in our setting. Educators gained further insight into what families value and already use as part of their home routines and rituals. This resulted in developing visual schedules that give children and families choices in how they would like to say goodbye to each other each day. The educators also unpacked the Early Childhood Australia (ECA) conference video to align with best practices and how it would translate for our community. A parent survey highlighted how having family photos displayed in the preschool would support children with settling into the new space knowing they could go to the "Family Photo Wall" to see and talk about their family as well as connect with other children's family's, including educators. To ensure we could have this data ready for the start of the new year, midyear intake families were invited to the end-of-year celebrations and educators were able to capture family groups, including extended families. Survey results were shared, and actionable insights were implemented, leading to positive feedback from families. One family noted, "the morning routine has been particularly helpful," while another expressed, "I never thought he (the child) would settle so well in Kindy." Educators have shown commitment to continuous improvement by participating in fortnightly workshops, even those who do not work on the designated workshop day. Additionally, the Early Childhood Leader (ELC) conducted RRR wellbeing observations to assess children's wellbeing. The feedback allowed the team to critically reflect and implement further improvements. The outcome has been evident, with children feeling happy and secure at Kindy, knowing that educators are responsive to their needs and families trusting that their children will be cared for. A noteworthy example was when a family whose home language is Ewe shared the translated 'managing separations' analogy with her mother, who proudly displayed the story in her home. This highlights the project's success in creating inclusive and supportive environments for both children and their families.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

Strengths

Quality Area 7: Governance and Leadership

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

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

Goal 1: For every child to feel safe, secure, and supported through the development of meaningful relationships with peers and educators



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators consistently provide an environment which promotes strong social and emotional development, then we will see each child feel safe, secure, and supported to meaningfully engage with peers, educators and the learning environment.

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

Children will establish and maintain respectful and trusting relationships with educators, evidenced when they share accomplishments and communicate their needs for comfort and support.

Children's wellbeing and connection to their physical and social environment will be evident when they confidently explore and engage in play with others, documented in learning stories, observations, and conversations.

Children will participate in familiar routines and rituals that will support smooth transitions when entering and exiting the preschool setting.




STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Educators will meaningfully engage with children, families, and community to embed a daily negotiated goodbye ritual</p>	<p>QA1 - 1.1.2, 1.1.3, 1.2.1, 1.2.3</p> <p>QA4 – 4.1.1, 4.1.2, 4.2.2</p> <p>QA5 – 5.1.1</p> <p>QA6 – 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.3</p>	<p>Term 4 2023, Term 2 2024</p> <p>Term 1 & 3 2024</p> <p>Term 4 2023, Term 2 2024</p> <p>Term 1 – new families</p> <p>Term 2 - midyear intake</p> <p>Term 3 – 2025 enrolling families</p> <p>Term 1, 2, 3, 4</p>	<p>All staff gather family group photos at family celebrations.</p> <p>Site leader to survey families to understand how families are feeling about their child starting preschool and what supports do they believe will benefit successful transitions for both family and child.</p> <p>Site leader to promote the negotiated goodbyes ritual with families during orientation meetings, via newsletters, emails, phone conversations.</p> <p>All educators design and create negotiated goodbye environments inside and outside.</p> <p>Kate - Provide visuals that support older siblings to engage in the negotiated goodbye space.</p>	<p>ECL – Linda</p> <p>SSS OT & Speech Path</p> <p>Partnership sites involved in the project.</p> <p>JHS leadership</p> <p>Responsive Relationships skills</p> <p>EYLF V2</p> <p>RRR wellbeing scales</p>

			<p>Teachers to share photos and of negotiated goodbye spaces with families on seesaw – teachers (Kate, Stacey, Alisha)</p> <p>Occasional care educators – create a space in the oc/care room.</p> <p>All staff to use the language of relational pedagogy with families and children.</p> <p>Translate documents in other languages– site leader</p>	
<p>All children's centre staff will participate and engage with the Responsive Relationships program.</p>	<p>QA4 – 4.1.1, 4.1.2, 4.2.1</p> <p>QA5 – 5.1.1, 5.1.2, 5.2.1, 5.2.2</p> <p>QA6 – 6.1.2, 6.2.1, 6.2.2, 6.2.3</p> <p>QA7 – 7.2.3</p>	<p>Week 0 – intro RR Project</p> <p>Week 4, term1, PFD – Project work</p> <p>Term 1 & 2 – fortnightly reflections and skills in collaboration with MOCCC</p>	<p>Karen (OT) & Brianna (SP) to lead Responsive Relationship's Program.</p> <p>Linda (ECL) lead Relational Pedagogy Project.</p> <p>Ange - collaborate with leaders participating in the RR project.</p> <p>Include reception teachers in the RRP – Ange to liaise with JH school principal.</p>	<p>Allied Health team</p> <p>ECL – Linda</p> <p>RRR – wellbeing scales</p> <p>ECA Conference</p> <p>Responsive Relationships program</p>
<p>Educators will engage in ongoing critical reflections that will guide us to review and plan indoor and outdoor learning environments</p>	<p>QA1 – 1.1.3, 1.2.1, 1.2., 1.2.3, 1.3.1, 1.3.2, 1.3.3</p> <p>QA2 – 2.1.1, 2.1.2, 2.1.3</p>	<p>Term 2 & 3 – staff meetings and fortnightly planning</p>	<p>Staff bulletins – Ange and Kate</p> <p>Planning cycle – all staff</p> <p>Working through the booklet – staff meetings</p>	<p>Rhythms, Rituals & Routines Workbook – Fairy Dust Teaching resource – Kate to lead</p> <p>EYLF V2</p>

	QA3 – 3.2.1 QA6 – 6.1.2 QA7 – 7.1.1, 7.2.2, 7.2.3			
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Goal 1: For every child to feel safe, secure, and supported through the development of meaningful relationships with peers and educators

 **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	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?
	 Needs attention/work in progress		
Date your notes to ensure you track and monitor adjustments and progress of your plan			
Educators will meaningfully engage with children, families, and community to embed a daily negotiated goodbye ritual		Term 1 Week 10 - families/children that embed that rhythm as part of their morning. Families are using the language of "hello and goodbye" Charlottes Mum says "I'll be thinking of you". Educators are reaching out to families through seesaw to let specific families about a child's morning routine. Harper's mum has reiterated she is very grateful for what we have done for Harper - educators have worked closely with mum and harper to settle Harper into kindy. Children ask to go to the gate in the morning and educators respond to this. More educators are keen to give this negotiated goodbye a go. Occasional care families greet Phile in the O/C room rather than in the kindy space - connection	<p>T1 W10 Continue to have resources in the outside negotiated goodbye space - change it up more often. Foam Blocks have been recently added (still a gentle entry point). Continued practice of having familiar person at the gate - end of the day. -Ensure that the induction process for new families (including O/C) includes a talk about negotiated goodbye</p> <p>T2w10 Have changed from 2 negotiated goodbye spaces to 1 due to staffing in the morning. Term 3 steps – back to bringing the signs out and using the language of ‘thinking of you’ and ‘how do you want to say goodbye to Today?’ Educators will need to explain this space to families as they enter.</p>

between child, carer, and educator is evident. Elijah's Auntie will come to educators to let us know what she has done to say goodbye to Elijah, same with Fletchers Mum, and then they feel safe to leave. Families are more conscious of saying goodbye to the little ones - giving family permission to stay. Children's experience with us (Aaliyah) is transferring over to how they are settling into other services. Translating the negotiated goodbye information for specific families (Prosper) and family have been very responsive - framing this information in their home. This has also been done with O/C families.


T2W10

Parents have made comments when educators at the gate haven't been there – they have predictability available to them at the end of the day as well as the start of the day for where educators are placed. Children frequently check in with educators sitting outside, even if it isn't used as a 'negotiated goodbye' space for them. Children who have shown massive growth are Fletcher and Cierra – Fletcher's Mum has commented that she isn't staying as long, and transitions are much easier. The negotiated goodbye spaces are utilised in different ways e.g Charlotte

T3w5


Developing a social story outlining the negotiated goodbye space and what to expect – part of the welcoming pack for children/families

Translate social story for our EALD families (Swahili, Punjabi, Burmese, Pashto, Ewe)

		<p>finds the familiar educator and gets them to walk her to the gate. For occasional care, parents are talking more with Phile in the room during transition times – consistent over the term. Family photos continue to be a source of comfort for children.</p> <p>T3, W5 Educators continue to remain still in different spaces in the morning to help support children’s transition.</p> <p>Included extra resources at the negotiated space (books, small building material, puzzles, writing material) at the</p>	<p>T3, W5 Educators have noticed that children move towards the educator and not the space. Having Phile coming in early has had a positive impact on the relational work as she is able to be present in the sandpit each morning. How do we keep the momentum going not 2025? What needs tweaking?</p> <p>Children are spending additional time in this space engaging meaningfully with the educator. This has also supported children to launch into other nearby experiences in their own time. Use upcoming enrolment processes to share relational practices with new families.</p>
<p>All children’s centre staff will participate and engage with the Responsive Relationships program.</p>		<p>T1W10 Supports consistent practice All CC staff are engaging with RR Visitors to C.C have noticed the bands we are wearing and commenting on them – one family member saying ‘yes staff do have warm faces’. SSS team being on board and sharing conversations with them ‘About me’ blurbs that educators shared with families</p>	<p>T1 W10 Continue with the languages book to show responsiveness to family culture. Introduce it during group time (Alisha to introduce). Continue including videos as part of documentation on seesaw Transferring skills into embedded practice</p>


		<p>Family photo wall – more families have engaged with this, and educators have been proactive in taking photos during transition time</p> <p>Self-portraits with the children; learning journals</p> <p>Children's relationships with educators have strengthened, children are more connected and seek certain educators out.</p> <p>More children are comfortable to say goodbye in the morning – more confidence.</p> <p>Aaliyah's Mum, Xavier's Mum</p> <p>Circles of connection has been highly valuable for educators connecting with children – Kyan</p> <p>Children are more intentional with their questioning</p> <p>Aisha – child's comfort in the space and more confident in communication (noticing and naming) and the family aren't staying as long during transition time</p> <p>Sophia's capacity to engage with more educators and peers has been great – more educators responsive to her needs and giving her time.</p> <p>We recognise that some children need more time to warm up to educators</p> <p>Children sharing their home life</p> <p>Starting the cultural language book for the kindy – O/C families and Kindy Families – strong relationships that</p>	<p>Use Responsive Relationship language in learning stories</p> <p>Display self-portraits early in the term</p>
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		<p>are responsive to families reaching out O/C - Parker's confidence in communication, and Hudson's ability to transition with ease</p> <p>T2W10 We revisited the inner/outer circles during a staff meeting and determined that some children shifted from outer circles to middle or inner circles. We will continue to revisit this in term 3 with our new cohort of children. The challenge lies once this program is finished and ensuring it is fresh in educators' mind.</p> <p>T3 W5 Educators are engaging with the skills, the skills are also embedded in the weekly bulletin. These skills are also being used to respond to children's varied needs.</p>	<p>T2 W10</p> <ul style="list-style-type: none"> - family portraits will need to be done for new children coming into the space in term 3 - Kate to write up RR information for staff that haven't been able to access the training on the Wednesdays. - Reflect on how to utilise the learning journals for children whose language isn't drawing? E.g Haris, Samir, River - Continue to update the boards to provoke thinking about certain areas - Continue to embed the voices through the kindy book - Use data from Karen OT to further develop staff's confidence and understanding of RR skills identified as requiring further support with <p>T3W5 Educators to embed the Circles of Connection as part of the planning cycle</p> <p>Information sessions to family's regarding toileting, facilitated by Ella (OT)</p>
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		<p>Wearing or having RR wrist bands front and centre</p> <p>Posters displayed as a reminder to staff</p>	<p>Engage Ella (OT) in revisiting those skills requiring further understanding and practice (planned throughout the terms team meetings)</p>
<p>Educators will engage in ongoing critical reflections that will guide us to review and plan indoor and outdoor learning environments</p>		<p>T1W10</p> <p>Outside services have come in to start co-designing the outdoor space Getting children's voice about what they want in an outdoor learning space – using the floor-book (parents can contribute as well) Victor's Mum said the pictures look good and she wants to play on it too Paint area has been updated with faux grass on the ground and new upcycled furniture. Mud kitchen has been moved around to create a more 'home-like' feel with the trees as a canopy Children's awareness that each space has a purpose. E.g children have predictable spaces they go to e.g Ryker sitting at the playdough table asking where the playdough is Children are asking for the water to be turned on after group time because that is a predictable part of the routine Predictable spaces – tree climbing – children are reminding others where the safe trees are to climb Kindy agreement</p>	<p>T1 W10</p> <p>Environmental audit (Kate) and include parent voice in this – PFD done Rhythm/Ritual workbook Continue to source upcycled furniture</p> <p>Re-engage with Elizabeth Jarman resources – PFD done</p>

		<p>T2 W10 Environmental audit completed PFD in term 2 – areas to develop were not new areas and we have been wanting to see change for the past 2 years in these spaces – entrance area, clutter etc. This is also something we continue to work on with our predictable spaces which is further embedded in our intentional curriculum, and we feel we continue to respond to children's ongoing interests and needs related to spaces – e.g home corner and mud kitchen area.</p> <p>Tm3 W10 Plans for upgrading the outdoor play space have been approved by GC and PPP and will commence in 2025. Plan will be completed in stages with the first stage beginning with a slippery slide, tee pee, scramble net and sensory poles. The project is happening in conjunction with the school's outdoor improvement plan. Floor book has been used to capture child and family voice.</p>	<p>T2 W10 Notes on teams PFD file from environmental audit Continue to reflect on our rhythms and rituals, environmental perspectives, and the setting up of the environment both at the start and end of the day.</p>
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Goal 1: For every child to feel safe, secure, and supported through the development of meaningful relationships with peers and educators

 **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?

The goal of making every child feel safe and supported at the centre has been achieved, with all educators being respectfully and meaningfully responsive to the needs of children and families. The responsive relationships program has contributed significantly to the wellbeing of children and has facilitated engagement not only from the children but from the wider community.

Enablers: What factors have been critical for success?

All children's centre staff engaging with the responsive relationship's skills workshops

Educators using the relational language and script of negotiated goodbyes

Families noticing and acknowledging the practices when their child is successfully separating in the mornings

Educators striving towards consistent practices by engaging in professional development and team meetings

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

Children's poor attendance pattern

Educator biases

Ongoing enrolments and induction of new families

Recommendations: What are the next steps to take?

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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):


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STEP 3 Plan actions for improvement


Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
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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?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
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<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

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
Develop a deeper connection to (CALD) culturally and linguistically diverse families within our community	QA1 – 1.1.1, 1.1.2 QA6 – 6.1.1, 6.1.2, 6.1.3, 6.2.3	<p>Collate cultural data from families via the enrolment process.</p> <p>Create a language resource with words in other languages – seek input from families.</p> <p>Translate information in the languages that are representative of our community.</p> <p>Celebrate cultural festivals respectfully and from family input.</p> <p>Seek demographic data regarding the need for culturally responsive community groups and/or playgroups in our community.</p> <p>Educators to provide paper copies to families who may not use Seesaw</p>	<p>Term 4 2023</p> <p>Term 1 & 3 2024</p> <p>Terms 1, 2, 3, 4</p> <p>Terms 1, 2, 3, 4</p> <p>Term 3 2024</p>	<p>EYLFV2</p> <p>Culturally Responsive Framework</p> <p>AERO - Engaging with families from culturally and linguistically diverse backgrounds: ECEC practice guide.</p> <p>Early Childhood Australia (ECA) Inclusion resources</p> <p>ACECQA – exploring diversity and equity in education and care services.</p> <p>Anti-Bias Curriculum resources</p> <p>DfE Canva platform</p> <p>ECL – Linda</p> <p>AEDC</p> <p>CDC</p>	<p>Admin – Melissa to collate cultural data and share on teams for all staff</p> <p>Alisha – create a language resource based on input and feedback gathered from children and families. - done</p> <p>Kate – use the floor book to seek family perspectives and ideas – All teachers doing</p> <p>Seesaw posts – invitation to culturally significant days; i.e. Harmony Day</p> <p>Translate newsletters – Ange and Denise (CDC).</p> <p>Denise (CDC) – liaise with cultural groups and source translated pamphlets as needed.</p>




				Language book made up of families languages	SSO's – in conversation with children and families document any shared info in the staff communication book.
Work towards developing a Reconciliation Action Plan (RAP) in partnership with the school, that further strengthens connections with our First Nations people	QA1 – 1.1.1, 1.1.2 QA6 – 6.1.1, 6.1.2, 6.2.2, 6.2.3 QA7 – 7.1.1	Liaise with JHS leaders, AEO's – does the school have a RAP? Engage with resources and webinars to gain a deeper understanding. Establish a working group in consultation with the school, families, and staff. Consult with families in the Community – school and preschool.	mid term 2	Culturally Responsive Framework Reflect, Respect, Respond: Protocols for culturally respectful engagement with First nations communities. JHS Aboriginal Education Officers DfE Aboriginal Education Strategy 2019-2029 ECA – Reconciliation resources Partnership Aboriginal and Torres Strait Islander Advisory Group Narragunnawali website	Kate – Aboriginal Torres Strait Islander advisory group – liaise and build networks to support the development of the site RAP - doing ECL – Linda – provide additional resources Ange – invite JHS Ab Ed team to actively partake in the RAP process (Mandy, Philip, Teresa, Rosa) Denise to register the site with Narranunnawali - done
Promote sustainable communities through connecting children to their natural world	QA1 – 1.1.1, 1.1.2, 1.2.1 QA6 – 6.1.1, 6.1.2, 6.2.3 QA7 – 7.1.1, 7.1.2	All staff to engage with EYLFV2 to unpack Sustainability practices ie, Environmental, Social and Economic	Term 2	EYLFV2 ECA – Sustainability as the norm in early childhood settings (article)	Stacey – floor books to capture child voice. Kate - parent surveys Ange – lead team reflections and articles

		<p>Review our Sustainability policy with children, families, staff and community.</p> <p>Liaise with the school.</p> <p>Implement strategies in the program.</p>		<p>Nature Education with Young Children</p> <p>ACECQA – Sustainability in children's education and care (article)</p>	<p>Linda's library</p> <p>Kate – sustainability school committee</p> <p>Michael – Kitchen Garden teacher JHS</p>
<p>Engage with staff, children, families, and community to co-design an improved outdoor play environment.</p>	<p>QA3 – 3.1.1, 3.2.1, 3.2.2</p> <p>QA6 – 6.1.1, 6.2.3</p> <p>QA7 – 7.1.3</p>	<p>In consultation with the school's leadership team and CC staff seek quotes from various businesses who specialise in nature play environments.</p> <p>Plan opportunities for children and families to contribute ideas and possible concept designs</p> <p>Collate data to develop a proposal that is shared with community, including Governing Council</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 2</p> <p>Term 3</p>	<p>School principal Business manager</p> <p>Dirty Work Landscapers Forpark, Get-Eco, Climbing Tree</p> <p>Downer</p> <p>Nature Play SA</p> <p>Bush Kindy excursions</p> <p>The outdoor play space naturally – for children birth to 5</p>	<p>Led by Ange</p> <p>Ange – contact businesses to arrange meetings and liaise with PPP staff.</p> <p>Stacey, Alisha, Kate, Phile - child voice</p> <p>CDC- Community voice</p> <p>Linda's library</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</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>

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				
Develop a deeper connection to (CALD) culturally and linguistically diverse families within our community	<p>T1 W10</p> <p>Kurna incursions Developing languages book Ways to say hello in the entrance area Using different hellos at group time Reading different cultural books Translating documents for families Harmony week celebrations</p> <p>T2 W10</p> <ul style="list-style-type: none"> - Utilising the voices of kindy book more and fostering cultural connections with individual children. How will we do this as a collective? - TV has been utilised more as a way of sharing different music and experiences with children 	<p>T1 W10</p> <p>Harmony week - Families want pancakes every day (Elijah's family, Oakley, Hudson's Mum (o.c) lots of families asked if they could join in)</p> <p>Impact on translating documents for families - Prosper's family</p> <p>Families are grateful for educators wanting to know about their home language</p>	<p>T2 W10</p> <p>Use videos on our tv's in each room to share different music, languages and cultures with children and educators</p> <p>Ask families about favourite books or videos that are in their home language</p> <p>Who are the children we will need to translate for in T3?</p>	

	- Purchased some new books and resources related to different cultures		
Work towards developing a Reconciliation Action Plan (RAP) in partnership with the school, that further strengthens connections with our First Nations people	<p>T1 W10</p> <p>Successfully registered JHCC on the Narragunnawalli website</p> <p>Created a RAP Teams group</p> <p>Aaliyah's Mum wanting to be a part of RAP</p> <p>Started to form a working group for RAP</p> <p>Kate is part of an Aboriginal Advocacy group</p> <p>T2 W10</p> <p>Created a vision for reconciliation; shared with Aboriginal education team at school</p> <p>Embedded more NAIDOC and Reconciliation week experiences with the children</p> <p>Forming a greater connection with the Aboriginal educators at the school; Denise and Phil have been in communication as have Mandy and Teresa. We have been a part of more school experiences e.g Reconciliation assembly and the opening of the garden and yarning circle. Teresa has also come over twice to engage in Kurna songs and books with children</p> <p>T3 W5</p> <p>Vision statement shared with governing council</p>	<p>Family has felt comfortable enough to reach out to be part of the process</p> <p>T2 W10</p> <p>Forming stronger connections with our community</p> <p>RAP coming along and will be shared with families for feedback – engaging with families to demonstrate the impact this will have on our community.</p> <p>T3 W5</p>	<p>T2 W10</p> <ul style="list-style-type: none"> - Continue to form connections with the school environment - Make a plan for our entrance area to be painted - Continue to gather relevant and meaningful resources <p>Kate to share vision with kindy families in term 3.</p> <p>T3 W5</p> <p>Introducing yarning circles at small group times** - pick a subject and</p>

	<p>Actions to undertake as part of developing the CC RAP – 14 actions are required</p> <p>Morning meeting song is embedded practice***</p> <p>First RAP action and goal developed:</p> <p>ACTION: Teach about reconciliation</p> <p>GOAL: Set up and share a reconciliation calendar – work with fellow staff, students and children to make an annual reconciliation calendar. Include days of significance for Aboriginal and Torres Strait Islander peoples, and for reconciliation more widely</p>	<p>Initiated conversations within the School Community to develop a JHS RAP.</p>	<p>every child has a chance to speak ***share***</p> <p>Could we get Teresa to record what she does with Tues/Thurs group and watch with Mon/Wed group?</p> <p>Liaising with JHS AbEd Team and community to engage a local Aboriginal artist to community project</p> <p>T1, W10 Governing Council has endorsed aboriginal artist. Plan for term 4 painting project</p>
<p>Promote sustainable communities through connecting children to their natural world</p>	<p>T1 W10</p> <p>Providing families with excess food that Denise sourced to share with families</p> <p>Creating a garden along the side of entrance area</p> <p>Use of compost bin</p> <p>Conserving water during the day – 10am to 2pm</p> <p>Use of upcycled furniture, resources for children to use</p> <p>T2 W10</p>	<p>Click or tap here to enter text.</p>	<p>T1 W10</p> <p>Can we provide a healthy eating program in the morning?</p> <p>Lunch boxes to be put away 8.45am to encourage eating of fruit</p> <p>Look at sustainability policy</p> <p>T2 W10</p> <p>Create our own recycling program if we don’t hear back from the school</p>

	<p>Mud week celebration – children LOVED this and especially loved the exploration of worms</p> <p>Denise has sent an email out to the school to try and be a part of their recycling program</p> <p>Have been utilising the compost bin more; excess worms placed in there</p> <p>Utilising recycling games the kindy had</p>		<p>Have a paper audit with the children and brainstorm ways we can use paper we get rid of</p> <p>Buy a shredder to use shredded paper as a loose part</p>
Engage with staff, children, families, and community to develop a proposal for improving the outdoor play environment	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.

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 Aaron McPherson
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Teresa Woods
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Ilia Tsoutouras
Date Click or tap to enter a date.

Signature:

