

Poonindie Early Childhood Centre

**We are striving for a world class education and
growth for every child.**

**2019
QUALITY
IMPROVEMENT
PLAN**

The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name		Service approval number	
POONINDIE EARLY CHILDHOOD CENTRE (PECC)		SE00010796	
Primary contacts at service			
SHANNON CARTER			
Physical location of service		Physical location contact details	
Street	Hirschausen Road	Telephone	08 86846074
Suburb	Poonindie	Mobile	0427050275
State/territory	SA	Fax	86846057
Postcode	5607	Email	shannon.carter21@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Ann-Marie Haynes	Name	Shannon Carter
Telephone	82263463	Telephone	86 8644240
Mobile	0407474884	Mobile	0427050275
Fax	82263644	Fax	
Email	AnnMarie.Haynes2@sa.gov.au	Email	shannon.carter21@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street		State/territory	
Suburb		Postcode	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	Occasional Care 09:00	Preschool 08:45	Preschool 08:45	Preschool 08:45	Playgroup 09:00		
Closing time	13:00	15:15	15:15	13:00 (Weeks 2,4,6,8,10 F/N)	11:00		

Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Poonindie Early Childhood Centre is located 18km North of Port Lincoln in the small outlying rural township of Poonindie. The land upon which the township sits was originally the land of the Barngarla people. Poonindie was established in 1850 by the Anglican Archbishop of Adelaide, Augustus Short as a mission to Aboriginal people in South Australia.

Poonindie Early Childhood Centre currently is a part time, Category 1 Centre with an enrolment capacity of 15 children. Our enrolment as of Term 1 2019, is 15 children. Our service is co-located on the same grounds as the Poonindie Community Learning Centre (Primary School); however it operates as a standalone site. The centre is entitled to 4 Pupil Free Days per year, which enables staff to engage in professional learning aligned to the centres improvement priorities and the directions of our local DECD Port Lincoln Partnership. The Pupil Free Days are endorsed by our Governing Council.

In 2019 all children will continue to access 600hours of preschool. Preschool times include: Tuesday and Wednesday 8:45am-3:15pm and 1 additional half day per fortnight (Thursday 8:45am-1:00pm).

Our Preschool is presently staffed with a Director and 2 ECW's, one of which is preschool support. The centre operates during the Department For Education (DFE) term dates (South Australia). Poonindie Early Childhood Centre also offers an Occasional Care Service which operates outside of the Preschool program on a Monday (9-1pm). This was a Governing Council decision. There is a 4 hour session of care which is available for both under and over 2's. The over 2 program is staffed by an ECW2, the under 2

program by an ECW1 and an Early Years teacher is employed to oversee the program. Whilst the Occasional Care Program operates outside of the Preschool sessions, the program and staff are an integral part of the service, participating in staff professional development around Site Improvement Directions, and are line managed by the Director. The philosophy, policies and practices are inclusive of the Occasional Care and Preschool service. Playgroup is also offered on a Friday and a teacher is employed for WHS/ curriculum reasons. Child and Family Health Services (CAFHS) visits are twice a year, usually Term's 1 and 3. Due to the co-location of our Preschool within the Poonindie Community Learning Centre grounds, transition is a natural and seamless process as children are already familiar with the layout of the school. Specific transition visits occur in Terms 1, 2, 3. Term 4, the children begin their "official" transition sessions which are built up in time as the term progresses. A larger proportion of our children feed into this school although 1-2 families may choose to enrol in a school in Port Lincoln.

Parking is limited out the front of our site, however, parents often choose to park next door on the school site, next to their oval and walk across. Our street can get extremely busy during drop off/pick up times with big enrolments at the Poonindie School and three different services provided at our site during the week.

How are the children grouped at your service?

We have 15 enrolments and all of these children attend as one group for their sessions - Tuesday and Wednesday for a full day and then fortnightly, they have an additional half day on a Thursday.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)

Shanny Carter DIRECTOR

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

Please insert your service's statement of philosophy here.

SITE PHILOSOPHY

"Growing and Learning Together"

At Poonindie Early Childhood Centre

We believe~

- Parents are the children's first and most influential teachers and we work in Partnership with families to nurture, support and educate our children.
- The voice of each child and family is essential in leading the learning.
 - We care for one another and our world.
- Children are capable and confident learners from birth.
 - We embrace and support individuality.

We value~

- Nature play, wonderment, curiosity and looking after our environment.
- Play-based curriculum that is engaging, well organised and child led.

Educators~

- Support children to discover the pleasure of learning and have FUN in the process.
- Recognise spontaneous, teachable moments and use them to build on children's learning.
 - Are co-learners with children, families and our community.
- Support children to develop their dispositions for learning; curiosity, co-operation, confidence, creativity, commitment, enthusiasm, persistence, imagination and Reflexivity.
 - Foster risk-benefit mindsets for life-long learning.

THIS PHILOSOPHY WAS CREATED IN CONSULTATION WITH GOVERNING COUNCIL, STAFF, CHILDREN AND FAMILIES.

Date: May 22nd 2018 Review date: 2020

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children’s learning and development. In school age care services, the program nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

Standard 1.1	The educational program enhances each child’s learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child’s current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child’s learning.
Standard 1.2	Educators facilitate and extend each child’s learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children’s ideas and play and extend children’s learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children’s learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child’s progress.

National Law and National Regulations underpinning Quality Area 1

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 1 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(1)(b)	Conditions on service approval (educational and developmental needs of children)	1.1.1
Section 168	Offence relating to required programs	1.1.1, 1.1.2
Regulation 73	Educational program	1.1.1
Regulation 74	Documenting of child assessments or evaluations for delivery of educational program	1.3.1
Regulation 75	Information about educational program to be kept available	1.3.3
Regulation 76	Information about educational program to be given to parents	1.3.3
Regulation 274A NSW	Programs for children over preschool age	1.3.1
Regulation 289A NT	Programs for children over preschool age	1.3.1
Regulation 298A Queensland	Programs for children over preschool age	1.3.1

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
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Key improvements sought for Quality Area 1

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children's health and safety.

Quality Area 2: Standards and elements

Standard 2.1	Each child's health and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.



National Law and National Regulations underpinning Quality Area 2

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 2 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated Element
Section 51(1)(a)	Conditions on service approval (safety, health and wellbeing of children)	2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	2.2.3
Section 165	Offence to inadequately supervise children	2.2.1
Section 166	Offence to use inappropriate discipline	2.1.1, 2.2.1
Section 167	Offence relating to protection of children from harm and hazards	2.2.1
Section 170	Offence relating to unauthorised persons on education and care service premises	2.2.1
Section 171	Offence relating to direction to exclude inappropriate persons from education and care premises	2.2.1
Regulation 77	Health, hygiene and safe food practices	2.1.2
Regulation 78	Food and beverages	2.1.3
Regulation 79	Service providing food and beverages	2.1.3
Regulation 80	Weekly menu	2.1.3
Regulation 81	Sleep and rest	2.1.1
National Law and National Regulations		Associated element
Regulation 82	Tobacco, drug and alcohol free environment	2.2.1
Regulation 83	Staff members and family day care educators not to be affected by alcohol or drugs	2.2.1
Regulation 84	Awareness of child protection law	2.2.3

Regulation 85	Incident, injury, trauma and illness policies and procedures	2.1.2
Regulation 86	Notification to parents of incident, injury, trauma and illness	2.1.2
Regulation 87	Incident, injury, trauma and illness record	2.1.2
Regulation 88	Infectious diseases	2.1.2
Regulation 89	First aid kits	2.1.2
Regulation 90	Medical conditions policy	2.1.2
Regulation 91	Medical conditions policy to be provided to parents	2.1.2
Regulation 92	Medication record	2.1.2
Regulation 93	Administration of medication	2.1.2
Regulation 94	Exception to authorisation requirement—anaphylaxis or asthma emergency	2.1.2
Regulation 95	Procedure for administration of medication	2.1.2
Regulation 96	Self-administration of medication	2.1.2
Regulation 97	Emergency and evacuation procedures	2.2.2
National Law and National Regulations		Associated element
Regulation 98	Telephone or other communication equipment	2.2.2
Regulation 99	Children leaving the education and care premises	2.2.1
Regulation 100	Risk assessment must be conducted before excursion	2.2.1



Regulation 101	Conduct of risk assessment for excursion	2.2.1
Regulation 102	Authorisation for excursions	2.2.1

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2



Strengths

[Summarise strengths identified in the self-assessment process. Delete if not required.]

Key improvements sought for Quality Area 2

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.

Quality Area 3: Standards and elements

Standard 3.1	The design of the facilities is appropriate for the operation of a service.	
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

National Law and National Regulations underpinning Quality Area 3

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 3 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Regulation 103	Premises, furniture and equipment to be safe, clean and in good repair	3.1.2
Regulation 104	Fencing	3.1.1
Regulation 105	Furniture, materials and equipment	3.2.2
Regulation 106	Laundry and hygiene facilities	3.1.1
Regulation 107	Space requirements—indoor	3.1.1
Regulation 108	Space requirements—outdoor	3.1.1
Regulation 109	Toilet and hygiene facilities	3.1.1
Regulation 110	Ventilation and natural light	3.1.1
Regulation 111	Administrative space	3.1.1
Regulation 112	Nappy change facilities	3.1.1
Regulation 113	Outdoor space—natural environment	3.2.1
Regulation 114	Outdoor space—shade	3.1.1

National Law and National Regulations		Associated element
Regulation 115	Premises designed to facilitate supervision	3.1.1
Regulation 116	Assessments of family day care residences and approved family day care venues	3.1.1
Regulation 117	Glass (additional requirement for family day care)	3.1.1
Regulation 274 NSW	Swimming pools	3.1.2
Regulation 345 Tasmania	Swimming pool prohibition	3.1.2

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths	<u>Standard 3.1 The design of the facilities is appropriate for the operation of a service.</u>
Fit for purpose	<p>Element 3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</p> <p>Since 2016, staff have worked hard on developing the play spaces for our children (with a focus mainly on indoors). We have researched engaging play spaces for children, intentionally chosen fixtures and fittings for a particular purpose, culled inappropriate or unwanted items, and planned theme based spaces (e.g. circus tent, underwater world, hairdressers, doctors, “Womat Stew”. “The Very Hungry Caterpillar”), visited other sites for inspiration, been intentional with our spaces and how we set these up! Child voice and observation guides staff around what to set up when. In 2017, a creek and water feature was added to our outdoor area for aesthetics, and to create wonder and curiosity, and build on our natural resources within our site. We wanted to bring nature back into our yard and build on the things our children are drawn to at “The Beyond”; water, climbing, sand. The bridge added another element to the new area and is a point of interest with our children. The mini sand and water pool is an extension from the original sandpit and is used daily by the children who attend our Occasional Care, Kindergarten and Playgroup sessions. A mud kitchen was also added to the far end of the site and is a source of enjoyment and creativity for our young learners. In 2018, staff have plans for another mud kitchen to be added, white rocks to replace the current wooden planks around the sandpit, (to fit with our creek stones), paving to be replaced next to our storage shed to make it all level and safe, a brand new fence is in the process of being organised to be replaced in the Term 1 school holidays; (overseen by facilities manager Brad Tolley), and a redevelopment of our entrance area through consultation with staff, children and families. A natural bamboo hut, fairy garden and music wall has been ordered though Simon from ‘Climbing SA’. At the beginning of Term 1 a music wall was installed by the volunteer, made from recycled metal and wooden items, as well as plastic buckets, for drums, from the local Bakery. Children gravitate to this area and enjoy experimenting with the sounds and equipment. We are lucky in that our spaces can be flexible and what we set up for our children changes depending on their interests, needs, weather or curriculum. We have been deliberate in creating natural play spaces and trying to create a flow between indoors and outdoors. Our deck area provides a creative space for art projects and skill sessions with our ‘artist in residence, Jodie Puckridge, and allows for rich oral language and creativity engagement. The deck is also our recess and lunch eating space, where staff and children can engage in conversations about food, interests, knowledge and experiences. We can be protected from the elements with pull down blinds if required. Indoors is spacious enough for everyone to fit for eating times, if the weather is too hot or cold outdoors. We are extremely fortunate to have the Poonindie Community Learning Centre (Primary School) on site also, and we are able to access this at any time. You will often find us using their spider web, playground, library and computer room. School children are welcome to join us through intentional group sessions (e.g. play, STEM, buddy reading), or free play during their play times. In 2018, the Director has employed the school grounds person to keep the lawns and yard neat, tidy and safe for all who access it. Previously it was maintained by a school parent volunteer.</p>

In late 2018 a parent from our Governing Council made a jetty for our boat area which the children constantly use. There are plans to add a sea mural in 2019 to develop this area further.

In 2019 we have added curtains to our outdoor creative area to make a stage for our children when they are performing in the 'Music Hub' or dressing up. Dress ups, mirrors and musical instruments have been a huge hit so far with all children initiating play and exploration with their friends.



Upkeep

Element 3.1.2 Premises, furniture and equipment are safe, clean and well maintained.

Staff conduct daily safety inspections both indoors and out. These are recorded on a site inspection checklist in the emergency section of our kindy (next to the EYLF Board). The director submits breakdown forms to Department For Education Maintenance Services (FAMIS) for action.

Furniture and resources are cleaned on a daily basis, with equipment in storage areas audited and culled yearly. Equipment and resources that are no longer in use are sold at our sites 'second hand toy stall' at the Poonindie Community Learning Centre biannual School Fete, to raise funds for future purchases. This cull and stall is driven and organised by the Governing Council and is a hugely popular community event. Money raised goes towards purchasing new equipment for the kindergarten. Purchases are communicated through our Governing Council meetings twice per term.

In late 2018 the Director attended a Playground Safety Inspection training and in 2019, introduced a weekly and quarterly playground inspection at this site. Documentation for this is stored with our daily yard inspection checklists and can be accessed easily by staff and families.

Our 2018 Fete was a huge success with our little kindy raising \$ 600.00 on our second hand toy stall. Educators are keen to use this money to purchase a custom made shade to be more sun smart when children are exploring our lawn area. This will be taken to our first Governing Council meeting on Feb 19th 2019 to be discussed and/or tabled. Governing Council members will share their ideas on how we could spend this money also.



Standard 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Inclusive Environment

Element 3.2.1 Outdoor and indoor spaces are organised and adapted to support every child’s participation and to engage every child in quality experiences in both built and natural environments.

Our staff aim to create play spaces for our children that challenge, inspire, create wonder and develop problem solving and critical and creative thinking. Furniture and play spaces are age appropriate and allow for all children to be independent and resourceful learners. Our open site and flexible timetable, allows our children to explore comfortably and freely, without disrupting others. Children have little/big pockets of spaces they can access themselves or with a group. Our children are asked for their input and ideas around our kindy environment and what they want in their space. Educators understand that the design of our environment needs to be flexible and accessible to children’s ages and capabilities, this is important as we offer an Occasional Care program- under 2’s and over 2’s session, kindergarten and then playgroup every Friday.





Resources support play-based learning

During the summer holidays, the Director and her ECW painted a bike track on our paved area next to the playground. This was part of our children, parents and staff planning from 2018. It followed on from a site visit to the Port Lincoln Children’s Centre where we trialled a bike track, gathered photos and comments around the children’s favourite part of the track. From this we designed and created a bike track that would fit in our smaller space which included the things our children wanted. (Early Term 1, 2019, will see last year’s cohort come back to kindy for a test ride and celebration of their ideas and hard work in creating new and fun play spaces at PECC).

Last year we found that we were unable to accomplish all of our goals around ‘expanding our outdoor play spaces to encourage risk taking, challenge, and appreciation and wonderment of our natural environment’ due to our site being assessed under the National Quality Standard. This is because we put all of our energies into continued site, pedagogy and professional development and strived to achieve an overall EXCEEDING rating (which we did!).

So, therefore, 2019 will be a year to continue on our journey to improve the outdoor learning spaces by building on from last year’s plans and works and also asking our kindy community from this year to feedback their ideas and have a voice in developing our outdoor areas.

Element 3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, enable every child to engage in play-based learning.

We are lucky to be extremely well resourced at Poonindie Early Childhood Centre. We gather natural and recycled items from op shops and families, choosing items that have multiple uses and enable our children to use them in different environments and play. Staff intentionally choose good quality resources and materials that encourage the development of critical and creative thinking skills, problem solving skills and enable them to work collaboratively.

Our learning environments are constantly changing to meet the interests and learning needs of our children.

The Director keeps updating her knowledge around what the latest research is saying, reflects upon what our site data is telling us, seeks advice and input from staff, families and children to purchase new and engaging resources, materials and equipment.

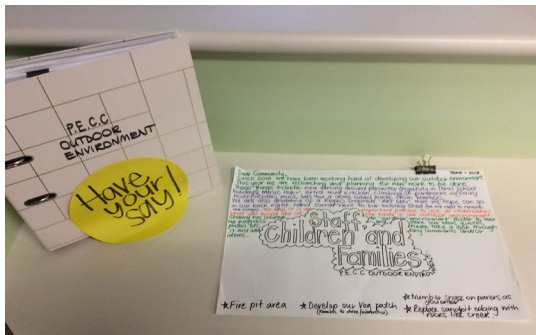
In 2019, we continue our “Reggio” journey at PECC. We are developing our environments around quality and natural resources, the ‘Reggio Philosophy’, as they believe “that it is important to lift the profile of the physical environment as critical to everything we do for children – it is not external or peripheral to learning, but an essential element. The pedagogical approach must be interwoven with the architectural project in such a way as to support the processes that take place in the space, the processes of learning, teaching, sharing and understanding, on the part of all the protagonists; children, teachers and parents” Carla Rinaldi: Re-Imagining Childhood, 2013).

The Director has sourced new natural coloured and handmade tables to add to our indoor spaces, natural mats and animal skins, cane baskets, chairs, and items from nature. We continue to add to our loose parts in our indoor and outdoor spaces to inspire play in our young children. We want them to enter the world of “what if?” to problem solve, develop their creativity and imaginations, see solutions and bring in a sense of adventure and excitement to our play spaces.

**“To all who value play
To all who tinkered as children
To all who cherish creativity
To all who advocate for preserving childhood” (Lisa Daly and Miriam Beloglovsky, 2015)**



Staff value our children and families ideas around developing our outdoor learning spaces and will seek this year's community ideas with a survey around what they would like to see added to our spaces and how this might occur.



Environmentally responsible

Element 3.2.3 The service cares for the environment and supports children to become environmentally responsible.

Early Childhood is a special time- full of discovery, curiosity and wonder- as each child begins to explore the world and the opportunities it might offer. Young children depend on adults to give them the best start in life, and to make the world they are inheriting from us the best it can be ('Sustainability in Action', Sally Sneddon & Anne Pettit, 2015).

At Poonindie Early Childhood Centre, staff are passionate about our precious environment and teaching our children to take care of it. As *Sire David Attenborough* once said, "no one will protect what they don't care about and no one will care about what they have never experienced!" Our job as early childhood educators is to give our children every opportunity to have outdoor free play and regular contact with nature. We provide regular, uninterrupted free play in "The Beyond" on a regular basis and are currently developing our sites outdoor environment to include more of nature through consultation with our children, staff and families. Outdoor learning environments provide opportunity for our children to engage in open-ended, diverse and meaningful learning experiences that develop their dispositions for learning and risk taking!

Developing sustainable practice is about taking small steps, which we have started since 2016. *True sustainability is developing an ethos or mindset that looks to incorporate sustainable practices whenever possible throughout a settings operation (ECE, 2013, pg. 2).* This is an ongoing journey for us.

Educators are currently intentionally teaching about our environment and how to care for it, we are responsive to children and their interests and inquiries, learning through play, and developing Literacy/Numeracy skills through our interactions with nature.

A sustainability planning cycle has been started and will continue to be developed over the coming year (see our 'Sustainability in Action at Poonindie Early Childhood Centre' folder)

Staff teach children:

- * How to conserve water-only use what we need-creek, tanks, lawn, toilets.
- *Source recycled items for multiple uses at our site.
- *Educate our children about the environment through Multi Literacies.
- *Making the most of resources in our setting.
- *Send lunch box packaging home with the children in their lunch boxes.
- *Recycle cans/bottles – fundraising money for our site.
- *Support local businesses.
- *Visit farms so our children learn where some foods come from and how they are connected to nature.
- *Choose local, fair trade, free range, organic recycled products if/when we can.
- *Print both sides of the paper where possible.
- *Provide a wide range of natural experiences, both indoors and outdoors.
- *Collect food scraps and feed the Poonindie school chooks daily.
- *Recycle play water for lawns and plants.
- *Recycle paper.

- *Small wash ups.
- *Save energy and appliances when we can.
- *Show our children how to make healthy choices.
- *Help them form attachments.
- *Build children's sense of optimism and connection.
- *Provide meaningful ways for our children to respect and care for the environment.
- *Celebrating indigenous culture.

Some thoughts that guide our practice:

- *How might this action affect our natural environment?
- *Is there more I could do here that will have benefits for sustainability?
- *How might this action affect other people around me and around the world?
- *How do we create healthy and supportive places for learning that benefit children, staff and families?
- *What are the changes for ensuring a sustainable future?
- *How do we support children to see themselves not just as individuals but as one of the people who share and influence the world?

Key improvements sought for Quality Area 3

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1 3.2.2 3.2.3	*We are continuing our journey of expanding our indoor/outdoor play spaces that encourage risk taking, challenge and appreciation and wonderment of our natural environment and STEM opportunities (our Reggio inspired journey).	*We want our children to be curious, (ask "what if?" questions), problem solve, be creative, engaged, confident learners. *We want our children to be reflective learners, build their skills through STEM challenges and provocations. *We want our children to have a high appreciation for their environment.	H	*Staff to visit inspiring sites to gather information and guide our planning (e.g. The Nest at Alberton and Blair Athol Super School). *Gather the voice of children/staff/families around our outdoor upgrade. *Revisit last year's plans we still have to implement to help guide this year's plans. *Intentionally gather different and recycled natural loose parts and resources to add to the ones we already have. *Copy of the outdoor area standard to ensure Department For Education (DFE) compliance. *Visit Tumby Bay Kindy for inspiration. *Staff to use newly purchased resources to guide their planning and help to guide the way in	*We will see an increase in learning dispositions that support lifelong learning (e.g. confident and creative learners). *We will see more plants and greenery on the west side of our play area. *Children will have more access to natural resources and environments. *Children will be curious, engaged, challenged and inspired to learn and play. *Staff will have a better understanding around our natural environments and how to engage, scaffold and support children learning through play. *Staff are more creative and purposeful in creating play spaces for children.	Term by term	TERM 1 2019: *Purchased resource book to guide our planning. -“Let’s Take It Outside” -“Active Learning in the Early Years” -“Playing and Exploring in the Early Years” -“Creating and Thinking Critically in the Early Years” (all resources by ‘Essential Resources’) *Created a display for children/staff/families around play spaces and ideas. *Planned a site visit for Director and 2 ECW’s to “The Nest” at Alberton. *Staff surveyed children around: -My favourite spot at kindy and why? *Asked parents to share their voice around what natural resources or items they would like to see added to our outdoor environment.



				which they set up little areas for our children to explore.			<p>*Director has had conversations with the R-3 Poonindie School staff re: continuing our buddy STEM activities/learning in 2019. They are super keen!</p> <p>TERM 2 2019:</p>
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Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. **Please note that a number of transitional and jurisdiction-specific regulations apply to staffing arrangements. Refer to Chapter 7 of the *Education and Care Services National Regulations* for more information.**

Quality Area 4: Standards and elements

Standard 4.1		
Standard 4.1	Staffing arrangements enhance children's learning and development.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2		
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

National Law and National Regulations underpinning Quality Area 4

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 4 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 51(2)	Conditions on service approval (FDC Coordinators)	4.1.1
Section 161	Offence to operate education and care service without nominated supervisor.	4.1.1
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	4.1.1
Section 162	Offence to operate education and care service unless responsible person is present	4.1.1
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	4.1.1
Section 164	Offence relating to assistance to family day care educators	4.1.1
Section 164A	Offence relating to the education and care of children by family day care service	4.1.1
Section 169	Offence relating to staffing arrangements	4.1.1
Section 269	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 117A	Placing a person in day-to-day charge	4.1.1
Regulation 117B	Minimum requirements for a person in day-to-day charge	4.1.1
Regulation 117C	Minimum requirements for a nominated supervisor	4.1.1
Regulation 118	Educational leader	4.1.1

National Law and National Regulations		Associated element
Regulation 119	Family day care educator and family day care educator assistant to be at least 18 years old	4.1.1
Regulation 120	Educators who are under 18 to be supervised	4.1.1
Regulation 123	Educator to child ratios – centre based services	4.1.1
Regulation 123A	Family day care co-ordinator to educator ratios—family day care service	4.1.1
Regulation 124	Number of children who can be educated and cared for – family day care educator	4.1.1
Regulation 126	Centre-based services – general educator qualifications	4.1.1
Regulation 127	Family day care educator qualifications	4.1.1
Regulation 128	Family day care co-ordinator qualifications	4.1.1
Regulation 130	Requirement for early childhood teacher – centre-based services – fewer than 25 approved places	4.1.1
Regulation 131	Requirement for early childhood teacher – centre-based services – 25 or more approved places but fewer than 25 children	4.1.1
Regulation 132	Requirement for early childhood teacher – centre-based services – 25-59 children	4.1.1
Regulation 133	Requirement for early childhood teacher – centre-based services – 60 to 80 children	4.1.1
Regulation 134	Requirement for early childhood teacher – centre-based services – more than 80 children	4.1.1
Regulation 135	Early childhood teacher illness or absence	4.1.1
Regulation 136	First aid qualifications	4.1.1
Regulation 143A	Minimum requirements for a family day care educator	4.1.1

National Law and National Regulations		Associated element
Regulation 143B	Ongoing management of family day care educators	4.1.1
Regulation 144	Family day care educator assistant	4.1.1
Regulation 145	Staff record	4.1.1
Regulation 146	Nominated Supervisor	4.1.1
Regulation 147	Staff members	4.1.1
Regulation 148	Educational leader	4.1.1
Regulation 149	Volunteers and students	4.1.1
Regulation 150	Responsible person	4.1.1
Regulation 151	Record of educators working directly with children	4.1.1
Regulation 152	Record of access to early childhood teachers	4.1.1
Regulation 153	Register of family day care educators, co-ordinators and assistants	4.1.1
Regulation 154	Record of staff other than family day care educators, family day care co-ordinators and family day care educator assistants	4.1.1

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
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Key improvements sought for Quality Area 4

Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are maintained with each child.	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Law and National Regulations underpinning Quality Area 5

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 5 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 166	Offence to use inappropriate discipline	5.1.1, 5.1.2, 5.2.2
Regulation 155	Interactions with children	5.1.1, 5.1.2, 5.2.2
Regulation 156	Relationships in groups	5.2.2

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
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Key improvements sought for Quality Area 5

Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

National Law and National Regulations underpinning Quality Area 6

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 6 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 175	Offence relating to requirement to keep enrolment and other documents	6.1.3, 6.2.1
Regulation 157	Access for parents	6.1.1

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths	[Summarise strengths identified in the self-assessment process. Delete if not required.]
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Key improvements sought for Quality Area 6

Improvement plan

Standard/ element	Issue identified during self- assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes

Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children’s learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear direction for the service’s continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service’s statement of philosophy.

Quality Area 7: Standards and elements

Standard 7.1 Governance supports the operation of a quality service.		
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2 Effective leadership build and promotes a positive organisational culture and professional learning community.		
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members’ performance is regularly evaluated and individual plans are in place to support learning and development.

National Law and National Regulations underpinning Quality Area 7

The table below shows the sections of the National Law and National Regulations underpinning Quality Area 7 and lists the most relevant element of the NQS associated with each section and regulation. Please note that this table serves as a guide only and regulatory authorities have flexibility in how they assign non-compliance with the National Law and National Regulations against the quality areas, standards and elements of the NQS.

National Law and National Regulations		Associated element
Section 21	Reassessment of fitness and propriety (provider approvals)	7.1.2
Section 51(2)	Conditions on service approval (FDC co-ordinators)	7.1.2, 7.1.3
Section 56	Notice of addition of nominated supervisor	7.1.2
Section 56A	Notice of change of a nominated supervisor's name or contact details	7.1.2
Section 161	Offence to operate education and care service without nominated supervisor	7.1.2
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements	7.1.2
Section 162	Offence to operate education and care service unless responsible person is present	7.1.2
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training	7.1.2
Section 163	Offence relating to appointment or engagement of family day care co-ordinators	7.1.2, 7.1.3
Section 164	Offence relating to assistance to family day care educators	7.1.2
Section 164A	Offence relating to the education and care of children by family day care service	7.1.2, 7.1.3
Section 165	Offence to inadequately supervise children	7.1.2
Section 166	Offence to use inappropriate discipline	7.1.2

National Law and National Regulations		Associated element
Section 167	Offence relating to protection of children from harm and hazards	7.1.2
Section 168	Offence relating to required programs	7.1.2
Section 169	Offence relating to staffing arrangements	7.1.2
Section 170	Offence relating to unauthorised persons on education and care service premises	7.1.2
Section 171	Offence relating to direction to exclude inappropriate persons from education and care service premises	7.1.2
Section 172	Offence to fail to display prescribed information	7.1.2
Section 173	Offence to fail to notify certain circumstances to regulatory authority	7.1.2
Section 174	Offence to fail to notify certain information to regulatory authority	7.1.2
Section 174A	Family day care educator to notify certain information to approved provider	7.1.2, 7.1.3
Section 175	Offence relating to requirement to keep enrolment and other documents	7.1.2
Section 188	Offence to engage person to whom prohibition notice applies	7.1.2
Section 269	Register of family day care educators, coordinators and assistants	7.1.2
Regulation 31	Condition on service approval-quality improvement plan	7.2.1
National Law and National Regulations		Associated element

Regulation 55	Quality improvement plans	7.2.1
Regulation 56	Review and revision of quality improvement plans	7.2.1
Regulation 158	Children's attendance record to be kept by approved provider	7.1.2
Regulation 159	Children's attendance record to be kept by family day care educator	7.1.2
Regulation 160	Child enrolment records to be kept by approved provider and family day care educator	7.1.2
Regulation 161	Authorisations to be kept in enrolment record	7.1.2
Regulation 162	Health information to be kept in enrolment record	7.1.2
Regulation 163	Residents at family day care residence and family day care educator assistants to be fit and proper persons	7.1.2
Regulation 164	Requirement for notice of new persons at residence	7.1.2
Regulation 165	Record of visitors	7.1.2
Regulation 166	Children not to be alone with visitors	7.1.2
Regulation 167	Record of service's compliance	7.1.2
Regulation 168	Education and care service must have policies and procedures	7.1.2
Regulation 169	Additional policies and procedures—family day care service	7.1.2
National Law and National Regulations		Associated element

Regulation 170	Policies and procedures to be followed	7.1.2
Regulation 171	Policies and procedures to be kept available	7.1.2
Regulation 172	Notification of change to policies or procedures	7.1.2
Regulation 173	Prescribed information to be displayed	7.1.2
Regulation 174	Time to notify certain circumstances to regulatory authority	7.1.2
Regulation 174A	Prescribed information to be notified to accompany notice	7.1.2
Regulation 175	Prescribed information to be notified to regulatory authority	7.1.2
Regulation 176	Time to notify certain information to regulatory authority	7.1.2
Regulation 176A	Prescribed information to be notified to approved provider by family day care educator	7.1.2
Regulation 177	Prescribed enrolment and other documents to be kept by approved provider	7.1.2
Regulation 178	Prescribed enrolment and other documents to be kept by family day care educator	7.1.2
Regulation 179	Family day care educator to provide documents on leaving service	7.1.2
Regulation 180	Evidence of prescribed insurance	7.1.2
Regulation 181	Confidentiality of records kept by approved provider	7.1.2
National Law and National Regulations		Associated element

Regulation 182	Confidentiality of records kept by family day care educator	7.1.2
Regulation 183	Storage of records and other documents	7.1.2
Regulation 184	Storage of records after service approval transferred	7.1.2
Regulation 185	Law and regulations to be available	7.1.2
Regulation 344 Tasmania	Working with vulnerable people registration – staff members	7.1.2
Regulation 358 Victoria	Working with children check to be read	7.1.2
Regulation 359 Victoria	Criminal history record check to be read and considered	7.1.2

Quality Improvement Plan for Quality Area 7

Summary of Strengths

Strengths

Standard 7.1 Governance supports the operation of a quality service

Management Systems

Element 7.1.2 Systems are in place to manage risk and enable the effective management and operation of a quality service.

Our site employs the school administration officer to manage the preschools finances. The Director works closely with the administration officer (and the school principal), to effectively manage our finances. They have built a close relationship and attend finance trainings together to improve processes and knowledge (i.e. Finance Training @ Lock and Port Lincoln).

In 2019, the Director will undergo more finance training to allow her to better understand budgets and budget reports.

The Director liaises with the Early Childhood Leader, to manage EYS, IRMS, STAR, HR portal.

Staff complete Department For Education risk assessments when they are required and work with the children on writing their own risk assessments for things such as snakes, excursion to the beach, tree swing (see our risk assessment A3 book). All risk assessments and permission notes are stored in a folder with the NQS information folders.

Confidential records of children, staff and families are stored in a locked cupboard in the director's office.

In 2016, when the current director was pointed, all policies and procedures were updated and folders were created for easy access. These are able to be accessed at any stage and are clearly labelled and stored in the NQS area of the kindy. These are continually reviewed and are dated accordingly.

Our Governing Council was formed under our constitution and a list of members and roles is displayed on our Early Years Learning Framework board on the right as you enter our kindergarten.

Emergency evacuation/invacuation procedures 3 monthly.

In 2018 staff reviewed their emergency procedures (NQS feedback) and made changes to improve communication, processes and reflection after an event. Clear and visual emergency procedures were added to all areas on site (e.g. office, staff toilets).

Occasional Care staff conduct invacuation/evacuation practices quarterly. Emergency procedures and reflections are recorded and signed off by the director. Communication between the Occasional Care staff and director around emergency procedures happen regularly, either face to face or via email.

In 2019, through our evaluation process after an invacuation practice, changes were made to the emergency alarm bell and invacuation procedures with the school. The alarm is now auditable inside the kindy and staff/children have a clear understanding of what to do, why and how.

Term 1's practice saw all stakeholders follow correct procedures. Staff are deliberate in teaching children about keeping themselves and others safe and this is a constant in the curriculum throughout the year for staff and children. Families are informed of emergency procedures and practices so they are able to speak with their children also about keeping safe and what to do in an emergency.

Key improvements sought for Quality Area 7

Improvement plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.2	*Site leader to gain a deeper understanding around financial systems and processes e.g. Fabsnet	*A director that has a clear understanding of Fabsnet, budgeting and spreadsheets to inform her site planning and Governing Council.	M	<ul style="list-style-type: none"> *Access Departmental 'Site Budgeting Instruction' document for setting budgets and budget management and monitoring. *Access the 'Site Budget Planning Tool. *Access the 'Preschool Resource Entitlement Statement'. *Access 'Finance Support Consultant' *Plan ahead and allow enough time with my finance officer to get the budget correct. *Create my own budget spreadsheets to monitor kindy spending. *Fabsnet orientation. 	<ul style="list-style-type: none"> *Clear understanding of Fabsnet, budgets and interpreting budget lines and spending. *Director is able to confidently support the Governing Council volunteer treasurer in managing and communicating budgets. *Correct budgets and planning. *Less time being spent on budgeting and more on engaging children in play! * Less anxiety for the Director around budgeting and budget meetings! 		<p>TERM 1: 2019</p> <ul style="list-style-type: none"> *Accessed advice from my ECL around steps to take. *Gained a finance support person's name to contact regarding my development and support (Michelle Stasiak- site finance support consultant). *Sought financial personnel advice from colleagues. *Accessed Fabsnet to familiarise myself with it before contacting Michelle. *Created my own budget spreadsheets for clear and easy monitoring of budget lines and spending. These are working well and allowing me to correctly align budget codes to spending, making it easier/faster for my finance officer Vicki.

2019 literacy and Numeracy Plan for POONINDIE EARLY CHILDHOOD CENTRE

Plan summary

Literacy and/or Numeracy GOALS	Success Criteria	Challenge of Practice
<p>Goal 1: Increase children's phonological awareness skills in syllables, rhyme match, producing rhyme and initial sounds.</p>	<p>2019: In a range of context including teacher directed activities and play context children will... *hear, clap and count syllables in familiar words, e.g. own name and then unfamiliar (aurally-listening). *hear, identify and match rhyming words aurally (listening). *identifying a growing number of initial sounds. *produce a growing number of rhyming words.</p>	<p>If we... develop common knowledge and understanding of the developmental progression related to phonological awareness then, We will... increase children's phonological awareness skills in syllables, rhyme match, producing rhyme and initial sounds.</p>
<p>Goal 2: Increase children's oral comprehension skills (Tier 2 words)</p>	<p>2019: 3 year olds: *begin to use a range of Tier 1 and some Tier 2 words in their play. 4 year olds: *provide a definition of words that have been explicitly taught e.g. camouflage. *be using Tier 2 words appropriately in a range of context.</p>	<p>If we... develop a common understanding of how to build word knowledge, We will... increase children's understanding and oral comprehension skills (Tier 2 words)</p>

Step 1 Analyse and Prioritise

Analyse information available information and answer the question "What are the goals for improvement?" Specify 3 goals and annual success criteria for children's learning improvement.

Literacy and/or Numeracy GOALS	Success Criteria
Goal 1:	
Goal 2:	
Goal 3:	

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Step 2 Determine the challenge of practice

Consider how improvement in teaching practice will help to achieve your improvement goals and answer the question “What areas of practice should we focus on improving to reach our goals?”

The challenge of practice is a statement produced by preschool educators, informed by their professional judgement and best practice evidence, about how improvements in teaching can improve children’s learning in the specific goal areas. Critically reflect on strengths and weaknesses of your current practices in the goal areas, to determine challenges of practice:

1. What are the strengths of our current practice? How do we know?
2. In what areas of practice can we improve? How do we know?
3. What area of practice should we focus on improving to achieve our goal?

Challenge of practice

Goal 1:	
Goal 2:	

Goal 3:	
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Step 3 Plan actions for improvement

Consider evidence of best practice to answer the question 'What actions should we take to improve our practice and reach our goals?' Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

Goal 1:	Increase children's phonological awareness skills in syllables, rhyme match, producing rhyme and initial sounds.		
Challenge of practice:	If we develop common knowledge and understanding of the developmental progression related to phonological awareness, then we will increase children's phonological awareness skills in syllables, rhyme match, producing rhyme and initial sounds.		
ACTIONS	TIMELINE	ROLES AND RESPONSIBILITIES	RESOURCES

<p>*educators collaboratively engage in learning looking at current best advice papers around phonological awareness. *educators have follow ups discussions around the developmental skills and how it evolves.</p> <p>*speechies to present developmental progression around phonological awareness *discuss/clarify/document developmental progression relating to PASM</p> <p>*observations/formative assessment to determine ILP goals related to phonological awareness (LIT)</p> <p>*intentionally plan play-based opportunities to enhance phonological awareness skills. **'ABC Beyond' to inform strategies – page 103 “Listen and Find One Like It”</p>	<p>*Preschool closure T4 2018 *week o 2019</p> <p>*week 2 Thurs 2019</p> <p>*Preschool closure T4 2018 *week 2 staff meeting</p> <p>*Term 1 2019</p> <p>*Term 1 2019 staff meetings</p>	<p>*All educators – playgroup, Occasional Care and Kindy *Director to organise resources and allocate time in staff meeting (week 2 and 4 Thursday Term 1 2019)</p> <p>*All educators *Director to organise developmental progression document for staff in week 0.</p> <p>*All kindy educators to observe and undertake formative assessment related to phonological awareness.</p> <p>*Shanny and Tanya to intentionally plan together to enhance phonological awareness skills.</p>	<p>**The Big 6' paper on phonological awareness. **'ABC and Beyond' resource</p> <p>*Developmental progression relating to PASM (Ann Bayetto Big 6) *PASM screeners</p> <p>*Observations/formative assessment *F/N overview documentation (planning cycle) *ILP's</p> <p>*F/N overview documentation *Phonological awareness term planner *'Big 6' best practice paper</p>
<p>SUCCESS CRITERIA</p>	<p>*all educators will have common knowledge and understanding of the developmental progression related to phonological awareness skills in syllables, rhyme match, producing rhyme and initial sounds. *we will increase children's phonological awareness skills. *higher PASM results *embedded practice around planning for and developing phonological awareness skills.</p>		

Goal 2:	Increase children's understanding and oral comprehension skills (Tier 2 words)		
Challenge of practice:	If we develop a common understanding/approach of how to build word knowledge, we will increase children's understanding and oral comprehension skills (Tier 2 words).		
ACTIONS	TIMELINE	ROLES AND RESPONSIBILITIES	RESOURCES
<p>*educators collaboratively revisit Tier 2 words and reflect on 2018/clarify and plan for 2019</p> <p>*educators to intentionally plan for building word knowledge into daily practices and play (Tier 2 words)</p> <p>*educators to document and share their oral language plans (termly) with children/staff and families.</p> <p>*educators building vocabulary through conversational reading groups</p>	<p>*Week 0 2019</p> <p>*Term 1-4 2019</p> <p>*Term 1-4 2019</p> <p>*Term 1-4 2019</p>	<p>*All educators- Occasional Care, Kindy and Playgroup *Shanny to provide all staff with best practice resources to support their work</p> <p>*All educators (Occ. Care, Kindy, Playgroup) plan/document/reflect/plan to improve student's oral comprehension skills.</p> <p>*All educators (Occ. Care, Kindy, Playgroup) to use the same proforma when planning. *Shanny to develop a site oral comprehension proforma.</p> <p>*All educators planning for and involved in daily conversational reading groups.</p>	<p>*Oral Language Project folders/resources from 2018 *Best Practice paper – 'Vocabulary' *'ABC and Beyond'</p> <p>*BBB document- Outcome 5:Children are effective communicators paper *Best Practice paper – 'Oral language', 'Vocabulary', Tier 2 word lists.</p> <p>*Term overview *Shanny's proforma 'Best Practice' papers from your week 0 pack.</p> <p>*Tier 1 and 2 words list. *observations sheet *iPad</p>
SUCCESS CRITERIA –	<p>*all staff have a common knowledge and understanding around how to build word knowledge.</p> <p>*streamlined approach to planning (all 3 sessions-Occ Care, kindy, Playgroup).</p> <p>*educators using more rich vocabulary</p> <p>*staff and children using Tier 2 words in play</p> <p>*children transferring this understanding and word knowledge in other contexts</p>		



Goal 3:			
Challenge of practice:			
ACTIONS	TIMELINE	ROLES AND RESPONSIBILITIES	RESOURCES
SUCCESS CRITERIA –			

Plan approval

Approved by Director:

Name: Shannon Carter

Date: 17/12/2018

Approved by governing council chairperson:

Name:

Date:

Approved by Education Director:

Name:

Date: