

2023

Quality Improvement Plan for POONINDIE EARLY CHILDHOOD CENTRE

Site number:6686

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Service name

POONINDIE EARLY CHILDHOOD CENTRE

Service address

HIRSCHAUSEN ROAD, POONINDIE, SA, 5607

Service approval number

SE-00010796

Acknowledgment of Country

We acknowledge the Barngarla peoples, traditional custodians of the land. We pay our respects and give thanks to elders past, present and emerging for their care of this land on which we grow and learn and play.

Service context

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 Barnjarla people. Poonindie was established in 1850 (to 1894) by the Anglican Archbishop of Adelaide, Augustus Short and was initially run as a training institution for young Aboriginal people from Adelaide schools. It later became a Christian community made up of Aboriginal people from various locations. A small number of residents remained until 1910s. Some of the residence were sent to Point Pearce, some were transferred to Point McLeay. Families who went to Point Pearce included the Adams, Buckskin, Milera, Newchurch, Power, Taylor, Wanganeen, Williams and Yates. The Varcoe, Chester and Yates families later moved onto Point Pearce. Some of these families have descendants still living in and around Port Lincoln and the Yorke Peninsula.

The Poonindie Kindergarten commenced in 1971, firstly as a playgroup run by parents, Mesdames Coral Whittaker and Colleen Tee. In 1971 Mrs Lois Sampson (a trained teacher), volunteered her time for four years. In 1975, we again find parents, Mesdames Coral Whittaker and Bev Gartner, in charge. In 1987, the first of the paperwork stated with the Children's Services Office under the "Poonindie Outreach Programme". A year later, the group became officially known as "Poonindie Pre-School Centre". Our new building (that we are in now) was opened in 2004 by our first kindy Director Cindy Fitzpatrick.

Poonindie Early Childhood Centre currently is a part time, Category 1 Centre with an enrolment capacity of 30 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 Department for Education, Port Lincoln Partnership. The Pupil Free Days are endorsed by our Governing Council each year.

Our Preschool is presently staffed with a Director, a teacher, and an ECW. The centre operates during the Department For Education (DFE) term dates (South Australia).

In 2021, after reflecting upon barriers to our early childhood education service, our educators/Governing Council endorsed new session times for sustainability of our service and our community needs. 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 different services provided at our site during the week. We recognise that the earlier starting times to our service will help with street congestion and safety.

At Poonindie Early Childhood Centre we value nature play, wonderment, curiosity and caring for the environment. We regularly access the Poonindie Reserve for exploration, research, play-based/active experiences with risky play. Our site has fondly named it "The Beyond".

Playgroup is also offered on a Friday 9-11am and a teacher is employed for WHS/ curriculum reasons. 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, and Term 4, the children attend their "official" transition sessions in week 2, 3, and 4 of term 4. Most of our children feed into the Poonindie Community Learning Centre, although 1-2 families may choose to enrol at a private school in Port Lincoln for various reasons.

Statement of Philosophy

SEE ATTACHMENT FOR SITE PHILOSOPHY TREE IMAGE.



Strengths

With reference to the three exceeding themes:

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

Quality Area 1: Educational Program and Practice

Theme 1: Practice is embedded in the service

All educators are deliberate, purposeful and thoughtful in the decisions and actions that affects children's learning and development. Staff work collaboratively with the educational leader to consistently make and implement responsive and purposeful programs for all children. We view children as capable and competent (this is integral to our philosophy), and is reflected in the way we work daily with children. We demonstrate a deep understanding of the requirements of the standard, the concepts and the component elements, and are committed to high quality practice at all times.

All educators can articulate how their approach to curriculum decision making connects to each child's individual learning goals, the Early Years Learning Framework, term overview and how these enhance the learning for all children.

Theme 2: Practice is informed by critical reflection

Our teams approach to programming and planning represents an ongoing journey of deep reflection daily and reflects robust debate, discussion, and opportunities for input by all educators. A 'child chats' book and new process of reflecting daily on each child enhances and strengthens our teaching program and provocations for the next day.

Our recently improved 'final stage' of our planning cycle continues to be a great reference point when speaking with children and families about their learning/goals and enables staff to regularly check in to see if our pedagogy and practices align with individual goals. By collating and representing child/family voice to the cycle and making the learning goals visible for all, a more consistent and strengthened learning/assessment process has been created.

Staff are representing/collating children's individual needs/programs from external providers to inform the program, which is proving successful, and staff are seeing great growth because of this. Our screening processes have supported the early identification and intervention for children with non-identified additional needs E.g. sensory processing, speech and language and ASD.

We have established a culture where it is safe to debate and challenge perceptions/practices, valuing the expertise of each educator and trialling and being open to new ways of learning and doing. Social justice and equity implications of curriculum decisions are program considerations and for the rights of every child at our service (integral to our philosophy statement).

Theme 3: Practice is shaped by meaningful engagement with families and/or community

Everything we do reflects the unique geographical, cultural and community context of the service, underpinned by our Reconciliation Action Plan (RAP). This has recently been created in consultation with our Aboriginal colleagues and families. We welcome, respect and draw upon our community voices, priorities and strengths to enhance and support children and families. Knowing our families deeply and having strong personal connections with each of them, allows us to be more responsive and know what they need and to support their child's learning journey. All educators consistently seek out the voices, perspectives, and views of children throughout the day, and draw on this input in ongoing assessment and planning.

We wanted to share/celebrate our children's learning and invited families and children to come together to reflect on the year and all their achievements. This included a gallery walk where families viewed art works and displays of children's thinking and learning. Educators speak with parents about individual learning goals and utilise this time to build their curriculum knowledge and understandings.

We celebrated our children's '100 Languages' work with a community Art Exhibition at a local establishment. Celebrating their abilities, interests, learning and development showcased in various ways was meaningful and positive.

Capturing family voice prior to transition sessions through an interview process enables us to have a good grounding to knowing our individual children before they start the following year. This is now embedded practice at our site. We are strong in building quality relationships and connections early in a relaxed environment to support the transition process and each individual child.

We value and employ a teacher to run the playgroup. Using this time to build relationships with children/families, being there as a resource for families, have a focus on play with high quality literacy/oral language pedagogy and developing our early intervention strategies and resources need for individual children and their families.

Strengths

With reference to the three exceeding themes:

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

Quality Area 2: Children's Health and Safety

Theme 1: Practice is embedded in the service operations

Children's well-being is foundational to our programme, routines, interactions and environment. Educators are consistently attuned to and respond to children's changing health and physical activity requirements throughout the day. Our use of Kimochis is now embedded and supports children's social/emotional well-being, emotional vocabulary, self-regulation and restorative practices. Creating spaces in our environment where children can de-escalate their emotions and find solace is important and a regular in our day-to-day operations. Embedded meditation and yoga practices, 5 point scale, along with supportive/loving relationships, supports the children to quickly recover from big emotions.

Due to our commitment to children's health and safety, we (Poonindie Community Learning Centre/Poonindie Early Childhood Centre) received \$20,000 to upgrade our emergency alarm across both sites. Our emergency site diagrams have all been professionally updated and support our continued commitment to children's health and safety.

Since our last NQS assessment we now document all invacuation/evacuations, keep records on site of these, have established clear emergency roles/responsibilities, practice these regularly across all 3 services. All educators manage and support children's health and medical needs in line with established best practice at all times. An example of this is the introduction of a medical traffic light system for our 3 children with health needs. This demonstrates our commitment and reflectiveness in constantly striving for improvement with clear processes and practices. Educators regularly upskill themselves with the necessary training to build their knowledge and confidence to provide the very best support in regards to children's individual health needs. E.g. Type 1 Diabetes.

Educators have shifted from a "be careful" headset to engaging children in undertaking personal risk assessments throughout their play, which is enhancing our view of capable and competent children, and building their autonomy to manage their own safety.

Educators recently completed the 'Kids Safe Playground Inspection training course to ensure that we are providing a safe and compliant play environment, in light of our recent phase 3 nature play redevelopment. This has supported our current daily/quarterly inspections.

Theme 2: Practice is informed by critical reflection

Educators systematically and regularly reflect, individually and as a team, on practices to support child safety, including risk assessments and emergency management procedures and practices. Risk assessments are reviewed and adjusted with children driving the problem solving around the risk and is informed by critical reflection on past incidents.

Through critical reflections of our transition processes in the past and a significant increase in medical needs, we introduced a 1:1 parent interview to gathering personalised knowledge, medication/medical forms whilst adhering to OHS requirements. The services approach to child protection reflects current recognised guidelines and up to date information from trusted sources. E.g. (1.) 'Sexual Behaviour in Children and Young People, (2.) 'Practical guidance for learners with additional needs'.

Educators seek out and consider alternative ways of supporting each child's health and activity needs, and make changes where opportunities arise.

Theme 3: Practice is shaped by meaningful engagement with families and/or community

All educators engage meaningfully and regularly with families and the community to support children's health and physical preferences and strengths. This starts at playgroup, preschool and then onto our main feeder school; Poonindie Community Learning Centre.

The director, school principal and school OHS officer meet regularly to collaboratively review and assess whole site events and risk assessments.

The director and teacher are released to meet with external providers to provide a wrap around service embedding their professional recommendations within our environment and practice for individual children's needs.

The director has included a 'practice in the spotlight' session at Governing Council meetings to share site priorities, perspectives, curriculum and safety. Informed meaningful and ongoing partnerships with the community is valued and constant. It is also communicated through her Directors Report, private Messenger group and newsletters.

Strengths

With reference to the three exceeding themes:

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

Quality Area 3: Physical Environment

Theme 1: Practice is embedded in service operations

Our environment is strongly inspired by the research and principles of Reggio Emilia, loose parts theory, nature play pedagogy all of which consistently drives deliberate, intentional and purposeful indoor/outdoor play spaces. Our environment also mirrors our current philosophy statement including the importance of the environment as the 3rd educator and the capable and competent child. Our environment is consistently maintained to a high standard with the implementation of daily outdoor safety inspections and quarterly outdoor checklist. The Director works through the facilities manager with regard to any upgrades to ensure the materials and equipment consistently comply with WHS requirements and NQS standards.

Educators are constantly increasing the natural elements within the site, planting edible plants and creating new spaces that provide challenge, risky play, inquiry, social/dramatic and creative play.

Our environmental changes have been huge this year with third and final nature play area completed, two years in the making. All educators are able to explain how the design of the physical environment promotes and invites engagement and inquiry based learning. E.g. Bird watching, seed provocations, "The Nest" (new cubby).

Theme 2: Practice is informed by critical reflection

Through streamlined processes (i.e. agendas) and contributions of families and children in designing and developing our physical environment, we have greater input and are capturing their voice to ensure we are developing a site that is going to meet our communities needs. In 2021, we designed a 3 phase nature play redevelopment for our site to create a sense of connectedness for the children to our space, build inquiry, build upper body strength, resilience, curiosity and collaboration. We surveyed families, educators and the children and came up with a plan that was inclusive and represented everyone's suggestions in some way.

Phase 1 saw a natural environment being created by a local company (Origin Landscape and Paving) with a sandpit, tree swing, climbing ropes, loose parts play, bird bath and shrubs being added. It is a well organised and natural space our children love exploring and is organised in a way that they can be flexible and spontaneous, purposeful and creative in their play.

Educators considered and careful selection of resources and furniture to ensure a home like feel with neutral colours to promote feelings of calmness and relaxation. This is critically reflected upon on an ongoing basis and the environment changed with resources and furniture added to boost engagement within the program. An example of this was to add two cafe blinds to one outdoor structure to create an all purpose space no matter the weather. It has allowed for risky wood work play, dance, drama, cubby's and an outdoor space to gather and interact over recess/lunch. Wooden slats and plants were added this year to complete the space (phase 2).

An amphitheatre has been completed also (phase 2.5) to create a 'stage' feel and a creative space for flexible, responsive and deliberate experiences to take place. Our kindy Graduation is held in the space each year, providing shade and an aesthetic environment to gather as a community and celebrate the year that was.

Educators are attuned to changes of the physical environment throughout the day and confidently adjust practice and the environment as needed by our children. This enables the inclusion of all children and ensures continued safety and participation.

Theme 3: Practice is shaped by meaningful engagement with families and/or community

Our service collaborates with family and/or community partners to foster an inclusive, welcoming and flexible play-based learning environment.

The leader seeks professional design companies (Waxdesigns.com) to work collaboratively with staff and children to design/create physical environments that align with the approved learning framework/s and our service's philosophy, policies and procedures. Gathering and combining the learning community's ideas and designs is respectful, collaborative and important to continue our meaningful authentic partnership.

Community voice is celebrated and shared in our newsletters, messenger group, through display boards and at Governing Council. A real sense of belonging and achievement has been reported.

Strengths

With reference to the three exceeding themes:

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

Quality Area 4: Staffing Arrangements

Theme 1: Practice is embedded in service operations

All educators demonstrate a deep understanding of the requirements of the standard, related elements, and a commitment to high quality practice at all times. The Director acknowledges and values each individual educators skill set and actively promotes educator wellbeing. The Director also readily encourages staff to share their expertise with each other, children and families. An example of this is the teacher Sarah doing the kindy photos each year, as she is passionate about photography. Our ECW Marianne shares her animal and environmental knowledge with the children through her work within the community.

All members of the service team consistently demonstrate a high level of collaboration, affirming, challenging, supporting and learning from one another. These practices are underpinned by Early Childhood Australia code of ethics and our site philosophy. Our approach to the organisation and continuity of educators, including relief staff, consistently aligns with our philosophy, policies and procedures. As children have access to both indoor and outdoor play concurrently; educators are positioned in areas and actively fulfil their roles of observing, scaffolding and extending children's play. Educators see themselves as 'co-researchers' with children - working with and alongside children to investigate and learn more about the world and all of its wonders.

Theme 2: Practice is informed by critical reflection

All educators continually use critical reflection throughout all aspects of all of our day, individually and when working with and alongside the children. As a staff team , we reflect widely as a learning community, this is based on observations, educational research, our philosophy, relationships, what our families/children bring, and professional development. Our 'child chats' book, along with our private staff messenger group have been tools for which staff can privately and critically reflect on ourselves, each other, the children and our pedagogy and practices. Decision-making includes all stakeholders of our service; these are informed by professional standards, our site philosophy, departmental policies and procedures and NQS. The director consistently maintains high expectations of all staff at the site and intentionally builds capacity by modelling, coaching, individual PDP meetings, release for professional learning and recruiting staff with expertise and broader early childhood experiences. Encouraging and nurturing staff to share their individual skills/knowledge with the team, has built a confident, respectful, highly successful and happy team!

Being approachable, a team player, a great communicator and highly organised, the director has created a happy, driven, supportive team who provides a high quality service to the learning community at Poonindie. Our increased enrolment numbers reflect this and are growing each and every year.

Theme 3: Practice is shaped by meaningful engagement with families and/or community

Being a small site in a close-knit community, we are well positioned to develop deep, positive and meaningful relationships with all families. Educators recognise diversity as a strength, including cultivating a deep respect for Aboriginal and Torres Strait Islander histories and cultures. This is evident with our embedded acknowledgment of Country and site Reconciliation Action Plan. Another example of our diversity as a strength is our approach to each family. This is personalised and inclusive of our diverse families, their culture, and children's needs. Educators ensure all children have equality and continuity of service delivery. We pride ourselves on supporting families with the early identification and intervention, through positive relationships, informing families on where to access external support and ensuring our kindy programs incorporate the recommendations from external agencies/professionals.

Strengths

With reference to the three exceeding themes:

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

Quality Area 5: Relationships with Children

Theme1: Practice is embedded in service operations

High quality relationships underpin everything we do and are an integral component of our Philosophy statement. We have established a morning greeting ritual where every child and their caregiver are personally acknowledged and made to feel special right from the onset of the day. This creates a strong sense of belonging to our site. Being in tune with individual children's emotions, needs, interests, requests and constantly responding to them throughout the day is our strength at PECC.

Due to our 1:1 transition interviews, staff know and build an understanding of our children and learners early and are able to set up play preferences from day one. This builds a sense of belonging, increases ownership and supports their well-being. Children attending our playgroup prior to coming to kindy has also boosted our numbers and enabled those children to settle in to kindy faster.

Embedding Positive Education practices such as Kimochis, Have you filled a bucket today?, The Resilience Project, character strengths/dispositions, powerful mantras for kids and parents, mindfulness, yoga and Move to Learn demonstrates an underpinning of well-being practices to enhance relationships and learning.

Children's dignity and rights are maintained at all times, where children are respectfully viewed as capable and competent and supported to be independent in their play, personal care needs, and learning. Children are consistently spoken to in a calm and positive manner. All Educators consistently engage in meaningful and sustained conversations with children where we shift our interactions between listening, questioning, instructional and playful. Children's voice underpins all aspects of our interactions, decision making and programming. We believe by enabling children to feel valued and respected we are able to genuinely immerse children in a learning environment that builds on children's intrinsic motivation, well-being and ability to actively participate in the relationships they are part of.

Theme 2: Practice is informed by critical reflection

Educators systematically and regularly reflect on their relationships with children for learning throughout the day. We pride ourselves on our strong relationships with all children in our small site, often knowing them before they start preschool through community sport, family connections and playgroup at our site. We share our practices/strategies constantly and change these to suit individual needs. Families are supported through conversations around how to support positive behaviour, development, intervention, well-being and inclusiveness in our preschool. Educators engage in regular staff meetings where we have what we call 'child chats' and work together to find ways to improve outcomes for individual children, through our relationships. This time is where educators can share their reflections on individuals and what they noticed, and work collaboratively for all children. We are aware that staff see things differently and share time with different children throughout the day.

Educators constantly reflect on children when we attend Professional Development as a team, to ensure we can make changes immediately to our practice or environment in light of current research and best practice. From this, the director organised a training around 'trauma' to deepen our knowledge to better support one child and his family. It proved to be extremely informative, giving us new knowledge, strategies, as well as affirming our current pedagogy and practices.

Our primary educator grouping has enhanced the quality and depth of relationships, pedagogy and practices, a deeper understanding of individual children's learning, tracking and monitoring.

Theme 3: Practice is shaped by meaningful engagement with families and/or community

We have a well established orientation and induction process, getting to know the family and the child holistically, via one to one meetings, group walk through and stay and play sessions. Educators are consistently friendly, professional and approachable in their behaviour to provide a welcoming climate for families each day, where parents feel safe and secure to share their worries or concerns about their child or any personal issues that require a listening ear, a cuppa or a hug. Families are given the time they may need without pressure or judgement.

The use of our private Facebook group to share resources, information and support services, builds family capacity and we have received excellent feedback from these posts.

Strengths

With reference to the three exceeding themes:

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

Quality Area 6: Collaborative Partnerships with Families and Communities

Theme 1: Practice is embedded in service operations

We continue to refine and embed our orientation processes for families, which fundamentally acknowledges the importance of this partnership. Educators engage collaboratively and respectfully with families from enrolment and orientation to learn about their expertise, culture, values, beliefs, and priorities for their child's learning and well-being.

We work with a broad and multidisciplinary partnership and community team, to provide a wraparound service provision that is inclusive and meets the needs of all involved. This means working with external providers, our partnership schools and preschools, local community groups and entities as well as extended family members and teaching professionals. We consistently draw on the skill sets of our families and welcome this expertise into our learning community, for example a father visited with his fire truck, a farmer brought his truck and seeder, a musical dad comes and shares instruments and songs with children. We have strong connections with our local Aboriginal community and regularly invite them to share their culture; at our reconciliation events and more recently we worked to develop an Acknowledgment of Country that is embedded in our morning rituals. All cultures are celebrated at PECC and we encourage families to share this with the group. This might be through cooking, a Family Festival, mat time, stories or gatherings. The co-location of our service with our main feeder school, has given us access to a breadth of teaching expertise, environment and school community to facilitate continuity of learning. We consistently are a part of the schools reconciliation events, emergency procedures, Book Week celebrations, buddy reading groups, recess/lunch play, end of year concert and co-deliver workshops for parents i.e. phonological awareness.

Theme 2: Practice is informed by critical reflection

Educators intentionally gather information and feedback from families through daily conversations, surveys, Facebook posts and comments and emails. This data underpins any changes in practice, decision making, ideas to progress or tweak systems as we value their opinions and expertise as participating stakeholders.

This year's transition program was reflected upon with all families being encouraged to feedback their thoughts, feelings and ways to improve. This data was shared with our feeder school and built upon at their parent information session to improve the service in which they are providing. A seamless process is expected and achieved, with our children feeling supported and excited about starting kindy/school.

Educators consider and discuss social justice and equity implications of their approach to inclusion support and supporting transitions for all children, including self awareness of our own biases and how these may impact on child and family outcomes.

Theme 3: Practice is shaped by meaningful engagement with families and/or community

We are sensitive to our family's culture and beliefs and accommodate these within the service to build a sense of belonging. We are active participants within our wider community, attending the High School's annual pantomime, Odette's dance concerts, visiting local businesses like the vets and utilising local contractors, holding our annual art exhibition at a local establishment, developing children's sense of citizenship and understanding of the reciprocal rights and responsibilities necessary for active community members.

Educators support families to build relationships with relevant community services and agencies that enhance children's well-being, learning and participation in the educational program. For example NDIS, CAFHS, etc.

The service demonstrates a commitment to building and sustaining reciprocal relationships with community through our annual kindy disco, biannual fete, annual art exhibition, playgroup, school concert, gallery walk, excursions, nature play redevelopment projects and the like.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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Quality Area 7: Governance and Leadership

Theme 1: Practice is embedded in service operations

The Director is the educational leader and supports her team to learn and grow in their professional practice. All members of the team are able to explain how a tailored professional development plan provides a focus for continuous performance improvement and how this process drives continuous improvement, which enhances outcomes for children and families.

As a site we have refined and embedded a thorough induction processes for all staff, which includes our local pool of relief staff who are very familiar with our site philosophy and ways of working. The process includes a service walk through, relevant history checks, roles and responsibilities, WHS requirements, and site-specific policies and procedures.

The Director provides strong instructional leadership that allows transparency to stakeholders, with a clear vision and is a proactive teaching member. All stakeholders are well informed and have a strong voice in decisions and processes at the site.

The Director is able to discuss and demonstrate how the service's management systems support proactive risk management and drive continuous improvement, for example; responding to and learning from incidents, complaints and constant feedback from families/learning community members.

Maintaining up-to-date records that support effective service provision is a strength at Poonindie Early Childhood Centre and has been a focus for improvement.

Educators have exceptional communications skills and support one another throughout the day to document all aspects of our day consistently, for an organised, professional and high quality educational program.

Theme 2: Practice is informed by critical reflection

We value and respect our families and Governing Council as active participants in the fundamental management, reflection and vision of our centre. Our Governing Council are empowered to have a voice and embrace the diversity of our members and feel safe to challenge each other's thinking; yet still come together to make a collective decision that sees improved outcomes for children and the community

The educators systematically reflect on our sites Quality Improvement Plan/improvement goals to strengthen their performance and practice, to ensure the service is meeting its own success criteria, and the regulatory system's expectations for high quality and continuous improvement.

Our professional staff encourage robust debate, discussions, and value input from each other as this informs/supports growth as an educator and with the high quality service, we provide.

Streamlined processes allows for clear meeting agendas (staff and Governing Council), improved organisation and capacity building of National Quality Standard, WHS, policy and procedures.

Theme 3: Practice is shaped by meaningful engagement with families and/or community

Our Governing Council is rich and diverse with members and often has members returning even after their children have transitioned onto school, providing continuity and progression towards our shared vision. Our unique geographical, cultural and community context allows for a broad spectrum of community members. The Director welcomes and draws on the voices, values and strengths of the families to guide the governance of our site.

They are involved in deep levels of feedback /reflection on our philosophy, policies, procedures, National Quality Standards, curriculum via our regular meetings, conversations and surveys. Feedback to the service from varying stakeholders consistently indicates high quality of teaching and learning/relationships and communication methods.

Quality Improvement processes contribute to a culture of inclusiveness and a sense of belonging at the service, and suits the unique context of the service.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: POONINDIE EARLY
CHILDHOOD CENTRE

Goal 1: To improve children’s skills and confidence to represent their thinking and understanding in multiple ways.



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators intentionally develop children’s ability to communicate their thinking through drawing and writing, then we will improve children’s mark making skills and confidence to represent their knowledge, thinking and understandings in multiple ways.

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

Through ongoing analysis of our pedagogical documentation, we will see children:

- *develop their drawing and writing to share their thinking.
- *confident to think it, draw it, speak it, and write it.
- *creatively and graphically represent their thinking in increasingly sophisticated and flexible ways.

Through ongoing documentation of our reflections and planning, we will see educators:

- *using new and evolving knowledge to refine and embed pedagogical practices.







STEP 3 Plan actions for improvement

| Actions | NQS Links | Timeline | Roles & Responsibilities | Resources |
|--|----------------------------------|-------------------------|--|--|
| Deepening educators understanding of intentional teaching and shared-sustained thinking. | QA 1.1.1 QA 1.2.1 QA 1.3.2 | Week 0 2023, ongoing | Shanny researches latest resources and highlights discussion points. Shanny and Sarah lead the new learning and what it means for our practice. | Preschool curriculum resources: *Intentional Teaching, Supporting Purposeful Play, Social Domain, Emotional Domain. |

| | | | | |
|--|--|-----------------------|---|---|
| <p>Base line data: Children’s data and educator survey around emergent writing</p> <p>Deepening educator’s confidence/knowledge around Ped Doc.</p> | QA 7.2.1 | From week 0 – Term 4. | <p>Children draw themselves and write their name T1 and T4. Shanny and Sarah to collect. Educators fill in their emergent writing survey in week 0 and redo early T4. Discuss distance travelled during closure day and plan for following year (step 5). Shanny to organise a staff trip to Adelaide re: Improvement work.</p> | <p>Journals, Ped Doc, Profile folders, T1 and T4 name/picture sample, T1 and T4 children’s writing self-assessment. Emergent writing survey for educators. Educator trip to Pennington CC Term 2??? (Ped Doc)</p> |
| <p>Educators approaching children’s learning in the environment with a lens of emergent writing.</p> | QA 1.1.1 QA 1.1.2 QA 1.2.1 | Term 1 to Term 4 | <p>Shanny/Sarah plan for and lead emergent writing actions/information (Thursday’s and staff meetings), building capacity with Mazz and new educator, Maja.</p> | <p>Understanding the developmental continuum, the writing self-assessment, using our shared language, knowledge and understandings, using the literacy guidebook/EYLF Outcomes/Indicators.</p> |
| <p>Educators to develop their questioning skills to illicit children’s thinking and making it visible (co-construction of learning – shared sustained thinking to build high level thinking skills).</p> | QA 1.1.2 QA 1.1.3 QA 1.2.1 QA 1.2.2 QA 1.2.3 | Term 1 | <p>All educators communicate their needs, Shanny to research, Shanny/Sarah to lead via staff meetings, Jane Lemon sessions or closure days.</p> | <p>Levels of questioning, John Hattie book ‘Impact visible learning in EC’, Preschool curriculum resources: Intentional Teaching, Jane Lemon-Literacy coach learning.</p> |


Goal 1: To improve children’s skills and confidence to represent their thinking and understanding in multiple ways.

 **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 | | |
| <p>Date your notes to ensure you track and monitor adjustments and progress of your plan</p> | | | |
| <p>Deepening educators understanding of intentional teaching and shared-sustained thinking.</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>Base line data: Children’s data and educator survey around emergent writing</p> <p>Deepening educator’s confidence/knowledge around Ped Doc.</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>Educators approaching children’s learning in the environment with a lens of emergent writing.</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> |

| | | | |
|---|----------------------------------|----------------------------------|----------------------------------|
| | | | |
| Educators to develop their questioning skills to illicit children's thinking and making it visible (co-construction of learning – shared sustained thinking to build high level thinking skills). | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

Goal 1: To improve children’s skills and confidence to represent their thinking and understanding in multiple ways.

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

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

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: POONINDIE EARLY CHILDHOOD CENTRE

Goal 2: Click or tap here to enter text.



STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

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

Click or tap here to enter text.






STEP 3 Plan actions for improvement

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

| 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  Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan | | |
| 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. |
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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 |
|---|----------------------------------|--|-------------------------------|--|---|
| QA7 CONTINUOUS IMPROVEMENT: There is an effective self-assessment and quality improvement process. | QA 7 7.1.2 7.2.1 7.2.3 | *Educators work through the NQs self-assessment during staff meetings, office Thursday's and closure days. *Continuing in 2023, our review and reflection will focus on QA 2, QA 5. | Term 1 to Term 4 | NQS self-assessment tool NQS Exceeding themes resource 2023 PQIP | All educators – lead by Shanny and Sarah. Sarah reads and Mazz and Shanny record our evidence. Evidence is for an assessment and to improve our ways of working. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. |
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| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap here to enter text. | Click or tap here to enter text. |

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 | | | |
| QA7 CONTINUOUS IMPROVEMENT: There is an effective self-assessment and quality improvement process. | 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. |
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|----------------------------------|----------------------------------|----------------------------------|----------------------------------|

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

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

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

| |
|--|
| Name Shannon Carter |
| Date Tuesday, 13 December 2022 |

Signature:

Endorsed by governing council chairperson

| |
|--|
| Name Jake Docking |
| Date Tuesday, 13 December 2022 |

Signature:

Endorsed by education director

| |
|--|
| Name Ms Rowena Fox |
| Date Click or tap to enter a date. |

Signature:



Government of South Australia
Department for Education