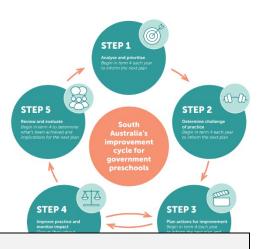
Quality Improvement Plan for PORT LINCOLN CHILDREN'S CENTRE

Site number: 4164

Click or tap here to enter text.







Service name

PORT LINCOLN CHILDREN'S CENTRE

Service address

80 SAINT ANDREWS TERRACE. PORT LINCOLN. SA

Service approval number

SE-00010806

Acknowledgment of Country

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

Port Lincoln is a city on the lower Eyre Peninsula, South Australia. It is situated on the shore of Boston Bay, which opens eastward into Spencer Gulf. It is the largest city in the West Coast region, and is located approximately 280 km as the crow flies from the State's capital city of Adelaide or 646 km by road. The main industry in Port Lincoln is fishing and farming. Within the Port Lincoln partnership, there are 5 other DfE preschools and 8 DECD schools. There are also 2 non- Government Schools. The Port Lincoln Children's Centre kindy program opened in 1966 in a hall on Kooyonga Avenue for Aboriginal children; it later relocated to Third Avenue before moving to its current location in 1996 to become an Integrated Service offering a Childcare program for our community. It was the foresight of the Aboriginal community elders in 1995 to seek assistance from the Commonwealth Government to establish a Childcare program to support Aboriginal families in our community. We offer 15hrs per week preschool sessions for 4-5 year old children on Monday and Tuesday 8:30 – 3pm, Wednesday 8:30am – 12pm. We offer 12hrs per week kindy sessions for Aboriginal & Torres Strait Islander children and Children in care on Thursday and Friday 8:30am – 3pm. We offer a morning pick up and afternoon drop off bus run to support children's access to and attendance at kindy. We consistently have up to 90% Aboriginal enrolments. Our connection and respect for country is reflected in all aspects of our outdoor spaces and learning environments. This is portrayed in our Philosophy Statement which is prominently displayed in our front entrance. In term 4 2022 we have 52 children in our 3 and 4 year old kindy programs, including 50 who are Aboriginal children. We are a category 1 preschool site with 1:10 staff to child ratio in kindy and a physical capacity of 32 per session. The capacity for the whole site is 53, however it is a shared floor space between kindy and childcare programs. We are currently entitled to 1.0 Director, 1.4 teacher. All children attending our kindy programs have their speech and language assessed in term 1 if identified on enrolment or a parent concern. In 2020 we successfully applied for funding from National Indigenous Australians Agency to deliver a Parent as First Teachers Program, with the aim to build on the capacity of parents and carers literacy and numeracy understanding and skills to support their children to have a good start to school. Our Improvement goals for 2023 are informed by children's learning and developmental needs, which is reflected over the year from educator's discussions, documentation, assessments, observations and reflective practice. At Student Free days we analyse our annual improvement goal, challenge of practice and success criteria, this reflection and analyses informs our next steps.

Statement of Philosophy

Port Lincoln Children's Centre supports Aboriginal culture, lifestyles and child rearing practices by valuing parents and extended families and Acknowledging and respecting the cultural heritage that children, families and staff bring to the centre. We will refer to the articles in the child friendly UN Convention on the Rights of the Child.

We believe:

- Every child has the right to secure, trusting, nurturing relationships (article 1,2,3,19)
- Families are important, they are the main educators and caregivers (article 5, 28)
- In respect for children, families, each other and the environment (article 29),
- In being responsive to children, parents, staff and community voice (article 12,13,17)
- In equality, equity, fairness and diversity (article 19, 23,30)
- That children have the right to positive play and rest throughout the day (article 31)
- All children are capable and competent learners (article 28,29)
- In play based learning (article 13, 28, 29)
- In staff developing and maintaining trusting relationships with children, families and each other (article 3, 4, 29)
- Healthy eating is essential for physical and mental development (article 24),
- Every child has the right to be safe (article 19),
- Every child has the right to challenge their capabilities in a safe manner (article 29)
- We actively respect and acknowledge Aboriginal and Torres Strait Islander Cultures and being inclusive of all cultural heritage of our centre and community
- In the Spirit of Reconciliation

We will:

- Follow the requirements of the National Quality Standards and the principles and practices of the Early Years Learning Framework,
- Value and respect children, families , each other , community and the environment,
- Develop partnerships with families by listening and supporting them in their role of nurturing children,

- Be inclusive and respectful,
- Listen and respond to children, parent, staff and community voice,
- Provide a diverse environment that supports the opportunity for intentional teaching and include areas for both quiet and active play that promotes individual knowledge, strengths and interests,
- Make ourselves available to build and maintain close relationships with children, families, community and each other
- Promoting healthy eating and physical activities
- Encourage and support children to explore and learn through experiences,
- Create an environment that is safe but allows children to challenge themselves
- Ensure we connect with and acknowledge all cultures within our Centre and early years sector
- Develop a Reconciliation Plan, implement actions, share and celebrate success and build relationships to engage with other early childhood service in the spirit of Reconciliation

Reviewed 15/4/2016 Reviewed Term 2 2017 (14 parents have reviewed Philosophy statement during Term 2 and agreed that there doesn't need to be any changes or additions at this time) Reviewed 29/3/2018 Reviewed 25/1/2019 2020 - did not review 2021 - offered to families and staff to review (no review comments were offered) reviewed 6/6/22

Quality Area 1: Educational Program and Practice

Practice is embedded in service operation: At Port Lincoln Children's Centre we purposefully plan and implement learning experiences informed by children's interests, their developmental need, parent information, educator observations and collaborative discussions. This information is gathered through individual learning plans, which is included in enrolment packs that seeks information about the child's cultural connections, strengths, likes, any concerns the parent may have, what parents would like educators to help their child with and what hopes and dreams parents have for their child. The Individual learning plan is a great source of information that enables educators to plan specific learning experiences for individual children through research, going out in to the community. Our location gives us access to a BMX bike track, Soccer Oval, Kirton Point Primary School Oval and playground, bush land behind our centre which provides a track for our educators and children to walk to Port Lincoln Aboriginal Community Council to learn about the Aboriginal history of Port Lincoln and Mallee Park. Embedding Aboriginal perspectives in daily routines has enabled annual learning about Australia's history through the eyes of children. We are able to go out in to the community on our kindy bus to explore and compare what the location was like before Captain Cook came and what it looks like now. Most children at the centre call our Aboriginal staff nana and our Aboriginal bus driver poppa Kingo which reflects the extended family notion at our centre.

Practice is informed by critical reflection: Our strong commitment to high quality practice at all times and continuous improvement stems from an ongoing journey of reflecting on our existing practices in light of current research, study tours (New Zealand & Reggio Emilia) and the changing needs of our children and families; prompting us to make changes to educator's practice to maximise each child's growth over the 4 - 8 terms they may be with us. As a team we reflected on our practice by changing the way we facilitated group learning to incorporate smaller groups, and being flexible and noticing children's capacity to engage, building and fostering resilience, independence and confidence so educators were not 'rescuing' children but giving children the time to think, respond, ponder and question. In 2022 after critical reflection, professional learning session with Occupational Therapist, we changed our routine and location for intentional teaching to rolling groups of 4-5 children with 2 educators in an area that is more responsive to teaching and learning. Educators found this to be very beneficial for children who previously were not engaged in intentional teaching sessions. These children are now active participants, asking and answering questions, staying on task and a part of the group.

Practice is shaped by meaningful engagement with families and/or the community: One Child One Plan (OCOP) are mandatory for Aboriginal, Children in Care and children identified with a disability. We consistently develop individual plans for children who attend our centre. Covid-19 disrupted the way we engage with families in 2020, 2021 and part of 2022. The One Plans were developed using educator knowledge, support services, children's needs and any information provided by families during enrolment and the home visiting program to ensure all families are supported and contribute to decision making around their child's education. We firmly believe that building relationships with children and families support their engagement in centre priorities and events. We have a very strong focus on Aboriginal Culture, with educators teaching children about Australia's history, and making the connections between past and present day way of life. We connect with local Aboriginal people and ensure Aboriginal perspectives are strong and visible at PLCC. PLCC establishes authentic partnerships with service providers and agencies who are really committed to improving outcomes for Aboriginal children and families. We engage with the Department for Education Special Education team to ensure support is accessed for children to actively participate in learning experience, specifically with the Speech Pathologist to observe, assess and provide targeted goals for individual children and whole centre goals to increase outcomes for all children.

Quality Area 2: Children's Health and Safety

Practice is embedded in service operations: PLCC has set routines for meal times which support children to know the difference between morning tea/snack time and lunch. PLCC promotes healthy food options and parents are informed on enrolment about these healthy options and reminders are included in newsletters at least once a term. Educators are aware of assisting children with toileting and are attuned to triggers or specific behaviours as a signal or indicator the child needs to go to the toilet. High expectations for children's learning and understanding of safety is expected as part of discussions and preparations for excursions or specific activities at the centre. Children's thoughts and ideas are recorded to gain their understanding of Risks, Benefits and Solutions for a specific topic such as excursions, bullying, aggressive behaviours and any hazards or risks that may be identified in play areas. Outside checks are completed daily before children go out to play to ensure children are protected from harm and hazards. Hazards are reported and attended to in a timely manner. Excursion preparations are conducted to ensure children's safety whilst on the excursion, which includes risk assessments, consents, contact numbers, first aid & asthma kit and mobile phone.

Practice is informed by critical reflection: After reflecting on our practice during covid-19, we realised that some children displayed resilience and others needed more support to engage in learning and social interactions. We also noticed some children who were not engaging, or becoming unsettled so we explored and learnt about Interoception to help children become ready for learning. We continue with intentional teaching Keeping Children Safe curriculum learning focussing on the right to be safe and feel safe, naming body parts and emotions, trusted persons, expressing ideas/feelings and caring about others to support children's emotional and social well-being. Children's well-being is a regular agenda item for staff meetings, which is an opportunity for educators to discuss strategies to best support individual children. Strategies are identified and implemented to support children including starting the process for referral to a psychologist or speech pathologist. We engaged with Department for Education Special Educator Bec Bach, who provided us with information and activities to start learning time. In term 4 2021 we had a professional learning day with a Department for Education Occupational Therapist AnneMarie Gibb to give us information around sensory processing to help us support children. We used this new learning to support educators to identify and support children needing additional support. We engaged with an OT in 2021 (Term 4) and 2022 to provide training on emotional regulation and sensory processing, she also did an environmental audit and we enacted some of the recommendations to best support children's participation in learning experiences. We sourced flidget resources, trialled different sensory equipment and changed location and intentional teaching sessions that are more responsive to the needs of children. Since 2016 after collaboration with our Education Director, Early Childhood Leader, Incident Management Unit, educators and Governing Committee we have a comprehensive bus transporta

Practice is shaped by meaningful engagement with families and/or the community: At PLCC we consistently work with families to identify any learning or developmental needs for children. We have processes in place to ensure children's health or learning concerns are identified and a referral process is activated. We have a respectful and authentic relationship with the Port Lincoln Aboriginal Health Service to implement a Healthy Kids Clinic that occurs on a weekly basis. A Child and Maternal Health worker attends to conduct general health checks. This partnership has positioned PLCC to work with PLAHS to identify children with hearing, sight and learning needs that can be addressed early. All educators have a deep understanding of children with additional needs and their eating habits are catered for on an individual basis. Health Agreement plans are developed with families for all children who are diagnosed with a medical condition. Educators and parents follow up daily, weekly or as needed when any events or new plans are in place. In Term 4 2021 a parents concern about problem sexual behaviour was addressed with meetings with the families involved and Education Director and Early Childhood Leader and family counsellor. This process ensured the family that the kindy was addressing their concern and implementing the child protection curriculum. Plans were developed to support children involved in the problem sexual behaviour incident with support from SWISS, Special Educator and Occupational Therapist, which was entered on DfE Incident Reporting Management System.

Quality Area 3: Physical Environment

Practice is embedded in service operations: We consistently maintain a safe, clean and well maintained environment supported by the centres policies and procedures and regular maintenance schedule. Our staff demonstrate an ongoing commitment to caring for the natural environment and fostering environmental awareness and responsibility. We have two staff members in particular who take the lead on this and inspires and motivates the rest of the staff. Sustainable practices are a regular and ongoing feature of our learning program at PLCC. This includes using scrap fruit and veg and shredded paper for composting, a worm farm, collecting food scraps for a family of chooks, rain water tanks for water play, gardening, growing fresh produce to use in our kitchen and children can take home excess produce. All educators are able to explain how the design of our environment including the selection of furniture, equipment and resources supports safe and inclusive access by all children and promotes each child's full engagement with the program.

Practice is informed by critical reflection: Educators have embedded practices that have changed due to research around nature play, Reggio principles and NZ study tour. Our experiences have prompted us to create more inspiring, natural and calm learning spaces. We recognised that we had an overload of visual distractions indoors, therefore we started to declutter the environment and prioritised what was important to display, including the necessary visual supports for children with additional needs and adequate sound proofing for children with hearing concerns. Outdoors we have developed more small world play opportunities, story tables and incorporated a jetty because it reflects the lives of our children in this fishing community. Due to the fact our centre is an integrated service with preschool and long day care operating side by side, we have reflected on the provision of materials and resources to ensure they are developmentally appropriate for children ranging from 6mths to school age. We purchased some lower wooden tables & chairs so that our younger children could access quality learning experiences. In 2020 our involvement with Learning Design Assessment and Reflection inquiry highlighted an area that was not well utilised by children. The Number Sense inquiry showed educators that we needed to be more specific and direct with the language in the mud kitchen if we wanted to hear children using number sense language. We listened to feedback from Park Terrace Preschool about our wondering why children were not using number sense language, we added recipes, more utensils and kitchen items with numbers on as well as educators pointing out and making children aware of numbers in the mud kitchen. This change in practice has enabled an increase in the use of recipes to follow that include numbers.

Practice is shaped by meaningful engagement with families and/or the community: We are very proud of our amazing indoor and outdoor spaces of which the design reflects the unique geographical, cultural and community context of the service. Due to covid-19 we reflected on our normal practices of inviting families and community in to celebrate events in our Reconciliation garden. In 2022 we felt a lot more confident within our community to invite families back to the centre to celebrate and join us for a meal and yarn around the fire. We actively take children's learning out in to the community to build their general knowledge, oral language skills and cultural identity including our recent walk along the Parnkalla Walking Trail to find "Indigenous" plants that the local Barngarla people used for food and medicine. We have started to build our own Native Bush Garden Walking Trail with a grant from Eyre Peninsula Natural Resource Management, Port Lincoln Aboriginal Community Council donating logs and our Governing Committee purchasing large rocks to go along our walking trail and consulted with the Chairperson of the local Barngarla people.

Quality Area 4: Staffing Arrangements

Practice is embedded in service operations: PLCC Preschool Director has been consistently employed since 2007 by the Department for Education (DfE). We have core teaching staff who have permanency at PLCC which enables consistency for children and families as a high number of our Aboriginal families have had 2-4 children enrolled in preschool over the years. Our consistent staffing arrangements have enabled PLCC to develop a leadership team to oversee the teaching and learning. We have rosters to ensure children are adequately supervised during the day and over staff lunch breaks. Consistency has supported educators to establish and maintain respectful relationships with children, have meaningful interactions with children and be responsive to their needs. Children experience consistency of educators, especially the children who transition from PLCC childcare and 3 yr old kindy program. We participate in a re-induction at the beginning of each year or an induction on employment of new employees with a staff handbook that informs our staff of our philosophy, priorities, WHS, and general management and responsibilities. Educators birthdays, individual and whole of centre achievements are celebrated with morning teas or luncheons with families and community are invited to attend with limited restrictions due to covid. At PLCC we aim to have a sense of belonging where each child and family feel welcome and at home, this has been noticed and mentioned by our many visitors, both familial and professional, that the atmosphere feels welcoming and homely as soon as they walk in. They have noticed and commented on the relationships between educators, children and the respectful behaviours and words spoken.

Practice is informed by critical reflection: We continue the practice identified in 2016 that all educators in preschool have different experiences and knowledge of children's needs and development that would inform programs for learning. The Director has worked with teachers to ensure their roster includes non-contact time for NIT and other duties, the roster includes time for ECWs as well to plan and design individual programs for children in addition to group planning and reflection alternately on Wednesday afternoons. This has worked successfully and has shown a strong commitment to high quality practice in valuing the knowledge and expertise of each other and has enabled educators to consistently tailor learning programs for individual children, including children with specific learning needs. Educators meet weekly to reflect, discuss and challenge their practices to ensure high quality is consistent and becomes a part of normal interactions.

Practice is shaped by meaningful engagement with families and/or the community: The Governing Committee consistently employs additional staff to ensure children have access to targeted learning experiences. These staff assist teachers to implement a home visiting program with families to encourage and support their participation in decision making about children's learning and involvement in centre events. Educators continually draw on the knowledge of parents to inform their child's day and learning experiences. Educators are often approached by parents who may have concerns about an incident involving other children, such as a parents concern in regards to her child having issues with another child at kindy and asked staff to be vigilant and monitor the behaviours. The parent was happy that she was heard, her concern was discussed with all staff and we were attending to her concern and checking in with her. The Child Protection Curriculum is used to support children's understanding. These steps are then conveyed to the parent for reassurance.

Quality Area 5: Relationships with Children

Practice is embedded in service operations: After reflecting on our daily practice and interactions with the children, we agreed to develop daily routines that would enable children to feel safe, secure, confident and included. These routines include welcoming children and parents, encouraging children to find their name and select a locker, unpacking their lunch and snack items that need to go in the fridge, packing their bag in locker, signing in for the day. The children know their morning 'jobs' and are becoming more confident and independent to do these tasks on their own. The Helper of the Day routine builds children's confidence and social interactions as at whole group mat time, the Helper greets each child and educator by name, counts how many children are at kindy, helps to find the digits that show the amount of children at kindy, helping to select the Day of week. All educators consistently observe children on arrival and will sense the mood of a child by specific behaviours displayed between child and parent. Educators will respectfully discuss with parent about the child's mood/ behaviour that may influence the child's engagement and interactions throughout the day.

Practice is informed by critical reflection: All educators have a strong commitment to high quality practice at all times and continuous improvement, which is reflected in our daily routines of flexible small group intentional teaching times. Implementing daily small groups came after reflecting on children's learning outcomes, hearing, speech and language concerns. We identified that the smaller the group the more likely children would be active participants. The relationships between educator and children became more meaningful and respectful as each child in a small group had the opportunity to voice their thoughts, ideas and wonderings about a specific topic or text. Covid-19 impacted our attendance and it enabled educators to reflect on small group interactions. It was decided to trial children choosing which educator they would like to work with for small group intentional teaching. This highlighted that children who were more confident would support the learning of other children in the group by leading and helping their peers understand the task. It was also noticed that children requiring additional support developed relationships with a specific educator who supported them throughout the day. After staff reflection about children's well-being, staff implemented and explained to children the process for a "how are you feeling activity" this was introduced where children upon arrival will choose their name and put it on a face that reflects their mood, a child with additional needs selected her name and put it on the angry face, her support worker said "...... notice you put your name on angry, why are you angry? the child told her that her sister made her angry at home. This demonstrated to educators that children are becoming confident to name and explain their emotions.

Practice is shaped by meaningful engagement with families and/or the community: Educators draw inspiration from our unique environment, our cultural and community relationships to ensure our children and families know they are valued. We are proud of our relationship with the Aboriginal community that enables all of our children to engage and learn more about Aboriginal culture. Educators are deliberate, intentional and purposeful when working with parents to have input into their child's individual learning plan. One aspect of the ILP is asking parents about their culture and heritage that we can include in our centre. The ILP information is used to populate the online One Child One Plan, which is mandatory for all Aboriginal, children in care and children with a disability. However, we gather the ILP information for all children at PLCC to help educators design individualised learning programs. This also enables the seamless transition for the families that enrol children in PLCC Child Care program then 3 yr old kindy and/ or 4 yr old preschool program, as the information is shared between programs and educators collaborate to be responsive and flexible to support transition points for children and families.

Quality Area 6: Collaborative Partnerships with Families and Communities

Practice is embedded in service operations: We continue with an effective enrolment process and bus procedure. After collaborating with the Education Director, Early Childhood Leader, Governing Committee, Parents, Staff and DfE Incident Management Unit to review our policy and procedure, we now have an effective enrolment process that includes a bus induction for educators, bus driver and parents, that can be implemented by our lead teachers if Director is not available. Educators consistently tailor learning programs and small group sessions to the needs and interests of children which includes high levels of engagement with our Speech Therapist to devise consistent approaches and goals for the whole group and individual children. Our home visiting program was impacted by Covid in 2020 and 2021, however we continue to contact and talk with families at drop off, pick up, bus run to assure them they could ask for a home visit or call the centre to talk to the Director or teachers about their child's learning, developmental needs or any concerns they have.

Practice is informed by critical reflection: We continue working in partnership with our Speech Therapist, to increase outcomes for children and to review our practice and pedagogy to ensure all children showed growth over the 4 terms before starting school. With support and guidance from DfE Speech Therapist we changed our routines and group learning. Throughout 2022 we noticed more children were displaying emotional regulation and separation anxiety, we worked with families to gain knowledge about strategies they have in place at home and how we can best support their child's needs. We contacted our Special Educator and have since received information about Interoception and have been using a strategy to 'get their bodies ready for learning' to start off intentional teaching sessions. This has been successful and embraced by children and educators as a daily practice. We have since used this tool when planning for small group sessions with a focus book. Educators have committed to high expectations for literacy and after regular meetings with DfE Speech Therapist, they now have the ability and knowledge to select books that have rich tier 2 words and can plan experiences that extend children's use and understanding of words, general knowledge, community awareness and can align these experiences with the frameworks and departmental priorities. We realised we needed to increase our knowledge around sensory processing and with support from DfE Special Educator we have organised professional learning with an DfE OT from Adelaide in term 4 2021 with extra support in 2022 to conduct an environmental sensory audit and sensory processing training.

Practice is shaped by meaningful engagement with families and/or the community: Our collaborative partnership with Department for Education Speech team, Psychology, Community Health Connect, Port Lincoln Aboriginal Health Service (PLAHS) and Port Lincoln Aboriginal Community Council has being respectful and consistent in our collective approach to improving outcomes for children. Our partnership with Department for Education Speech Therapist has significantly improved speech and language outcomes for children with support from their parents for referral process. Our partnership with PLAHS has provided our children with opportunities to participate in regular general health checks. These partnerships have significantly improved outcomes for children by identifying, assessing and following up with further treatment when required, which may not be identified until children have their before school checks at 5 yr old. In 2020 we received funding to implement a Parent as first teachers program, we began in term 4 2019 with a survey to find out how many families would be interested in participating in our PaFT program. In 2020 our planning and implementing this program was impacted by Covid-19. This stalled our home visiting with families but it enabled educators to develop user friendly comprehensive learning at home packs to support parents to continue the learning at home for their child. An educator talks with parents about each activity to parents to help them be confident to facilitate the learning at home with their child. In 2022 we have successfully worked with 40 families over the 3 years of our Parent Program to help parents / carers build on their literacy and numeracy skills to best support their children have a good start to school. We have had great feedback from families via a survey which demonstrates their use of activities and their suggestions for what we could add for future learn at home packs. The fact that parents are filling in surveys with more detailed, specific answers shows their knowledge and understanding has increased over the last 3 years. In term 4 2022, 4 staff participated in a Hearing Australia: First Nations Service professional learning opportunity to learn about Cultural determinates and Awareness of Ear Disease. This reminded us about everyday practices that we can implement to ensure children's ear health is not impacting on their participation in learning. The knowledge we gained has helped us to be more mindful in preparing children for learning through blow, cough, breathe process to help clear the nose and ears for learning.

Quality Area 7: Governance and Leadership

Practice is embedded in service operations: PLCC has systems in place to review the philosophy statement each year by inviting families and governing committee members to be involved in reviewing our philosophy statement at staff meeting, during home visits as well as in our newsletter. Covid impacted how we reviewed our Philosophy Statement in 2020 - 2022 so we included our Philosophy Statement in a newsletter and asked parents to review and contribute a comment, we were not successful in 2022 with this process and will rethink how we seek parent input to review our Philosophy Statement in 2023. Kindy Parents are given a Transition survey in term 4 each year which helps us to know their thoughts on their child's learning and transition to school the following year. Human Resource systems are in place to retain staff, manage relief pool, sick, annual and long service leave, and to access professional development updates such as WHS through the departmental PLINK portal. The Director builds and continually promotes and provides opportunities for all educators to develop as professionals. Each year educators are recommended to attend conferences or study tours that will inform their practice, expose them to current research and increase their professional knowledge that will build on their own experiences and knowledge to provide a high quality and meaningful learning program for children and families.

Practice is informed by critical reflection: The Director has organised professional learning for the staff team to increase our knowledge and direction to improve outcomes for children due to documentation and data collection in 2015 showing not much growth for children in numeracy over the 12 months. The director has organised professional learning with Early Childhood Leader and since plans 2020 facilitates 2 student free days to reflect and analyse improvement goals and learning to inform next steps. This process was implemented in 2017 with changes each following year to ensure as a team we are reflecting and analysing our practice in relation to improvement goals and outcomes for children. The student free days follow a script designed by an ECL in 2020 which focuses on new learning, changes to educator practice, impact of children's learning and next step. This has worked successfully that the teachers can facilitate the SFD in the Director's absence. As each year progresses it becomes a natural part of planning where one teacher will automatically take the lead in specific areas as their strengths and knowledge enhances the learning for all children and educators. After reflection on transition to school visits we realised that some children need additional school orientation visits which allows a teacher and ecw to take children enrolling in a particular school the following year on extra visits so the children become more familiar and confident in the school environment. Having contact with Foundation year Teachers and Principals has strengthened our relationship to organise a more comprehensive orientation program when its needed. In 2021 we began discussing with a child's parent and the school Principal to plan a transition for a student ready for 2022 school year. The student attend preschool for terms 1 & 2, during 2022 due to concerns raised by his mum in 2021, this child started visits and transitioned to school in term 3 2022.

Practice is shaped by meaningful engagement with families and/or th

Values Award winner, both received in 2017. These awards reflect the dedication, respect, relationships, cultural and community context of our service. An Aboriginal teacher was a finalist in the Public Education Awards in 2018. The community partnerships we established are strengthened each year to ensure outcomes for children are enhanced by these partnerships. One of our Aboriginal teachers was a Finalist in the 2019 Public Education Awards for the way she builds and maintains partnerships with families, support and enables parents to have a voice, review the philosophy statement, and participate in decision making about their child's educational needs. PLCC has a strong commitment from Governing Committee members to make good decisions that affect children's learning environments and staff professional development. After many years as a Management Committee they changed their name to Governing Committee to reflect both Preschool and Childcare as separate programs but having one Governing Committee to oversee both programs. They have since separated the agenda items in to child care and kindy. Child Care business is dealt with first then Preschool business is next and both sections are minuted. In 2019 the Department for Education began a Long Day Care in Preschools Program. In 2020 the Director extended her professional connection through facilitating a Professional Training to Umoona Child Care Centre in Coober Pedy to support their educators to become familiar with and understand the Early Years Learning Framework for their context. The Umoona Child Care Centre has extended an open invitation to the Director to visit and provide support, advice and professional learning opportunities to lift the learning and educator knowledge and practice at their centre.

Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise

Site name: PORT LINCOLN CHILDREN'S CENTRE

Koala Group Goal 1: To increase children's knowledge, skills and confidence with patterning to develop their mathematical thinking

A STEP 2 Determine challenge of practice

Challenge of Practice:

If we deepen educator's knowledge and intentionally challenge children's understanding of patterning then we will see children develop their mathematical thinking

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

Through ongoing analysis of our pedagogical documentation we will see children;

- recognise patterns in play
- communicate the 'rule' of a pattern to someone else i.e black, white ,black, white
- developing and using mathematical vocabulary within patterning e.g. extend and explain what comes next / after / before
- -transfer knowledge of pattern e.g. begin to make connections within everyday world e.g. patterns in their routines, clothing, feelings, ideas, words and actions
- understanding quantity and numerals to 5



STEP 3 Plan actions for improvement

| Actions | NQS Links | Timeline | Roles & Responsibilities | Resources |
|---|---|--------------|--|---|
| Educators will research the thinking process of how children learn to develop their mathematical thinking and learning environments that promote this, document and discuss and implement new learning. | Quality Area 4 Professionalism 4.2.1 – Professional collaboration | Term 1week 0 | Director to provide research articles related to actions and to ensure all educators have a copy of listed resources Educators will read, discuss, document and implement | Numeracy Guidebook Numeracy Preschool Indicators Revisit -Maths is All Around You -Teaching algorithms in the early years Sustained Shared thinking articles — ACECQA Best Advice paper: We are all powerful mathematicians |

| Through the process of pedagogical documentation each educator will collect data on teaching to collaboratively and critically reflect on current practice and inform intentional teaching experiences. Educators to monitor individual children's progress against success criteria using ILP goals. Develop or research patterning rubric | Quality Area 1 Assessment and planning 1.3.1- Assessment and planning cycle | Term 4 2022 | Director to organise agenda and expectations for baseline data Educators to meet and discuss what baseline data we have, collect, discuss | Organise T4 SFD to analyse 2022 data for baseline for 2023. Educators to audit forms of data collection |
|--|--|-------------|---|---|
| Educators to research/ access sustained shared thinking processes that will support deeper thinking for themselves and children | Quality Area 1 Practice 1.2.1 – Intentional teaching | Term 1 2023 | Director to research PLINK and articles related to sustained shared thinking Educators to commit to access PLINK sessions to discuss, document and implement new learning | Organise time, individual staff folders and agenda to track and monitor PLINK Iram Siraj-Blatchford Sustained Shared thinking articles - ACECQA |
| Educators to work with families to inform of improvement goal and children's progress against success criteria | Quality Area 6 Collaborative partnerships 6.2.2 – Access and participation | Term 1 2023 | Director to develop a term overview for educators to record contact with families. Educators to use Ped Doc to inform families of child's progress | Organise time and schedule for monitoring and sharing information with families. Read, discuss "Engaging with families for children's early learning and development" |

Goal 1: To increase children's knowledge, skills and confidence with patterning to develop their mathematical thinking

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

| Actions | On track Needs attention in progress Not on track Date your notes to you track and moni adjustments and prof your plan | ensure | Evidence 1.Are we doing what we said we would do? 2.Are we improving children's learning? 3.How do we know which actions have been effective? | What are our next steps? Potential adjustments? |
|---|---|--------|--|--|
| Educators will research the thinking process of how children learn to develop their mathematical thinking and learning environments that promote this, document and discuss and implement new learning. | 23/2: Numerad Guidebook act for educators | • | 23/2- educators provided with a folder of articles and reflection sheet with new learning and key points to share. team discussions about actions for educators, new learning and what strategies they can implement – hands on learning | Evaluate actions for educators to track how each educator is achieving this. – revisit discussion to reflect on any actions implemented e.g. questioning, sentence starters |
| Through the process of pedagogical documentation each educator will collect data on teaching to collaboratively and critically reflect on current practice and inform intentional teaching experiences. Educators to monitor individual children's progress against success criteria using ILP goals. Develop or research patterning rubric | 9/2: Ped Doc discussion | | Educators looked at developing a different analysis template that aligns more with our PQIP goals. analysis of Ped Doc with numeracy focus is collaboratively enhancing next steps for educator and child's learning 6/4: Early in term educators identified that most children did not have basic number sense so they have focussed on developing number sense such as recognition 1-5/10, counting, basic copy of pattern. Main focus has been on increasing educator's knowledge through readings, new learning and discussions. | Teresa developed a new template to use which is easier to follow for staff analysis of documentation. Educators need to ensure documentation is focussed on PQIP goals for ILP or Learning stories to bring for analysis Pattern rubric found – will trial this for individual children |

| Educators to research/ access sustained shared thinking processes that will support deeper thinking for themselves and children | 16/3: Sustained Shared Thinking | 16/3 – discussion about uninterrupted play for the children as this provides opportunities for sustained shared thinking. 6/4: Educators actively participating in professional learning as a team and having discussion based on this new learning, all willing to share successes and take on feedback from others. | Create uninterrupted play opportunities in to the daily routine |
|---|------------------------------------|---|---|
| Educators to work with families to inform of improvement goal and children's progress against success criteria | | Not as successful as we could be – audit to be completed early term 2 of individual learning goals and plans for children to share with families. | Educators need to work on individual learning goals for children. Educators to evaluate group goals to share with families 6/4: staff absences can cause disruption of planned program. Director absence not monitoring how progress is going. Individual program goals for children needs improving. 6/4: audit to be done early term 2 to ensure this is on track and aligned to PQIP goals |

Goal 1: To increase children's knowledge, skills and confidence with patterning to develop their mathematical thinking

| STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next |
|--|
| steps? |
| What progress have we made? Have we achieved our goal? |
| |
| Enablers: What factors have been critical for success? |
| Inhibitors: What factors have impeded progress? How will we work through this? |
| Recommendations: What are the next steps to take? |

Learning Improvement Plan – Goal 2

STEP 1 Analyse and Prioritise

Site name: PORT LINCOLN CHILDREN'S CENTRE

Gulda Group Goal 2: to increase children's self-regulation during transition points to engage in learning experiences

A STEP 2 Determine challenge of practice

Challenge of Practice:

If we increase educator's knowledge of emotional regulation and sensory processing then we will see children develop self-regulation and be more engaged in routines and learning experiences.

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

Through our Pedagogical documentation we will see children;

- Move from co-regulation to self- regulation as they develop strategies to manage their emotions e.g seek/ ask for help, request a calming tool
- Make requests to have their needs and wants met
- Develop greater awareness of strategies that support them to manage their emotions
- Confidently navigate transition points
- Independently and persevere with table top activities and tasks
- engage in intentional learning experiences

STEP 3 Plan actions for improvement

| Actions | NQS Links | Timeline | Roles & Responsibilities | Resources |
|--|---|-------------|---|--|
| Educators will engage with Emotional Regulation training to support their work with children and implement strategies. Educators will discuss and reflect on a fortnightly basis. Educators will research and read articles based on emotional | Quality Area 4 Professionalism 4.2.1 – Professional collaboration | Term 4 2022 | Director to contact Self Regulation Service and organise staff agenda to talk about expectations | Amanda Carter SRS PLINK courses Emotional Domain Research articles |

| regulation in the early years to increase their professional knowledge and understanding. | | | Educators to access, read, attend, discuss and implement new learning strategies | |
|---|--|----------------------------|--|--|
| Each educator will engage with SERU to access and trial different tools and resources that support self-regulation | Quality Area 6 Collaborative Partnerships 6.2.2 – Access and participation | Term 4 2022 Term 1 2023 | Director to work with Kirsty to look in to accessing SERU | Time management SERU resources |
| Educators will monitor and work with children, families and support agency to support children's emotional regulation | Quality Area 6 Collaborative Partnerships 6.2.2 – Access and participation Quality Area 5 Relationships between children 5.2.2 – Self- Regulation | Term 1 2023 | Director to check in weekly with progress and organise term overview to support track case management meeting Educator's will identify and develop case management plans to monitor and track | Organise agenda/ schedule Case management plans |
| Director and Teacher to analyse RRR Wellbeing data for base line | Quality Area 4 Staffing arrangements 4.1.1 – organisation of educators Quality Area 5 Relationships between children 5.2.2 – Self- Regulation | Term 4 2022 | Director to organise time to analyse video observations Educator to assist in analysing video observation | Time management Computer and filmed observations |

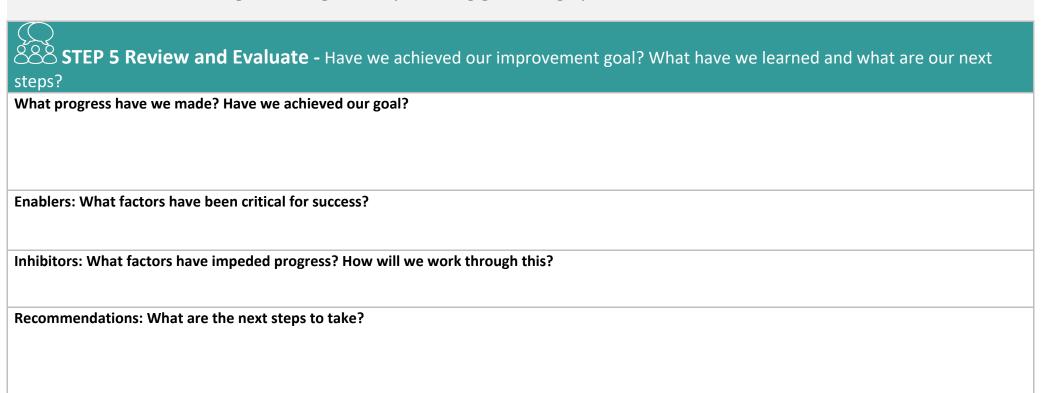
Goal 2: to increase children's self-regulation during transition points to engage in learning experiences

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

| Actions | On track Needs attention/work in progress Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan | Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective? | What are our next steps? Potential adjustments? |
|--|---|--|--|
| Educators to access Emotional Regulation training to support their work with children and implement strategies. Educators will discuss and reflect on a fortnightly basis. | Self Regulation workshops | 10/2 Relationship and emotional literacy workshop attended by 9 staff 6/4: we have attended 2 workshops with Self - Regulation Service, staff had a discussion after the first workshop to implement 3 strategies / steps to support children emotional regulation. 6/4: all staff willing to learn, discuss and implement strategies to support children. Low numbers of children has enabled transitions to be smoother. | Monitor how strategies are supporting children – change language to support children's behaviour |
| Educators will research and read articles based on emotional regulation in the early years to increase their professional knowledge and understanding. | 6/4: Emotional Domain paper | Educators provided with Emotional Domain paper and some articles to record reflection on. | Add to SIP to keep on track of monitoring this goal. |

| Educators will monitor and work with children, families and support agency to support children's emotional regulation | 6/4: no on track | No formal discussion yet | Include in SIP to discuss for Gulda Group (3yr old children) 6/4: not making the time to discuss this as focus has been on PQIP Goal 1. |
|---|--------------------|-----------------------------------|---|
| Director and Teacher to analyse RRR Wellbeing data for base line | 6/4: RRR Wellbeing | Some filming done early in term 1 | Analyse RRR using wellbeing scale indicators 6/4: add Gulda group goal and discussions to SIP for Term 2 to stay on track |

Goal 2: to increase children's self-regulation during transition points to engage in learning experiences



National Quality Standard priorities

| Priority | NQS links | Key steps | Timeline | Resources | Roles & Responsibilities |
|--|--|---|---------------------------------------|---|--|
| Develop a Reconciliation Action Plan. Review how we will track and monitor implementation of RAP to celebrate and share progress towards actions | Quality Area 7 Governance 7.1.1 Service philosophy and purpose | Kirsty & Bec to invite parents, staff and community members to sit on working party to develop a RAP for PLCC | Start Term 3 2022 – term 4 2023 | Nurragunnawali Reconciliation SA website | Leading Kirsty, Bec – staff Working Party Director |
| Communicating and connecting with families to develop processes to include parent voice and feedback and share children's progress each term | Quality Area 6 Supportive relationships with families 6.1.2 Parent views are respected | Review 2022 parent opinion survey, learning story feedback from families Week 0 2023 – plan for regular check in on parent involvement and feedback | Term 3 & 4 2022 | Parent Opinion Surveys Staff documentation of children's learning Mobile phone / EMS sms Communicating with families about children's learning. NQS PLP article | Director and Educators |
| Transition to school | Quality Area 6 Collaborative partnerships 6.2.1 Transitions | Review Transition to school position paper and rubric to develop a plan for term 2 & 3 | Week 0 2023 | Transition to school position paper and rubric | Director to provide position paper and rubric Educators & Director to develop a transition / orientation plan with school principals |

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?

| nave our actions seem. | | | | |
|--|---|---|---|--|
| | Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement. | Impact for children and families | | |
| Priority | On track | (Are we improving practice and learning outcomes?) | Next steps | |
| · | Needs attention/work in progress | Enter the evidence of impact of your actions for children and families | · | |
| | Not on track | actions for children and families | | |
| | Date your notes to ensure you track and monitor adjustments and progress of your plan | _ | | |
| RAP | 6/4: RAP published on Nurragunnawali Reconciliation website | More focus and attention on "why' we learn about Aboriginal culture. Educators are more responsive | How do we celebrate and share our successes in meeting our actions and embedding these actions into daily life at the centre | |
| Communicating and connecting with families to develop processes to include parent voice and feedback and share children's progress each term | This can be done better, we need to have a discussion on how educators are communicating with families. | | Educators given and article to read about communicating children's learning with families. Discussion to be held. Educator's to have a discussion on how to obtain feedback from families | |
| Transition to school | Start planning in term 2 for transition / orientation plan ready for term 3 | Children will become familiar with school environment | Lead teachers to contact schools to organise visits | |

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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?

6/4: We have successfully developed a Reconciliation Action Plan

We have had informal discussion around how we communicate children's learning but we need to have a plan to monitor this.

Not starting Transition to school action until term 2.

Enablers: What factors have been critical for success?

6/4: Rebecca and Kirsty worked really well with working party to develop the RAP. This was part of the mentor leadership at PLCC.

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

6/4: Not making the time in SIP to discuss communicating with families about children's learning progress. Setting some goals and non-negotiabes around this needs to be done for rest of year to keep on track.

Recommendations: What are the next steps to take?

6/4: Discussion with educators about their communication with families. Trialling different formats of feedback from families.

Endorsements

Endorsed by director

| Name | |
|---------------------------|--|
| Joanne Smith | |
| | |
| D. L. | |
| Date | |
| Friday, 9 December 2022 | |
| | |
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| | |
| Signature: | |
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| | |
| | |
| Name | |
| Colleen Gay | |
| | |
| | |
| Date | |
| Monday, 12 December 2022 | |
| Worlday, 12 December 2022 | |
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| Signature: | |

Endorsed by education director

| Name |
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Rowena Fox

Date

Click or tap to enter a date.

Signature:

