

2023

Quality Improvement Plan for Yankalilla Community Children's Centre

Site number:

3627



Service name

Yankalilla Community Children's Centre

Service address

208 Main South Road Normanville

Service approval number

SE-00012233 (Long Day Care) SE-00011157 (Preschool)

Acknowledgment of Country

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

Service context

Yankalilla Community Children's Centre is a rural integrated children's centre that is located approximately 75 kilometres south of Adelaide on the main road between the rural town of Yankalilla and the coastal town of Normanville. The centre provides Kindy, long day care and a community playgroup. It serves a large, diverse and growing district that incorporates the towns and catchment areas of Inman Valley, Delamere, Torrens Vale, Hay Flat, Parawa, Second Valley, Rapid Bay, Cape Jervis, Wattle Flat, Myponga, Carrickalinga and Wirrina Cove. Farming, hospitality and service industries are the main sources of local employment.

At the start of 2023 our Kindy program has an enrolment of 30 children. The Kindy program will be offered on a part-time basis Monday, Tuesday and alternate Wednesdays. We will have a mid year intake resulting in the kindy operating five days per week. The Kindy is staffed by two preschool teachers, an early childhood worker and a preschool support worker. Our kindy some years can be part-time due to a reduction in numbers of local children who are eligible for kindy enrolling and other years it can be full-time as was the case in 2021. We will adjust to full-time again if enrolments dictate this. Our kindy is run by the Department of Education.

Long Day Care operates 5 days per week for 50 weeks per year from 7:30am-6:00pm. The centre is licensed for 65 children (including kindy children). There are 8 permanent staff including 6 primary educators and a clerical officer. The child care averaged utilisation of 32.5 FTE in 2021. We have a waiting list for most days.

Parent and Community Involvement in the centre is high. The centre provides space and resources to support a playgroup on site each Friday during term time and this service provides an excellent introduction to our centre for families in our community. Parent and community involvement is actively encouraged by staff in the planning and provision of their care and educational programs.

Parents and Community are also strongly involved in the Governance of the Centre. The Governing Council has parent, community and staff representation who work together to develop future directions for the site, monitor progress and promote quality outcomes for children and families. In addition, the Governing Council has responsibility for managing the Childcare service as a small business operation.

The centre in 2022 undertook a review of our practices using both the Education Standards Board Self-Assessment tool and the National Quality Standards self-review document, we also analysed our site data, parent survey, AEDC data for our district, reviewed and evaluated our QIP in 2022 to create our goals for our QIP in 2023. Our team, families and children were involved in the self assessment process and the creation of this QIP.

Statement of Philosophy

The Statement of Philosophy was reviewed and rewritten by all educators in March 2020. A review was held of it again in 2021 to ensure it reflected our current and emerging beliefs with small changes made. We took on board critical feedback that the philosophy needed to be more engaging for families and made the philosophy to include photos in 2022 and changed some of the dialogue after parent feedback.

Central to the program are the following beliefs:

Relationships

We value trusting, positive and inclusive relationships between children, staff, families and the wider community. We recognise that families are children's first primary caregivers and believe that when educators and parents work together and have high expectations the best outcomes for children can be achieved.

Respect for Diversity

We view each child as competent and capable learner and believe in every child's capacity to succeed. We will foster every child's motivation to learn and promote their sense of wellbeing in order to facilitate their learning potential. We will respect their individuality and will work in partnership with children and families to find effective ways to ensure all children have opportunities to achieve their learning outcomes.

Learning through play

Play is the most effective way children learn and develop. Educators provide opportunities for children to learn through play and advocate the value of 'play' as the most effective way children learn. Educators will make learning visible through documentation that captures children's learning. We support the children to have a voice in the curriculum. Educators, families and support professionals will work together to ensure children with additional needs are identified and resources/programs put in place to support their maximum participation, engagement and developmental progress.

Environment

Educators will create engaging and challenging learning environments that are responsive to the interests and abilities of children. Educators will use flexible resources, both natural and man-made that offer a diverse range of learning possibilities. Within these environments, educators will use intentional teaching opportunities to support, extend and challenge children's thinking.

Community

We value and embrace the diversity of each family structure, culture, beliefs and values. The centre is a focal point for Early Childhood Education and Care services in our local community. We acknowledge, value and celebrate our local Indigenous heritage.

Ongoing Learning and professional practice

Ongoing staff learning and reflective practice is essential to build professional knowledge and to inform and enrich decision making about children's learning. Critical self-reflection plays an important role in improving all Educators pedagogy.

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

Practice is embedded in service operations: A play rich inclusive environment is available for each child with a strong emphasis on each child's sense of belonging through an attachment focus. Educators have established consistent daily routines throughout the centre that provide children with the maximum opportunities for periods of uninterrupted play and there are lots of opportunities for the children to make choices about what they would like to do throughout the day by educators offering both indoors and outdoors play. Routines are used by all educators as an opportunity for children to extend their learning. Children have the opportunity to engage in a play based curriculum whilst working collaboratively with others. All educators consistently use play and routines as a time to develop secure attachments with the children.

Practice is informed by critical reflection: In 2022 we continued on our critical reflection journey exploring how we improve each educators pedagogy through critical self reflection and journaling. Each educator read articles, watched webinars about improving children's phonological development through engagement in rhyming language and in particular through songs and then reflected on how they could use this knowledge to improve their practice. We continued to spend our monthly staff meeting working on improving our knowledge of phonological development and how we as educators could improve the children's oral language development. The teams in each room continue to critically reflect on how to improve the way we program and this has led to the teams displaying their programs in a way that documents the child's voice and shows how the program evolves over the term. Professional Development was offered through the staff meetings to provide provocations about how our own pedagogy aligned to current research. Educators were released after the professional development to reflect on how they could use their newly gained knowledge to improve their practices. Each educators journal is also used to inform professional discussions every 6 months on how they are progressing the QIP goals and personal improvement goals they and the leader have set for themselves.

Practice is shaped by meaningful engagement with families: We provide opportunities for parent partnerships with the curriculum through regular parent input sheets, program feedback (verbal / written) and child portfolios. Families are engaged with the curriculum through a variety of means including electronic communication, programming boards and photography with the hope of capturing all families' interest and involvement. We were made aware by families in 2022 that families were more comfortable with accessing more information on line about their child's learning journey so we took this feedback on board and put online term individual children's goals, evaluations, term programs, learning stories and assessments of learning so families could access this information at their leisure. Families in their feedback have indicated that this information has demonstrated to them how we are in tune with their child's learning and development.

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

Practice is embedded in service operations: Comprehensive policies and practices are in place to ensure the health and safety of all children, educators and visitors to our site. A sub committee of educators and parent representative review these on a scheduled basis and then take them to our parent committee for further input. A comprehensive documented process for the regular cleaning of toys, including the provision of rostered time to complete this task is in place each day. All educators have completed 'responding to abuse and neglect' update training and time is allocated each staff meeting for confidential discussion about individual children who maybe at risk. The past three years all educators have been engaged in developing plans to manage the every changing face of COVID 19. This has involved all educators looking at best practice as recommended by SA Health when reducing children possible exposure to COVID 19.

As a "lunch box" centre, parents and children are involved in supplying food that meets our nutrition policy. Our nutrition policy focuses on research that outlines what children "should" eat during the day and this information is shared with parents at enrolment, regular conversations and by newsletter updates. Educators talk with children about healthy eating and the importance of physical activity in both spontaneous and planned experiences. The children are involved in planning and caring for the centre's fruit and vegetable gardens and involved in eating and cooking experiences that utilise the produce from these gardens. In 2022 the policy sub-committee has worked on ensuring that all the policies of the site are aligned to best practices and risk assessments involve the children's voice.

Practice is informed by critical reflection: Educators are regularly given the opportunity to read, reflect and discuss policies so all educators practice is guided by the policies of the centre. The WHS Representative provides monthly data on incidents, accidents and near misses and educators critically reflect on this data to ensure that we are providing a safe learning environment. With nature play being a large focus of the service we critically reflect as a team on how we provide opportunities for risky play and document through risk assessment new equipment as it is introduced. An example of this would be when the Over 2's team conducted a critical reflection on the large fixed equipment and decided to purchase a large mat so the children could be more active in their jumping off the equipment platform while ensuring their safety.

Practice is shaped by meaningful engagement with families: We work in collaboration with families to develop a shared understanding of how we ensure health and safety in the centre. For example we asked the parent committee to give us input into the risk assessments and what they valued about risk in play at the centre. Families are regularly engaged in the camp fire cooking and put forward ideas and recipes that we could cook that were inclusive of all children including those with allergies. This was then incorporated into our curriculum and families have been involved in collecting natural resources for the centre to support the program. Families have regularly been engaged actively in the process of ensuring our practices around COVID19 are something they understand the purpose of and can give input into.

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

Practice is embedded in service operations: Our Outdoor Learning Environments are large, well designed spaces which have been intentionally created to enhance children's learning and development. The outdoor learning environments have an excellent balance of both natural and built components. The "backyard" environment promotes learning through play in a purposefully designed natural environment that provides challenge, independence, exploration, risk taking and self-directed learning. Our indoor spaces are calm spaces that support children's learning and offer withdrawal spaces for children when they are tired or feeling overwhelmed. All educators ensure that children are offered for the majority of the day the opportunity to be either inside or outside and that the child's voice is listened to and respected.

Practice is informed by critical reflection: All educators regularly critically reflect on our learning environments ensuring they inclusive of every child regardless of abilities and that resources are accessible for every child and support multiple use. Reflecting on our practices we decided that the children need to be offered more opportunities to engage in resources that are less man made and more natural and open ended. Resources purchased from 2018 onwards have had a stronger focus on natural elements and loose parts play is now incorporated more. All educators have also critically reflected over the years on how we could improve our sustainability. For example there is a ongoing focus on sustainability principles such as recycling our paper goods, repairing our bikes by a local business to get more life out of them or purchasing wooden items from the op shop to reuse for displaying materials invitingly. In 2021 we have been lucky enough to replace our verandahs with one new verndah that provided more covered space for hot or wet weather play for Under 2's and Kindy. Leadership researched how this space could be sympathetic to its surroundings and increase indoor light and included what we leant into the design. resulting in a beautiful space for the children. In 2022 we continued on our journey of replacing more of our equipment with more natural materials and sourcing recycled materials such as our Over 2's mini couch and Kindy art table from the local area.

Practice is shaped by meaningful engagement with families: The outdoor learning environment was developed in consultation with the families of the centre with a back yard subcommittee being established. The parents on this committee were involved in the design, installation and establishment on the new yard. Community members contribute time and resources to the environments on an ongoing basis (eg large tree trunks supplied by a local family from their property, plaque rock donated by a local business). We have worked with our local Aboriginal Education Worker to be more inclusive of the Kurna culture and with two local Aboriginal artists to develop an outdoor art installation which was completed in 2021, in collaboration with all children. This mural was funded by our parent committee in consultation with local elders. Parents continue to provide input about the outdoor spaces and in a recent parent survey 100% of parents surveyed reported back that they felt our environments supported the children to engage in movement and physical play.

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

Practice is embedded in service operations: There is a low turnover in staff with the majority of educators being part of the centre for 7 years or more, with the bulk of educators coming from the local township or surrounding towns and reflecting the local community context. All educators work together with clear commitment to how we ensure open communication lines at all times. An example of this would staff memo's being sent out to educators each month informing them of upcoming events and gaining their input into changes around the centre. The centre has access to and utilises a pool of regular relief educators who are known to the children and provide continuity of care in the absence of the primary caregiver. Due to a shortage of relief educators the parent committee offered a traineeship to a local community member so that they could be employed full-time at the centre while obtaining their Diploma in Child Care at no cost to them. This has been the fourth year of the centre offering a traineeship with 4 educators having the opportunity to obtain either their Certificate 3 in Child Care or their Diploma in Child Care. All educators are encouraged to self-identify their strengths and passions then share with the team and the diversity of what each team member brings to the centre culture is valued and respected. ECA Code of Ethics and the Department's Code of Ethics guide and support educators practices and professionalism.

Practice is informed by critical reflection: The past two years has seen more educators strive for work/life balance and leadership has been critically reflecting on how to make this possible. We have now offered 9 day fortnights or 4 day weeks to ensure that educators can provide best possible education and care to children while looking after educators wellbeing. In 2021 it was also decided after a staff review by Governing Council that the role of Assistant Director needed to be a permanent role not one that changed each school holiday. This role was advertised in consultation with the staff and a parent panel employed a need Assistant Director which has resulted in the families providing feedback that they know who to speak to if the Director is absent from the centre. In 2022 educators critically reflected on how they felt they were able to articulate the National Quality Standards and the sites strengths and it was decided as a result the Director would lead the site through a familiarisation of each quality area and the three exceeding themes. Feedback gained from those educators new to the site which include the relief educators who were paid to come to these training sessions, that they valued these sessions and it improved their knowledge of NQS.

Practice is shaped by meaningful engagement with families: All educators are able to articulate the roster and the purpose of positions to families such as the lunch time reliever to provide continuity of care across the week with a recognised educator responsible for replacing the primary educator when they go to lunch. Educators are well known in the community and are very aware of the need to promote the centre and themselves as professional educators and teachers. There is a staffing subcommittee with parent representatives on it who form the employment panels and have a strong say in the employment of positions at the centre including the Director. The Governing Council (parent committee) supports the educators in the child care by providing improved working conditions and there has been a strong move to develop a clear communication path between management and staff. An example of this would be that all educators in 2021 and 2022 have been offered membership to Early Childhood Australia Education Hub at no cost to them so that they can undertake over 100 different training courses and webinars. Families have provided feedback about how they support the centres move to ensure more of our educators are qualified and they support offering a qualified traineeship each year for one of our child care educators to get their Diploma in Children's Services, at no cost to the educator. The centre is viewed as a vital and valued service in our community and continues to operate at 100% occupancy with an extensive waiting list. The kindy's reputation as high quality education program continues to grow with the majority of families in our township now choosing to use our kindy which hasn't previously been the case.

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

Practice is embedded in service operations: Educators have long term, high quality relationships with children throughout their time at the centre. We aim to create an atmosphere that is relaxed, welcoming and happy. Educators engage in sustained shared conversations with children throughout the day that support children's language development and engagement with the curriculum. Educators support children's efforts through the use of positive reinforcements, aids and role modelling. Educators provide opportunities for children to take considered risks within our 'safe' environment and encourage older children to be involved in developing limits and undertaking risk assessments. Educators offer children support to persist with challenges and encourage children to develop learning dispositions that focus on lifelong learning. Educators collect information from families to support children through the settling in process and to support appropriate planning for the provision of relevant and engaging learning experiences.

Practice is informed by critical reflection: The centre utilises a variety of resources to critically reflect on how we can improve our relationships with the children and the learning environment. The educators have worked on reflecting how they can improve their relationships with each of their primary care-giving children and this has seen an improvement in educator to child relationships. Educators continually reflect as individuals and as a team, on each child's sense of belonging and well-being and ensure plans/strategies are in place to support children's secure attachment, through consistent and warm nurturing relationships. After critically reflecting on our relationships with children, using Respect, Reflect, Relate Observational tool, to ensure that they were high quality it was decided to make changes to rosters to ensure that the children had better access to their primary educator who provides a secure base to venture from. As a result of our reflection we have also promoted who each child's primary educator is so families can also feel a connection to educators and know who would know their child the best. Educators are actively supported to extend their knowledge and skills in working with children who have additional needs. In 2022 we had workshops on children's sexualised behaviour and engaging children in music and kindy closure days with a focus on children's numeracy development and sensory processing for self regulation.

Practice is shaped by meaningful engagement with families: Educators liaise with other professionals and support agencies to share information about children with additional needs and work in partnerships with families, professionals and support agencies to plan for the inclusion of children with additional needs. Individual learning support plans are prepared in consultation with families and support professionals prepared for all children, including children with additional needs. Families are provided with lots of avenues to develop a relationship with their child's primary caregiver. Families are encouraged to regularly make contact with their primary caregiver through online forums, program input sheets and in person. Families are regularly consulted on new teaching methods used across the centre eg Kindy room invited parents to learn alongside us in 2022 as we explored how music could support children's phonological awareness. Joey's developed a Song Book which they regularly shared with their families to engage them in their learning journey. Families provided feedback about how they liked receiving links to websites, songs and relaxation techniques we had used so they could do them alongside us at home.

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

Practice is embedded in service operations: Educators value the importance of having respectful and reciprocal relationships with families. Effective enrolment and orientation processes for families are implemented by all educators. Educators take time to listen and support parents in their parenting role as they transition from home into a formalised care and education site. Transition between each room is supported through parent/educators having an allocated time to sit and discuss child's needs, interests and strengths. Families contribute to our self-assessment process through an annual survey, formal and informal feedback opportunities. The centre has collaborative partnerships with families and communities which have been developed and maintained through family events, formal and informal chats and sharing information about children's progress. Parents are encouraged to be involved in decision making about the centre through joining Governing Council/Management Committee. Families contribute to the ongoing development and review of the services philosophy, policies and procedures through representation on our governing council and feedback to staff and governing council representatives.

Practice is informed by critical reflection: Educators have been engaging in critical reflection on how to represent children's different cultural background in the curriculum. This has been done effectively through engagement with families about languages and beliefs being valued and respected by educators. Educators with families have collaboratively engaged in critical reflection to help redesign the programming cycle and ensure that documentation was relevant to families. After critically reflecting on the value and purpose of our play group it was decided that we would pay for a leader after our volunteer play group leader retired. The playgroup is a means of families engaging with a play based educational program, connecting with other families, getting to know our centre and learning about other services available in our community they can access. This year has seen our playgroup continue to grow with the effect of COVID and new families moving into our community with minimal family support and wanting to make connections.

Practice is shaped by meaningful engagement with families: Families are regularly invited to provide input into the curriculum and individual planning for their children via parent input sheets, digital and written portfolios and newsletters. Educators promote to families a variety of agencies that families can access to support them in their role as parents. An example of this has been in 2022 when we referred a number of families to the Country Health and Development Assessment Team through the Victor Harbor Hospital, this has helped families who have been unsure of how or where to access services and provided them with an entry point when they have developmental concerns about their child. We support the local community groups with being a drop off point for food donations and doing regular food drives. We offer a playgroup fully funded by the site once per week for families in the community. This playgroup is shaped by the needs of the families who attended it in consultation with the playgroup leader Gabby.

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 7: Governance and Leadership

Practice is embedded in service operations: We have well-established governance and administration systems in place for both child care and preschool requirements. A comprehensive induction process for all permanent and relief staff incorporating the DfE induction checklist as well as a site specific checklist is in place. Educators engage in a comprehensive site specific code of conduct which is signed by all staff at commencement at the service. An example of embedded leadership practice is the work we have undertaken over the past three years after each observation day from our Early Childhood Leader and Education Director we have analysed their feedback and set new mini goals based on this feedback to ensure that we always on a continuous improvement cycle.

Practice is informed by critical reflection: The Director critically reflecting on how the QIP was developed in previous years and this has lead me to develop process to ensure that staff have more input into the QIP. Individual critical reflection comes in the form of regular performance development reviews with the centre director. These have been designed to share individual goals, implementation plans and progress towards the QIP, to learn from colleagues and to receive feedback and possible next steps for the following year. Our QIP was developed with input from the educators, analysis of our local AEDC data, parent input and use of a self reflection tool. During the year there was an analysis of our pedagogical data to ensure that we were tracking and seeing an impact of our improved teaching methods. An example of this has been the big book which was developed to provide evidence of the process of developing our goals and also tracks our progress with all educators providing examples of pedagogical documentation that show the educators moving forward with children's outcomes. Educators work through group and individual reflection to create an environment that reflects the lives of the children, their families and the local community.

The leader is very aware of and provides educators and staff's regular breaks, leave from the centre and opportunities to reflect on improvements and acknowledge successes of the team. Educators value the opportunity to regularly reflect on our practices and are encouraged to have a strong voice in the running of the centre. Comprehensive process of critical self-assessment and quality improvement is in place with an emphasis on continual cycle of self-improvement. Each staff meeting we have set aside time to reflect on our progress towards our goals, work on the next step and to undertake professional development. Educators and the whole team are knowledgeable of the continuous improvement cycle and the national quality standards. Educators are aware of the importance of providing the highest level of care and education at all times and strive to do so.

Practice is shaped by meaningful engagement with families: The centre has a parent based governing council/ management committee who play an active role in the decision making of the centre. The committee endeavour to engage the whole community through regular consultations about policy changes, newsletter contribution and open their meetings up to observers. Families are also asked to provide input into policy changes, the improvement cycle and individual children program through displays and consultation. Educators are very aware and endeavour to capture parents input through a variety of means including spoken, written, electronic and visual means.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Yankalilla Community Children's Centre

Goal 1: To strengthen children's ability to recognise, articulate and self regulate their emotions to support positive relationships and access learning.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we research and develop a strong understanding of self regulation and attachment theory and implement intentional recommended practices and pedagogies that support children's regulations then children's ability to recognise, articulate and self-regulate their emotions will improve.

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

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

Recognising and naming their emotions, appropriately communicating with peers and adults how they are feeling, using strategies to self-regulate their emotions.







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Develop a self-regulation plan for the whole centre in consultation with the occupational therapist. Introduce all the educators to the concepts of attachment and self regulation theory through professional development session. How do we currently support children's regulation? What is our plan for teaching and learning the concepts of self regulation and attachment theory.	5.1 5.1.1 5.1.2 5.2.2	Jan – plan Feb staff meeting	Bec to work with Billie on the plan Bec to lead the February staff meeting Mel and Liza to lead brainstorm of current practices. Sue and Natasha to collate feedback from educators	Release time to do presentation \$200
Create 2023 reflection journals. Provide educators with articles and webinars about improving children's ability to self regulate.	1.3.2 1.2.1 1.2.2 7.2.3	Feb-Dec 2022	Adele and Derek to find articles for reflection Kelly to do big book collation	Release time 10 times per year for 12 educators Cost \$970. Time to collate


Educators to spend time at staff meetings reporting back progress against the goal and this recorded in the big book. Gather and analyse pedagogical documentation on children's capacity of self regulation and use this to inform next curriculum decisions.			All educators involved in reflections	response and establish big book to track our journey Monthly 2 hours - \$696
Series of staff meetings focused on Circle of Security Training for all educators	1.3.3 5.2.2 7.2.3 7.2.1 1.2.1	April, May June staff meetings	Bec to organise Gowrie presenter	3 staff meetings Bec or Gowrie presenter to present. \$ Unknown.
Staff Meeting focused on an introduction to self regulation. Closure day Term 1 Week 0 Supporting Children to Manage their Emotions – Professional Learning Session	5.2.2 7.2.3 7.2.1	March staff Meeting	Billie to present. Bec to organise dinner for educators	Cost – nil Billie- Jane Occupational Therapist for DfE to present.
Follow up coaching and implementation of Supporting Children to Manage their emotions	5.2.2 7.2.1	Week 3 Term 1		Cost – nil Coaching done by Billie

Goal 1: To strengthen children’s ability to recognise, articulate and self regulate their emotions to support positive relationships and access learning.

 **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.
Create 2023 reflection journals. Provide educators with articles and webinars about improving children’s ability to self regulate. Educators to spend time at staff meetings reporting back progress against the goal and this recorded in the big book. Gather and analyse pedagogical documentation on children’s capacity of self regulation and use this to inform next curriculum decisions.	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.
Staff Meeting focused on an introduction to self regulation. Closure day Term 1 Week 0 Supporting Children to Manage their Emotions – Professional Learning Session	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To strengthen children's ability to recognise, articulate and self regulate their emotions to support positive relationships and access learning.

 **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: Yankalilla
Community Children's Centre

Goal 2: Click or tap here to enter text.



STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

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

Click or tap here to enter text.






STEP 3 Plan actions for improvement

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


Goal 2: Click or tap here to enter text.



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

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

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
Work as a team to improve the centre wide staff culture.	4.2.1 7.2.3 7.1.3 7.1.2	<ol style="list-style-type: none"> 1. Revisit each educators job description and clarify roles 2. Work on defining what is an effective integrated site. 3. Revisit Code of Ethics. 4. Write a policy on Child Care Educators conditions of employment. 5. Brainstorm with educators what is system versus management issues. 	9/01/23-30/12/23	<p>Feb and July staff meeting</p> <p>Bec time to write policy and get DfE and Governing Council/Management Committee approval</p> <p>Liza and Bec to lead brainstorming session.</p> <p>Mel to type up the definition of an effective integrated centre.</p>	<p>Bec to create and present February staff meeting</p> <p>Gowrie to present ethics staff meeting in July Cost :\$660</p>
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.

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.

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			
Work as a team to improve the centre wide staff culture.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

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

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

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Rebecca Heath
Date Thursday, 9 February 2023

Signature:

Endorsed by governing council chairperson

Name Mel Nicholson
Date Wednesday, 22 February 2023

Signature:

Endorsed by education director

Name
Date Click or tap to enter a date.

Signature: