



Australian Children's
Education & Care
Quality Authority

Issue 7
March 2017

Updated June 2017

Appendix 2: Quality Improvement Plan template



Lake
Windemere B-7 School
Children's Centre
for Early Childhood
Development and Parenting

Service details

Service name	Service approval number
Lake Windemere B-7 School Children's Centre	SE00014173
Primary contact at service	
Sue Holecek	
Physical location of service	Physical location contact details
Street: Holstein Drive Suburb: Salisbury North State/territory: South Australia Postcode: 5108	Telephone: 8258-0666 Front office switch board. Please ask for Children's Centre Mobile: Fax: 8285-9127 Email: sue.holecek945@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Telephone: Mobile: Fax: Email:	Name: Sue Holecek Telephone: 8258-0666 Mobile: Fax: 8285-9127 Email: sue.holecek945@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: 17 Uraidla Avenue Suburb: Salisbury North State/territory: SA Postcode: 5108	

Additional information about your service

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

Car park located at the front of the Children's Centre on Holstein Drive, Salisbury North.

Children in Intensive Speech and Language Program attend group 1 sessions (Monday and Wednesday full day and Thursday morning)

Kids Blokes and Dad Jokes Playgroup operates each Saturday morning during term time=10:00am-12:30pm

21/3/17- Pupil Free Day

28/3/17-DECD Orion Local Partnership Review with DECD Senior Executive

6/4/17 Director at DECD Statewide Education Leaders Day

10/4/17 and 11/4/17- Director at Orion Partnership Results Plus Statewide professional development

School holiday dates: Term 1 finishes 13/4/17 , Term 2 1/5/17- 7/7/17

How are the children grouped at your service?

In Preschool Program children are grouped into two groups-

Group 1 (Monday and Wednesday full day and Thursday morning) and Group 2 (Tuesday and Friday full day and Thursday afternoon)

In Occasional Care program:

Monday morning Over 2 and Under 2 children

Tuesday morning Over 2 children

Thursday morning Over 2 and Under 2 children

Thursday afternoon Over 2 children

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

Nominated supervisor: Sue Holecek

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

No. of educators: _____ N/A _____

Operating hours

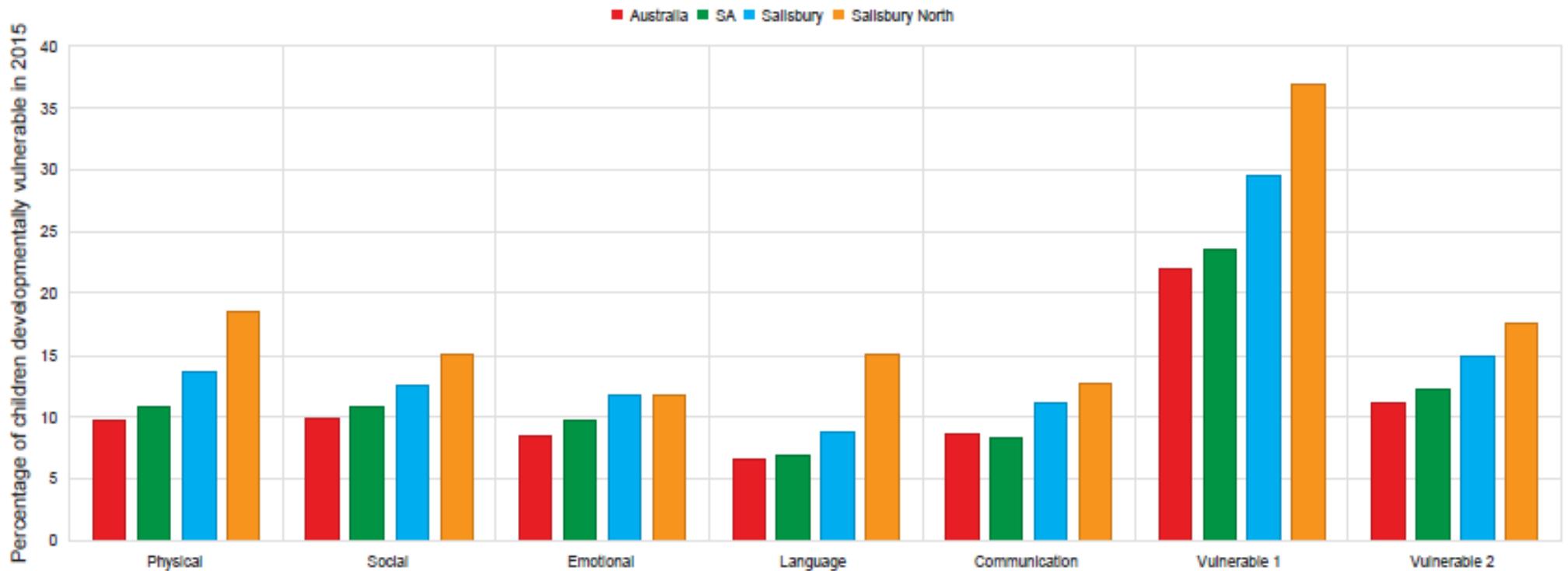
For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

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

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8:45	8:45	8:45	8:45	8:45	10:00-12:30	closed
Closing time	14:45	14:45	14:45	15:00	14:45	Closed	Closed

Percentage of children developmentally vulnerable in 2015



The multidisciplinary team commenced analysis of data in 2016 and continue to interpret data in 2017. Our QIP 20917 identifies opportunities for the team to actively use results of this analysis to inform decision making for service and program provision and information sharing strategies.

Service statement of Philosophy

Our children's centre provides a safe environment where educators, children, families and community members can explore their learning potential and build partnerships to support the care and educational learning of each individual to extend their physical, social, emotional, creative and cognitive development.

The principles and practices that best support our values and the developmental needs of our children, families and community are:

- ⇒ **The interests of the child are paramount. We view each child as an active participant in their learning within the context of their family, carer, relationship, culture and community.**
- ⇒ **Play is viewed as the right of each child and children's learning dispositions, interests, special rights and voice are essential ingredients for all program development**
- ⇒ **All Centre staff and service providers demonstrate ethical conduct, cultural respect and inclusive practices.**
- ⇒ **Families are actively encouraged to engage in services, programs, and decision making for their child, themselves and for the community development to support capacity building for all participants.**
- ⇒ **The programs our Centre offers are responsive to the identified needs of the children, families and community.**
- ⇒ **We utilise Reggio Emilia principles and practices**
- ⇒ **Our Centre provides an integrated service model approach always putting children and families at the Centre of our work. Where multiple vulnerabilities are identified a case management approach adopted to ensure a cohesive and responsive delivery of programs and services in a universal or targeted manner.**
- ⇒ **Our Centre works in partnership children, families staff and the wider community to promote health, wellbeing, learning and development.**
- ⇒ **We utilise current research, information and data to inform decision making. we report to families, the B-7 site and all other required stakeholder including the DECD Orion Local Partnership**
- ⇒ **Centre staff collaborate as a supportive professional team. Each member respects the knowledge, skills and values of their colleagues. We work collaboratively to communicate, reflect, inquire and learn from each other and with each other to build our pedagogical capacity.**
- ⇒ **Our Centre values Nature play and provides opportunities to access natural materials and environments across all Centre programs.**
- ⇒ **The Centre believes environmental sustainability is important and aims to support and promote sustainable practices. March 2017**

Strengths Quality Area 1 Educational program and practice

- 1.1.1 The Early Years Learning Framework (EYLF) forms the basis for programme planning, implementation, assessment of and assessment for learning and evaluation in the Centre. EYLF is used in a number of ways through the centre. The Multidisciplinary team reference their casework and term plans against the EYLF outcomes. These plans are shared with B-7 Leadership team and available to all programmes (including Learning Together and community based) running in the Centre. The Occasional Care and Preschool use EYLF outcomes to program for individual children's interests and needs. Preschool educators use an observational template to record the EYLF Principles, Practices and Outcomes for work samples within each child's portfolio folder. Displays of children's learning throughout the Centre has associated EYLF outcomes with the display to support parents understanding of the meaningfulness of the teaching and learning experiences children participate in throughout the Centre. Educators can also support family conversations by using the EYLF outcomes alongside the displays to share aspects of children's learning in the work samples or photos on display.
- 1.1.2 All educators build and maintain respectful relationships with children and their families. Families are recognised as the child's first educators and can support curriculum develop by sharing aspirations, child interests and needs with centre staff. Families are invited to participate in social and educational events including excursions, session support, assemblies, Sports Day and celebrations. They are encouraged to join Governing Council or volunteer in the Centre to build stronger partnerships with their child's education, the centre and its programs and services or pathways into employment in the future. It is a focus teachers' responsibility to gather information about an individual child's interests, learning needs and discuss ongoing child developmental/learning with families. Assessment documentation has been centralised and expectations for teachers have been developed for each eligible child attending preschool from 3 years of age. Occasional Care educators use child voice, interests and documentation to share children's engagement and learning with families
- 1.1.3 Routines for learning are incorporated into the program and the daily routine is displayed in the Centre, incorporated into induction folders and shared with families on enrolment. For example, during healthy snack time children will practice which bins their scraps are placed in with peers encouraged to share knowledge. During Library visits children may count how many children are visiting the Library/ lined up at the door
- 1.1.4 Child data is documented, reflected on and used for planning by educators at staff in daily programming and during assessment and reporting processes. Educators work collaboratively with a range of services to individualise learning to support the needs and interests of children. Families talk informally with parents/carers in an ongoing manner and can arrange private discussions as required. Focus teacher collate each child's learning and create learning stories and a profile book which provides evidence of children's learning journey. Families in preschool participate in the development of Individual Learning Plans , Aboriginal Education Plans and other learning plans. Teachers provide formative and summative assessments and offer parent interviews twice a year in the child's eligible year.
- 1.1.5 Our programs including the Intensive Speech and Language Program staffed by 0.4 DECD Speech Pathologist and 0.6 ECW2 who support children with significant speech and / or language disorders to participate in the preschool program through individualised and small group therapy based on assessed learning goals and children are supported to generalise this learning into daily preschool participation. The Allied Health Speech Pathologist and (O.T) coach staff and families to identify strength based responsive pedagogy to meet individualised special rights of children thus supporting staff and families to maximise the child's participation in the learning program. The (FSC)and DECD Wellbeing Practitioner support staff and family capacity to respond to individual children's wellbeing and behavioural needs. The Centre has a productive working partnership with Autism SA, Novita Children's Services, SERU, Community Health Services, Department of Child Protection (DCP) and DECD Support Services. The Centre engages in ongoing consultations with service providers and NGO to support access, inclusion ,participation and transition. They can provide support to families, children and staff through visits, development of strategies, recommendations for modifications to practice or environment, referrals, reports, assessments , professional development on specialised equipment and attendance at NEP meetings, applications for special options and transition. The centre has Non DECD Service Provider Agreements are in place with Novita and Autism SA . Partnerships with agencies and support services are developed in consultation with families and guidelines of NDIS.
- 1.1.6 Children are supported to self-select activities, resources and equipment in the learning environment. Resources, support and expertise from across the B-7 site, the Orion Partnership and other partnerships are utilised to optimise extended transition opportunities for all children birth to school age. Each year transition planning occurs with B-7 leadership. Reception and Preschool teachers meet to share information about each child in collaboration with families and plan for special options applications and extended transition where it is considered in the child's best interests. B-7 leadership, Reception teachers and the Children's Centre team continue documenting progress in transition practices against the DECD Transition to School Rubric. This data is used to lead discussions at B-7 leadership and Centre meetings about continuous improvement and has supported the collaborative development of a transition policy document later in 2016.Allied health Occupational Therapist employs trauma informed practice, using the Australian Childhood Foundation (ACF) resources. Allied Health occupational therapist attended Childhood Trauma Conference and presented a case study on a previous child in the Centre. And feedback to staff team.
- 1.2.1 Individual staff has EYLF in their Professional Development Plan as they build capacity to understand the framework and use this knowledge to contribute to program development and professional conversation with colleagues and families. Educators share their knowledge of EYLF with families through informal conversations, the collaborative development of Aboriginal Education Plans, Individual Learning Plans, parent interviews for Preschool children and formative and summative Statements of Learning.
- 1.2.2 Parents provide information about their child's interests upon enrolment. Orientation information meetings and focus teacher discussions with families encourage parents to share ongoing and emerging interests of their child to support curriculum development. Educators use responsive interactions, observations, listening and questioning to identify learning opportunities. This is documented in an ongoing manner on our programming templates displayed in the foyer for families to view and respond to.
- 1.2.3 Reflection and EYLF RRR questions support educator conversations and reflection. We use RRR questions as a rubric for professional learning within the Orion Partnership Line of Inquiry 2015/2016/2017. Individual staff, Centre and Partnership have responded to the rubric which was collated to create baseline data. The rubric has been revisited to determine distance travelled and growth of individual, Centre and Partnership preschools. This work has been documented in an Orion Partnership Preschool Floor book. **Reggio Emilia Principles:** Our site has been involved in pedagogical inquiry for 4 years. Initially in the Adelaide Thinkers in Residence " Making Learning Visible" program then for 2 years in the Early Childhood Organisation (ECHO) in the "Reimagining Early Childhood" and now evolved into centre inquiry. Throughout we have used theory, reflection, mentors, professional learning, reading and discussions both within the Children's Centre, within a group of leaders from participating sites and through workshop engagement. We have drawn on the expertise of educators in other sites through site visits reflecting on how they have embedded the principles into their environment. Our professional learning has been supported through ECHO, Reggio Emilia Australia, DECD Early Childhood Leader, Nature Play SA and DECD Results Plus

Strengths Quality Area 2 Children's Health and Safety

- 2.1.1 Early Years System (EYS) documents individual children's medical and health care needs. A health contains information for children in Occasional Care and Preschool. Included are Health Care, Contenance and Oral eating plans. Centre liaise with Health Care professionals, SERU and NGO such as St John First Aid and Asthma Foundation. Referrals to Preschool Support, Disability, Psychology and Speech through DECD and Children's Centre community based referrals to Lyell McEwin Hospital and Family and Child Health. Individual Learning Plans support children with Special Rights. Documentation of individual children's health issues are located in the Preschool kitchen. Promotion of understanding of the safety and wellbeing of children with allergies – for example, awareness of nuts continues through signage, newsletter articles, enrolment and information in Parent Information booklets. Medication log and administration uses DECD policy and procedure. Educators hold current First Aid qualifications in line with NQS regulations. We promote and conduct of Child and Youth Health screenings for 4 year old preschool children each term. Community Service partners Northern Area Midwifery Group- Practice Clinic twice a week, Partnership group members- Women Health Network, Acorn Parent-Infant Attachment group, My Time, Learning Together Playgroup and family counselling by Family by Family.
- 2.1.2 Occasional Care room has a cot. Staff have developed a Sleep Policy aligning with SIDS Safe Sleep policy. Mattress has been assessed for suitability. The indoor environment offers a lounge and outdoors chairs on the verandah. Teachers promote relaxation before lunch each day using mindfulness/soft music. Our Allied Health OT has created safe places to support children to regulate. Opportunities for quiet play or rest periods are tailored to meet individual needs within a play based program with staff monitor individual children.
- 2.1.3 We practice safe and hygienic storage, handling, preparation and storage of food brought by children, including foods brought from home – for example, keep lunches in indoor environment in bags and promote to families the use of ice bricks to keep food cold. We have a Food Safety Policy developed August, 2016. Documentation and provision for children with special requirements – for example multi height chair for eating. Hygiene practices reflect current research and best practice. Policies developed and displayed for all centre users for nappy changing. Pictures/photos of hand washing procedure displayed. Staff supervise toilet and handwashing before healthy snack time and lunch. We maintain hygiene practices of cleaning and housekeeping practices through during /end of session, day and term cleaning. Staff communicate with cleaner through informal conversations and log book.
- 2.1.4 Centre implementing DECD policy on Immunisation by communicating with families through newsletter/ notes in pockets and collecting proof of immunisation. Centre signage displayed re outbreak of infectious disease. Information on health alert available to families.
- 2.2.1 Our curriculum has been extended to provide opportunities to develop children's healthy relationships with food and eating. The "Eat a Rainbow" program 2015, 2016 and term 2, 2017 is a hands on learning experience using multisensory approach to recognition and value of fruit and vegetables in a balanced nutritious diet. Staff promote nutrition through formal and informal learning experiences such as cooking and chats at healthy snack and lunch time. The centre promotes health and nutrition through signage, displays, newsletter inserts, information in enrolment packs and Information meetings.
- 2.2.2 Uni SA OT and Physio students have partnered with the centre during 2014-current supporting on the refinement of fundamental movement skills and coordination. Programs include Active Kids, SMILE program and the DECD Orion/Uni SA Occupational Therapy program have provided staff capacity building, resource sharing, modelling and coaching and strategies for intervention to support regulation, fine/ gross motor skill needs. Professional Development participation with Cancer Council SA and SA Health- The Right Start for Aboriginal Children. The Centre promotion of sun safe practices and reviewed the Sun Protection Policy August 2016. Children have access to school oval, playground equipment, the Centre front nature play space and join health promotions such as Sports Day. Staff encouraged risks in play.
- 2.3.1 We have processes for arrival and departure of children at the end of sessions for Preschool, Occasional Care and Crèche – for example, sign in procedure, sign out procedure, phone calls, identity check and checks against Court Orders.
- 2.3.2 Daily inspections of Centre documented. Maintenance and process for management of hazardous situations and equipment is achieved through generation of a Groundsman requests sent to front office Business Manager for processing. The centre developed a "Potential Emergencies relevant to Centre" policy August 2016. Site has SOP's, Register of Safety Data Sheets, Site and Playground Inspections at six monthly periods, emergency term invacuation and evacuation drills, daily playground inspect and raking bark/sandpit/blower vac or sweep paving to eliminate slip hazards. There are immediate and consistent process for response to injury and illness.
- 2.3.3 Invacuations and evacuations are practiced throughout the Centre each term in both education and community programs and involve families, children, staff and community members/program staff. The drills are discussed at staff meetings and recorded in program. Records of participation logged. The centre joins B-7 whole site invacuations/ evacuation drills twice a year. Processes reviewed at B-7 Work Health and Safety meetings. Signage of whole site alarm system displayed throughout the Centre and B-7 site. Documented process displayed throughout the Centre. Site wide review of processes actioned through B-7 Work Health Safety Committee.
- 2.3.4 Staff are mandated notifiers. Professional development on roles of reporting have been undertaken at B-7 staff meetings and continue to be promoted by FSC and DECD Child Wellbeing Practitioner. Staff report via direct phone calls and ecall to Child Protection. Information and responsibilities for mandated notifications are shared through induction processes. Groups such as Department of Child Protection (DCP) have partnership agreements with the centre to facilitate Reunification meetings, access visits and supervision in Playgroups. They also refer families to the FSC for potential parenting programs such as Circle of Security and Bringing up Great Kids. Our previous FSC and Allied Health OT ran supported playgroups for vulnerable families. Both previous and current FSC participated in ongoing Marte Meo training to build parenting capacity and responsive interactions with children. Volunteers and Service providers require DCSI clearances as per DECD policy. A case management approach supports holistic planning for vulnerable children. Members in the team will depend on the individual child and family vulnerability. Members of the team can involve multidisciplinary team members, Child Wellbeing Practitioner, School Counsellor, Aboriginal Education team, DECD Special Educator/ Behaviour Coach, external agencies such as Disability Services, Autism SA, Centacare, Anglicare or community health agencies. Teachers are all trained to deliver Child Protection Curriculum. Programming reflects implementation of the curriculum. ILP's are developed for children under Guardianship of the Minister.

Strengths Quality Area 3 Physical Environment

- 3.1.1 The Children's Centre is a modern purpose built structure creating a space for the community to participate in consulting and community spaces in addition to Preschool and Occasional Care program space. The Centre is 4 years old and a Children's Centre Set Up grant was used to purchase basic infrastructure furnishings and equipment. As a part of a B-7 site we are fortunate to have access to playgrounds, the nature garden, hen house, oval, fixed climbing equipment, sports equipment, activity hall and gym as well as our Children's Centre outdoor environments. We have access to the B-7 site ICT Coordinator, Teacher Librarian and specialist teachers such as Spanish, Special Education, PE, Science, Aboriginal Education Team and Literacy Coordinator. Educators have a preparation area and there is spaces for visiting service providers such as Speech Pathologists, Guidance Officers and community/non-government agencies and Allied Health Speech Pathology and Occupational Therapy.
- 3.1.2 The grounds are maintained by the B-7 groundsman and all facilities are managed by Director in partnership with the B-7 Business Manager and school principal. The Children's Centre receives a separate Resource Entitlement Statement for funding staff and grants. The Centre applies annually for a budget for Children's Centre priorities to the B-7 site. The Community groups using our Centre bring resources with them to enrich the overall Centre facility. These include administrative furnishings, sheds, equipment and resources. In Term 2, 2016- consulting room 1 was refurbished to provide an intimate space for counselling and parent meetings. Paving has been completed in sheds in community space and surrounding area to support access and ease of movement for group participants. Washing machine/ dryer to support housekeeping. In the Centre Partnership Agreements with service providers and agencies ensure respectful use of facilities in the community spaces.
- 3.1.3 Rooms in the Preschool and Community space can easily be divided to reconfigure learning spaces dependent on groups and learning tasks. Community space adapted for parenting groups, Playgroup, Crèche and other services and Programs. A booking system exists to ensure equitable use of community space and 2 consulting rooms.
- 3.2.1 The environment: Reggio Emilia –ECHO Reimagining Early Childhood Inquiry 2013/2014- focus 2014 on Principle 10 Environment, Space and Relations has been documented through a Reggio Emilia floor book. This shows the journey in Centre thinking about the environment as the 3rd educator. We have conducted a site based consultation with staff 11/8/16, families 18/8/16 and children 15/8/16 and 16/8/16 on the redesign of the indoor/ outdoor learning environment. Director and CDC met with Dan French from French Enviro on 26/8/16 to develop a concept map for redevelopment of outdoor learning space based on community voice and Dan's environmental expertise. Children regularly access the nature space area at the front of the Centre. Occasion Care children refer to this as " the backyard" , Preschool children refer to this as the "front yard" We are considering development of this area through recommendations by Dan French 26/8/16. CDC has been supporting consultation process in DECD Preschool Outdoor Learning Area (POLA) project at Elizabeth Grove kindergarten in terms 2 and 3, 2016.
- 3.2.2 The site also has the combined resources of the now closed Direk and Salisbury North West School Based Preschools. This resulted in multiple copies of many items. The staff team have systematically reviewed furniture, equipment and resources gradually deleting old stock and identifying replacement resources. Close access to Early Years schools educators and classrooms supporting formal and informal visits and interactions. Due to the proximity to the school playgrounds, small groups of school students join the Preschool at big lunch and little lunch time on most days. Routines have been modified in 2016 to support better parent/ educator interactions at the end of sessions for Occasional Care Monday and Thursday . Governing Council and the School Principal allocated \$10,000 to replace/repair equipment, purchase new equipment and furniture in 2016. The funding will be ongoing.
- 3.3.1 Sustainability initiatives include :Recycling bins, ink cartridges recycled, rain water tank for water play is located next to the sand play area, vegetable planter area to support planting cycle for pre-school children, compost bins and worm farm are also located nearby to integrate sustainable practices at Centre level. Centre has commenced sustainability mapping with Northern Resource Management. Dan French providing consultancy on long term sustainability management plan at staff meeting 16/3/17. A Magic Harvest group is facilitated by an ECW on scheduled weekends to facilitate community involvement in growing and using fruit and vegetables and also linking community program into educational space of preschool and Occasional Care.
- 3.3.2 Program with children: including: Magic Harvest redesign of vegetable garden , worm farm development and care, recycling food and waste at healthy snack and lunch, composting food scraps into compost bins to use later for garden organics 2016 & 2107 Uni SA OT Participatory Community project is focussing on developing a community garden space and higher alignment of nature play philosophy into educational programs throughout the Centre

Strengths Quality Area 4 Staffing Arrangements

- 4.1.1 A safe and predictable environment with children's active engagement is evident through: Continuity of staffing and use of consistent relief staff. Centre wide professional development is opened up to TRT's and relief staff. We provide a welcoming environment for visiting educators. Maintenance of appropriate educator to child ratio is achieved and reviewed when increase in enrolments or changes to staffing ratios require. Staff are utilised through multiple programs to support staff capacity building and also continuity of staffing for families and children. Timetabling and rosters are aligned to staffing ratios for Crèche, Occasional Care and preschool. Timetables and rosters reflect baseline staffing entitlements and universal access hours in Preschool Program. Teachers have appropriate levels of face to face teaching time as per Industrial and enterprise bargaining agreements for Education Act Schooling sector employees. Rosters reflect accurate face to face teaching time, Non Instructional time and graduate NIT entitlements. All rosters and timetables are negotiated with staff. Lunch care staff is employed to backfill staff during lunch break entitlements. Contracts, HR liaison is managed by the Lake Windemere B-7 Business Manager. Bi-lingual Staff are employed at ECW2 level where feasible due to availability and DECD guidelines. Preschool Support Funding is generated via a negotiation with DECD Portfolio Special Educator each term. Continuity of Preschool Support workers supports capacity building and continuity for children with special rights. Rosters are developed by Director and contracts are managed by the Lake Windemere B-7 Business Manager. Multidisciplinary teams staff are employed under the Public Services Act with appropriate entitlements for work days and lunch breaks. Entitlements of Flexi time and TOIL are signed off by Director as Line Manager and processed in State Office. The Allied Health Occupational therapist (0.6) works across 2 sites and is Line managed by the Director of Parafield Gardens. Crèche groups are co facilitated by 2 staff to ensure safety for children and families. FSC and Learning Together follow crèche guidelines.
- 4.2.1 The expertise of individuals is recognised and opportunities for leadership are continually promoted and realised. Coaching, mentoring and leadership opportunities for individual staff are provided e.g. ECW/SSO Early Childhood Australia Occasional Care learning modules (ECW1 leading study group of 5 staff and Facebook study group), Step 9 teacher leading Early Language Learning Australia (ELLA) project involvement, individual staff leading QIP priority implementation e.g. CDC/ Teacher leading Nature Play, 2016 Multi D team led Responsive Interaction PD for Centre and continue to build staff capacity in 2017 through coaching, 2015 FSC mentored a Social Work student, 2016 Allied Health Speech Pathologist mentored an Adelaide University Speech Student and 2016 2 teachers led Reflect, Respect, Relate (RRR) review of Active Learning Environment Observation scales in Preschool/ Occasional Care program to identify existing state of quality in preschool program and opportunities for improvement. The multidisciplinary team meet for an hour each fortnight to plan, implement, coordinate and evaluate success of programs then also meet with the Director, School counsellor and DECD Child wellbeing Practitioner for an additional hour, to share elements of their roles and to ensure that their work aligns with the Children's Centre Outcome framework and Centre's Quality Improvement Plan. The multidisciplinary team also meet once a term, for a 3 hour review of term work and preparation/ planning for following term. Uni SA OT PCP students, Speech Pathologist and Occupational Therapist add quality to Centre by building community awareness of Allied Health in the Centre through workshops, sharing resources with Orion partnership, displays, and reports.
- 4.2.2 All members of the team have opportunities for being coached and or mentored by colleagues within the team as well as by external providers. E.g.- Speech Pathologist and Allied Health speech Pathologist coaching Preschool Support worker, Allied Health staff coaching Crèche, Occasional Care and preschool staff in Speech/OT pedagogy and DECD and external training providers. All Children's Centre staff with the exception of the Receptionist meets 3:30-5:00pm each fortnight staff meetings. The Receptionist joins B-7 SSO meetings on a regular basis for team building and administrative support. Aspects of the staff meetings are shared with the Receptionist. A shared approach to task completion and responsibilities exists with staff sharing expertise with each other e.g. skills in technology, Excel spreadsheets and Bookmark-(Inventory Catalogue system). Staff supervise a range of student teachers and Certificate 3/Diploma Children's Services students from a range of tertiary learning facilities
- 4.2.3 Our Centre's Community Development Co-ordinator (CDC) (1.0 position), Family Services Coordinator (FSC) (0.8 position), Allied Health Speech Pathologist and Occupational Therapy (O.T) both (0.3 positions) and Intensive Speech and Language staff (0.4 Speech Pathologist and 0.6 ECW2) contribute community, speech, family aspects to deepen educators knowledge of individual child, family and community context. Ongoing recognition of each educator's strengths and areas of interest is promoted and shared through professional development review processes and staff meetings. The team have end of year dinners and shred food at staff meetings at regular occasions throughout the year.

Strengths Quality Area 5 Relationships with children

- 5.1.1 Our educators pride themselves on building strong relationships with children. This has been validated by families with educators teaching multiple siblings from the same family. These relationships continue to grow from Occasional Care, Playgroup and Crèche programs into Preschool and onto school through the integration of Occasional Care into the Preschool and our proximity to the school as a B-7 site. This can also be evidenced by simple things such as children at school coming back to visit educators or chatting to educators through the fence at school big and little lunch. It can also be seen by children requesting to come back and play in the preschool at big/little lunch or children excited to see staff and attend Centre programs. People visiting our environment see strong relationships through photos of children and educators working together, educator/child talking together, educators giving children eye contact, smiling/talking while changing nappies/toileting, educators getting down to child's level, taking time to listen and talk with children, greeting and farewelling them and using calm and consistent tones when speaking with children. Authentic partnerships with children include: children greeting staff by name, children comfortable to talk to educators, conversations between children / educators. Artefacts from children/families are valued and shared. Children provide documentation into the Floor book.
- 5.1.2 Educators value children through their recognition of their achievement, using child voice in work, displaying their work, talking with family/Carers, supporting child initiated curriculum, self-assessment and extended transition. Open Nights are an informal opportunity for children and families to explore the Centre and meet staff, induction meetings and parent/child information exchanges on first transition visits to preschool and build understanding of each child. Informal and formal parent interviews, sharing information about individual children and families at staff and programming meeting, reflective journal to capture evidence of individual children's strengths interests, capabilities and needs. Documentation-portfolios, child voice, Learning stories, parent survey their child, cultural awareness survey observations,
- 5.1.3 We are building staff wide understanding of the Hundred Languages of Children and viewing children as capable and competent in line with Reggio Emilia Principles. This is reflected in site based policies such as the Behaviour Code including Interaction with Children, Assessment and Reporting and programming for focus children. Attachment-Focus teachers for each child. Focus teacher works in partnership with the parent/Carer to develop and discuss children interest, strengths, friendship, learning journey, challenges and build relationships and a sense of belonging..
- 5.2.1 Children are viewed as capable and competent by educators. Opportunities for child peer mentoring are supported and encouraged. Simple examples include: children helping each other to access bathroom, drinks or belongings, find bag or a teacher assisting a peer who may be seeking support to manage conflict, enter play or accessing an iPad. The introduction of learning leaders has promoted the concept that children are leaders in their own learning and can influence change in structures and routines such as group time, set up/ pack away routines and select content for learning experiences such as talking tubs and emergent curriculum.
- 5.2.2 Children are actively involved in the development of group expectations. This is documented as a reference point for ongoing learning. Discussions and explicit teaching as well as 1:1 and small group work support understanding of these expectations is ongoing. Staff model and support social skills/communication development. Visuals are used as environmental prompts to support inclusive communication and understanding. Ongoing communication continues with families and any agency connected with the child to determine the basis of the child's behaviour. The multidisciplinary team support staff capacity through ongoing responsive behaviours professional development. Safe places have been established on the Preschool/ Occasional Care space to support children's to regulate big emotions. The Centre and B-7 site are currently undertaking professional development on the Positive Behaviour Support.(PBS) Our Allied Health Speech Pathologist and DECD Child Wellbeing Practitioner conducted B-7 Professional Development on 24/1/17. The focus of Pupil free Day 21/3/17 will be deepening understanding of the PBS framework to continue this learning through child scenario training including PBS. Staff support individual children and additional funding can be sought where necessary to supplement ongoing support and skill development for the child, educators and family. In instances of ongoing behaviours, Individual Learning Plans or Behaviour Plans are developed in consultation with families and other professional following observation, dialogue and implementation of a range of strategies. The Behaviour Code Policy including Interactions with Children was reviewed during 2016. Staff employ protective practices when supporting children with managing their emotions. In cases of significant behaviours educators document and seek professional support from Support agencies such as DECD Support Services or external agencies including CAMHS. Injury Report forms and Incident Reporting to DECD occurs to document site level responses to staff and child safety and injury concerns and ascertain level of severity. Risk assessment is completed by staff to determine strategies to manage significant risk. We build strong relationships with families from community based programs into other educational programs. We use a team around the child approach to ensure cohesive and responsive delivery of services.
- 5.2.3 Inclusive practices include adaptive equipment, individualised planning, environmental modifications to support access and equity, accommodations to support participation of all children and families. Expertise of professionals within and external to the Centre provide opportunities for consultation and shared decision making to support participation for all children and families. Individual Learning Plans are developed for children with special rights, EALD and Aboriginal children. Teacher roles and responsibilities include timelines and expectations for assessment and reporting. We draw on Aboriginal Community Education Officer (ACEO) and the Aboriginal Education team, Community programs such as financial Counselling through Anglicare, Parenting Programs such as Circle of Security and Bringing Up Great Kids parenting programs to assist individualised needs of children and ensure their families are respected and supported.

Strengths QA6 Collaborative partnerships with families and communities

- 6.1.1 Formal enrolment and orientation processes include: A range of parent/staff induction meetings –some with Crèche to facilitate exchange of information and engagement. These meetings provide opportunities to seek information and ask questions about Preschool in both general and specific contexts. Open Night – as an opportunity to commence building partnerships with children and families within the Centre facility and learn more about the B-7 setting and Reception learning spaces. This informal opportunity for children and their families to explore the learning spaces and build some initial links with preschool educators. Many of our families access programs such as Learning Together Playgroup or Occasional Care so children have significant transition opportunities. Entry to any program is paced at the individual needs of the child. Families are invited to stay with children as they commence Occasional Care or Preschool to support child's sense of safety and belonging. Session attendance can be negotiated to meet individual family / child needs. Educators create a welcoming environment for families and build relationships as primary carers.
- 6.1.2 The centre consults and develops programs in response to community and family needs. This can be achieved through informal conversations with a family, surveying groups / whole of centre or open consultation. Shared parent decision making can be seen in examples such as 2015, 2016 Uni SA OT PCP project initial community data gathering, Annual DECD Parent Opinion Survey, review of Centre policies or Occasional Care survey on a proposal to cancel one day of care of support formal transition to Preschool 2017.
- 6.1.3 Information regarding community services are available in Enrolment packages, timetable available in the foyer, through social media including Facebook for the Children's Centre and Lake Windemere B-7 page, newsletters and apps such as Skoolbag. The foyer area has information on parenting, child development and community services including financial management, health services and support agencies. Centre staff can provide specialised information on education, child development, parenting and specialised services and programs. Our Receptionist is a first point of call and can direct families and community members to an appropriate contact person with the B-7 site including the Director, school leadership team, DECD Orion Partnership leadership team DECS State office personnel. Multidisciplinary team can provide sources of information beyond the Centre. DECD website can also be a valuable source of information for staff /community. We can assist families to access online information if they have no access to technology or assist in completing paperwork to meet individual families learning and cultural needs.
- 6.2.1 Families are recognised as the child's first educators and can support curriculum develop by sharing aspirations, child interests and needs with centre staff. Families are invited to participate in social and educational events including excursions, session support, assemblies, Sports Day and celebrations. They are encouraged to join Governing Council or volunteer in the Centre to build stronger partnerships with their child's education, the centre and its programs and services or pathways into employment in the future. Examples include 2016/2017 mature aged volunteer in Preschool Program, 2016– volunteer gains employment in Novita / Children's Centre Kids, Blokes and Dad Jokes Playgroup which caters to building relationships between children and a significant male in their lives.
- 6.2.2 Information about the operation of our service is obvious and open for parents/community members to read through Children's Centre website, centre displays and induction materials and social media including Lake Windemere B-7 Children's via phone and email inquiries. The CDC actively working within the community for: Maintenance of Partnership Group and renewal of membership as necessary, Community events (B-7 and beyond) such as Expo's, DECD and community media, links families with other services, builds on the strengths and skills of families programs, the wider LWB-7 site and networks with sites within the DECD Orion Partnership. The multidisciplinary team provide information on the purpose of Children's Centre's and specific roles and programs to the B-7 community, DECD Orion Partnership and the wider community. The team have built and maintain working relationship/ partnerships with organisations including Department of Child Protection, Novita, Autism SA, Relationships Australia, My Time, Family by Family, Salisbury Lutheran Church, Centacare, OPAL, City of Salisbury and Playford Council and Child and Family Health.
- 6.3.1 The ACEO builds engagement with Aboriginal children and families and also with the Aboriginal Education team within the B-7 setting. Partnerships beyond the centre include: Orion Leaders and Teachers on Results Plus Line of inquiry 2015/2016/2017 *'How do we build the capacity of our educators to engage and challenge children in numeracy learning through play and intentional teaching?'*, Director membership on DECD Orion Partnership Executive as Vice Chairperson 2016/2017, Director as Committee member 2015/2016 and Chairperson 2017 of DECD Orion Partnership /Uni SA OT Steering Committee to develop, implement, monitor and review 9 week placements over 2 years of 4th year Uni SA OT students and also work with committee to develop a population level evaluation tool to measure wellbeing outcomes for children in Orion Preschool to year 12 based on OT intervention. The Director is a member of Adelaide Primary Health Network (previously Adelaide Medicare Local) Child and Youth Committee 2015,2016,2017 to connect health, education and community professionals through collective action to achieve federal government population health outcomes. Director member on DECD Portfolio 2 Intervention and Improvement Forum to build responsive Support Services for DECD system and Director is the preschool representative for Orion Preschools on Orion Partnership Teaching and Learning Committee to improve numeracy and literacy outcomes for children 0-year 12 through the DECD Results Plus initiative.
- 6.3.2 Transition has moved beyond single site orientation to extended visits for Aboriginal children and children with special rights and 4 scheduled visits for all children accessing B-7 School. Transition Policy developed August 2016. Review of progress mapped against Transition to School rubric. Meeting conducted with Reception staff, preschool team and B-7 leadership 28/7/16 Orion Partnership Transition committee examining partnership wide data on preschool to school transition processes and Aboriginal attendance 90% in 2016.
- 6.3.3 Promotion of Centre programs to support children and families with special rights children e.g. My Time, Novita playgroup, Parenting programs such as Bringing up Great Kids, and the Learning Together Playgroups. Staff team can share information about these programs/services within the Centre and refer to government and non- government services within the community to meet individual family needs. Families are invited to participate in social and educational events including excursions, session support, assemblies, Sports Day and celebrations. They are encouraged to join Governing Council or volunteer in the Centre to build stronger partnerships with their child's education, the centre and its programs and services or pathways into employment in the future.
- 6.3.4 Collaborative partnerships established and maintained within our local community as a primary function of the CDC role. This includes local community centres, councils, Orion partnership schools and Preschools, networks with other Children's Centres, Northern Connections, OPAL and NEWNET as examples.

Strengths -Quality Area 7 Leadership and Service Management

- 7.1.1 B-7 staffing connections are built through attendance at some B-7 staff meetings, Children's Centre and Reception staff Transition meetings, Reception teacher visiting Preschool, Preschool teachers visits to Reception learning environments and liaison with B-7 staff through WHS, Wellbeing, leadership, resource borrowing, finance planning/management, Personnel Advisory Committee (PAC) and Governing Council. Director input into staffing through PAC and DECD HR VSP system. New School Principal is coaching Director on Vacancy, Selection, Placement (VSP) and Injury Risk Management system (IRMS) and Finance management .Leadership : Preschool Director had experience from previous leadership and site management roles. Processes, policies and procedures are being reviewed to support integration of work B-7 site with minor adjustments to meet the 0-5 years of age group in Children's Centre
- 7.1.2 All staff undertake formal induction processes. This is documented and stored in personnel folders for permanent and contract staff. TRT and relief staff complete site induction to ensure they can meet the roles and responsibilities of the position they are backfilling. A register stores this information.
- 7.1.3 The resignation and retirement of 2 teachers (1 in 2014 and one in 2016) and a SSO (in 2017)is providing an opportunity through Lake Windemere B-7 Personnel Advisory Committee (PAC) to consider advertisement for permanency. Contract staff are employed in an ongoing manner each year with staff building capacity to assume multiple roles in the Centre. An example of this is an ECW who works in Occasional Care, Preschool , provides Preschool Support and Lunch Care and undertakes an administrative role.
- 7.1.4 The site has a Step 9 teacher who is line managed by the Director . The B-7 Step 9 process is managed by School Principal . ECW and SSO staff have either Certificate 3 or Diploma in Children's Services . The Director provides overall curriculum leadership . Opportunities for educators to take lead roles for example ECW leading Magic Harvest Community Group, teacher and SSO leading videoing of Key Word signing for Facebook site or releasing teachers to attend inquiry meetings with DECD Early Childhood Leader to support improvements to Numeracy in the site.
- 7.1.5 All staff have aligned practice to SA Public Service Code of Ethics. Processes beyond regular performance and development reviews involve collaboration with other DECD personnel including the Performance and Incapacity Unit and State office HR and Policy Directorates
- 7.2.1 The philosophy statement is regularly reviewed by staff, partners, Governing council including family representation. The Children's Centre Philosophy statement is available for community view and consultation in the foyer
- 7.2.2 Roles and responsibilities are clarified in alignment with job and person specifications, Code of Conduct for SA Public Service Employees and DECD and other legislation and policy, J&P available for each position, Individual Performance Development Review plans for each staff. Staff participate in 2 scheduled formal Performance Management Reviews each year. Lesson observations are undertaken for each teacher twice a year with documented feedback .Director and multidisciplinary team attend DECD Children's Centre Professional Development days as a team and share outcomes of day to strengthen centre capacity to meet children's centre Outcome framework. Teachers map their progress against AITSL standards and director against Principal Standards. The site participated on Orion Partnership Instructional Rounds in 2016. Director trained in Instructional Rounds theory and process February 2017. Director to undertake Facilitator level training in 2017.
- 7.2.3 Our Quality Improvement Plan is reviewed annually using a self review process. Information about outcomes and progress are reported through the Annual Report. Multidisciplinary team member review their progress against their work plans. The annual report is shared with the community and Governing Council. Priorities for the following years are identified from the self review and staff support the development of strategies and outcomes.
- 7.3.1 Children's records are filed in the Directors office in a locked filing cabinet. Multidisciplinary team confidential files are stored within their offices and then archived centrally. Obsolete files are shredded or stored according to Record Management practices. Enrolment information is stored on the secure EYS system. Offices are locked when not in use to maintain security.
- 7.3.2 Processes to ensure consultation on policy, process, procedure and program development occurs. Three teachers participate in joint staff meetings with B-7 site personnel and attend as required by term planner. This builds B-7 networks with a range of school staff. Director is a member of B-7 leadership team which meets fortnightly. Director attends B-7 WHS committee which meets each term with the view of developing B-7 compliance with WHS law . They develop policies, processes and procedures in order to meet WHS obligations in consultation with staff and Governing Council. Staff representative selected for Children's Centre on B-7 Governing Council. Governing Council constitution was amended in 2016 to include Children's Centre Director as standing member of Governing Council
- 7.3.3 The Director is aware of the need to notify the regulatory authority of changes. The Director liaises with DECD Early Childhood Leader for clarification on any matters. IRMS reports state whether the Regulatory Authority are required to be contacted.
- 7.3.4 Communication includes: staff meetings, Professional Development Reviews, scheduled and regular Performance meetings and team meeting, informal conversations, PAC , WHS committee and Governing Council . All these avenues can be utilised to resolve staff conflict and grievances. Parents are provided with site Grievance Brochure on enrolment. Director discusses grievance procedures at enrolment and induction with families and on appointment with volunteers and staff. The Staff Handbook and Parent Information Book details information on managing grievances. Families can make appointment to discuss concerns or speak informally with staff or the Director.
- 7.3.5 Policies and procedures are reviewed by staff, families , community partners and Governing Council via table of scheduled policy review or in light of new circumstance or need identified within the Centre context. DECD Website holds the majority of required policies. Site required policies are documented and stored in a Policy folder located on the foyer Reception desk. Policies are available for community view and copies can be provided if required.

Reggio Emilia principle 7

Educational documentation

Quality Area 1 Educational program and practice

1.1.2 Documentation of emergent curriculum incorporates child voice and learning dispositions using a Floor book approach

Reggio Emilia Principle 10

Environment, space and relationships

Quality Area 4– Staffing arrangements

4.2.2 Build staff capacity to incorporate nature play philosophy into personal pedagogy and Centre environmental design and set up.

4.2.2 Educators build capacity to recognise , observe , reflect, question and document STEM– Science, Technology, Engineering and Mathematics in each child’s learning

Quality area 5 Relationships with children

5.1.2 Staff Integrate Key Word signing into everyday interactions with children to refine inclusive pedagogy

Quality Area 6 Collaborative partnerships with families and communities

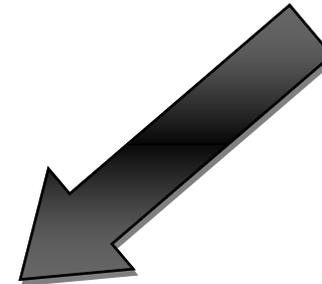
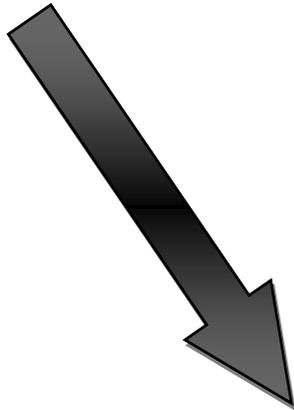
6.2.1 Conduct community consultation to identify cultural inclusion improvements to program and service delivery

Site Priority 1

Reggio Emilia Principle 9

Organisational shared systematic approach

Integrate Reggio Emilia Principles, Nature Play philosophy, STEM and Key word signing into holistic early childhood learning experiences to enhance each child’s learning.



Priority 1 Integrate Reggio Emilia Principles, Nature Play philosophy, STEM and Key word signing into holistic early childhood learning experiences to enhance each child's learning.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.2	Educators build capacity to document using Floor Book processes and practices	H	Teachers attend Floor Book training Use Floor book through daily interactions with children to capture child project documentation Display floor books at a dedicated table for child, educator, family access	Teacher documentation reflects Floor Book principles Observations demonstrate child and educator regular interactions and documentation with floor book Table assembled and floor books displayed. Parents and children know location and share learning with each other and educator	Term 1, 2017 Term 4, 2017	7/3/17 Sam, Cheryl and Gemma complete training at Lady Gowrie 10/3/17– Dedicated floor book table purchased 17/3/17 Table assembled and in place 1/06/17 Floor book operational and on display for families for group1 and group 2. Being used for inquiry based learning
4.2.2	Build staff capacity to embed Nature Play philosophy and practices into pedagogy and children's learning experiences	H	Professional development through Uni SA Participatory Community Project (PCP) students on placement, student teacher and other identified PD opportunities Opportunities to share and review processes at staff meetings	Staff can effectively discuss Nature Play philosophy and learning practices Educators naturally incorporate Nature Play into learning experiences for children	Term 4 2017 Term 4 2017	16/3/17– Student teacher plans/ implements mud kitchen experience 21/3/17 Uni SA PCP students deliver 1 hour PD to staff team 1/06/17. We have continued with mud kitchen. Photos and observations. 26/06/17—removal of banana palm (due to wasps) allowing more access to creek area. 1/06/17—Sam, Bethany and Vanessa following nature play in PDR. Feedback from family via Facebook: small pebbles in creek. 1/06/17—Risk benefit assessment: staff
4.2.2	Educators build capacity to recognise, observe, reflect, question and document STEM— Science, Technology, Engineering, AND Mathematics in each child's learning		Orion Partnership professional development Work with Early Childhood Leader Through Director/Teacher meetings to build cohesive implementation plan Connect with Orion Partnership Senior Leader Learning Improvement Primary (SLLIP) consultant for clarification of policy	Minutes of meetings Minutes of meeting and ability of teachers to verbalise understanding of STEM.	Ongoing during 2017 /2018	17/3/17– Director responds to Orion STEM survey 1/06/17—Gemma STEM PDR. She will attend training. STEM incorporated into garden inquiry. Week 11 t1, 2017 & T2 Rainbow inquiry Butterfly group– floor book documentation Term 2– Group 2 Seeds investigation.Floor book documentation

Priority 1 Integrate Reggio Emilia Principles, Nature Play philosophy, STEM and Key word signing into holistic early childhood learning experiences to enhance each child's learning.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this out- come? (Steps)	Success measure	By when?	Progress notes
5.1.2	Building educator competency in Key Word Signs to implement into interactions with children	H	Staff commitment to ongoing learning and implementation of Key word signs Staff meeting agenda item Display key sign for week Explicit teaching and practice word with children	Staff meeting minutes reflect ongoing learning and discussion Observations demonstrate staff utilise Key word Signs in their interactions with children Programming reflects selected key word signs	Term 4 2017 Ongoing	T2,2017 Teacher Lesson observations T1&2,2017 Staff meeting agenda T1&2,2017 Incorporating key word sign into Facebook. Staff PDR priorities for 2 staff Sign of the week in foyer Educators incorporating KWS into communication with children Explicit teaching during small group time Explicit goal setting in key word sign Viewing Sally and Possum videos Eat a Rainbow program/song 13/06/17 Speech and language Conference
6.2.1	Staff build competency in programming for cultural inclusion	H	Multidisciplinary team review Children's Centre Outcome Framework population level targets and align work plans to ensure inclusion of community cultures Recognise and respond to cultural celebrations/events through learning experiences including persona dolls Ongoing invitations for play support children's exploration of culture Information from cultural survey /family interactions create opportunities to share culture CDC ,ACEO and Aboriginal Education team support community consultation	Minutes of meeting Term planning Individual work plans Diary dates, newsletter articles, programming records Learning Stories and Centre displays Completed cultural surveys, conversations with families, family and community involvement Documentation , minutes of meetings, feedback from team members, diary dates	Term 4, 2016/ Term 1,2017 Ongoing Ongoing Term 4, 2016/ Term 1 2017	End of year planning 2016 Director and Multidisciplinary team identify gaps in service responses to Aboriginal families 8/3/17 Principal and director scope questions for Community Development Coordinator (CDC) role during recruitment phase 16/3/17 Staff meeting discussion and QIP priority refinement 22/3/17 B-7 Harmony Day assembly T2,2017 Persona Doll borrowing commences 20/2/17 Director initiates discussion with AECO to increase existing Aboriginal Cultural identity markers in preschool environment. 8/3/17 Teacher borrows Spanish resources from Spanish teacher B-7 25/03/17—Aboriginal Ways of being Conference 1/06/17. Refer to staff meeting minutes from today. Sara Barwell conversation and Multi-D conversation. Multi-d planning day minutes 19/05/17—Start them young workshop 25/05/17—Reconciliation Week activity and display. Scott Rathem and Scott Jnr.

Reggio Principle 9

Organisational Shared systemic approach

6.3.2 Analyse and identify improvement opportunities for continuity of learning and information sharing as children transition from Occasional Care to Preschool and Preschool to school.



Site Priority 2 Transition

Quality area 6 Collaborative Partnerships with families and communities

6.3.2 Refine continuity of learning for children as they transition from Occasional Care into Preschool and Preschool into school.

6.3.2 Refine continuity of information sharing about individual children's education, health and care with other programs and levels of schooling.

Site Priority 2 Transition

Quality area 6 Collaborative Partnerships with families and communities

6.3.2 Refine continuity of learning for children as they transition from Occasional Care into Preschool and Preschool into school.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this out- come? (Steps)	Success measure	By when?	Progress notes
Standard 6 Element 6.3.2	Successful transitions for children and families	H	Identify information to share Feedback from families Review 2016 transition ex- perience B-7 Improve children's relation- ships with Early Years of school educators through regular visits and shared learning expe- riences	Continued Early Years mapping against Transition to School rubric Review feedback from children, fami- lies and staff. B-7 Leadership meeting minutes Programmed meeting		1/06/17—DECD Policy— First round offers term 3, week 1. Second round offers term 3, week 7. 1/06/17—Sue and Kim to set planning meeting for enrolment process 2018
Standard 6 Element 6.3.2	Consistency of practice between preschool and school	H	Meetings and visits into 0-5 and Reception learning spaces develop consistent processes, practices and routines	Minutes of meeting Observable shared practice Documented shared processes, proce- dures and routines	T4 2017	
Standard 6 Element 6.3.2	Shared value of the im- portance of play in Chil- dren's Centre and Early Years of School	H	Joint meetings between Pre- school and Reception staff Sharing practice across early years of Lake Windemere site Attendance at B-7 staff meeting Sharing practice and floor book documentation B-7 Application for Orion Partnership "Closing the Gap" project	Diary dates. Minutes of meetings Spotlight on Practice as part of B-7 staff meetings Every week of term. Staff planner Spotlights on practice and during NIT	Ongoing All year 2017— ongoing	15/3/17 Application for "Closing the Gap " project lodged. 24/05/17— Closing the Gap Meeting with re- ception staff/children's centre. 21/6/17—Sue to visit classroom reception class 22/6/17—Cheryl to visit classroom reception class 28+29/6/17—reception teachers to kindy 9/6/17 Mellissa S and Mel attending Karen Stagnitti Play and development workshop

Site Priority 2 Transition

Quality area 6 Collaborative Partnerships with families and communities

6.3.2 Refine continuity of information sharing about individual children's education, health and care with other programs and levels of schooling.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this out- come? (Steps)	Success measure	By when?	Progress notes
Standard 6 Element 6.3.2	There are processes in place to effectively and easily share information between programs and school	H	<p>Meetings between staff and families</p> <p>Obtain parental permission to share information</p> <p>Use of referral forms where applicable</p> <p>Documentation is accurate and transparent</p> <p>Report and assessments sourced from service providers . Transition pints share this information with relevant staff</p> <p>Opportunities for Occasional Care staff to share information on individual children as they transition to preschool</p> <p>Opportunities for Preschool teachers to share information with individual JP teacher</p>	<p>Smooth transitions</p> <p>Shared information with relevant staff across programs and site</p> <p>All educators aware of health and developmental needs</p> <p>Completed referral forms</p> <p>Staff understand information filing system in Centre and school .</p> <p>Staff maintain confidentiality on child information</p> <p>Programming documentation, Scheduled meetings with Preschool teacher</p> <p>Scheduled meeting</p> <p>Observational visits</p>	Ongoing	<p>1/06/17—B/7 meetings</p> <p>Teachers attend B-7 staff meetings at school</p> <p>2/6/17 Sara Barwell attends CC staff meeting</p> <p>Ongoing invitations to school staff into children's centre meetings</p> <p>2017 week 3 and 7 each term Director attends Governing Council</p> <p>Mutli-D and across site work e.g. FSC supporting child wellbeing . Working with B-7 leadership</p>

Reggio Principle 9

Organisation shared systematic approach

Quality Area 6 Collaborative partnerships with families and communities

6.2.2 increase avenues to sharing information on parenting and child development with families and community through social media

Quality Area 7 Leadership and service management

7.1.3 Improve staffing stability through SSO and teacher conversion to permanency process 2017

7.2.3 Improve responsiveness of community programs and services to local context by integrating AEDC data analysis into planning and decision making processes

Reggio Emilia Principle 11

Professional Development

Quality Area 4 Staffing arrangements

4.2.2 Build staff knowledge , understanding and implementation of DECD Wellbeing Framework into personal pedagogy

Quality Area 6 Collaborative partnerships with families and communities

6.2.2 Develop a management plan for professional development to embed Positive Education principles into staff pedagogy

6.3.3 Develop a management plan for professional development to embed Kidsmatter Early Childhood principles , practices and processes into staff pedagogy

Site Priority 3 Wellbeing

4.2.2 How do we integrate wellbeing strategies into a holistic response to all children in the Centre?

4.2.2 Continue to build staff capacity to recognise and respond to child and family wellbeing situations

Site Priority 3 Wellbeing

Standard 4 :Staffing arrangements

Element : 4.2.2 How do we integrate wellbeing strategies into a holistic response to all children in the Centre?

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this out- come? (Steps)	Success measure	By when?	Progress notes
4.2.2	Centre develops a shared definition of children's wellbeing Staff build competency in DECD Wellbeing Framework	M	DECD professional develop- ment on DECD Wellbeing framework Centre review of pedagogy and policies/policies/practices to align with framework Professional development in team around the child	Professional development conducted and attended by all staff Staff can articulate principles of framework Documented conversations and identify modifications to pedagogy Recommendations for change documented and actioned	Term 4,2017	
6.2.2	Increase avenues to sharing information on parenting and child development with families and community through social media	M	Social Media source selected Staff upskilled to provide content for social media Management plan to coordi- nate and prioritise key content messages Further administrators for social media identified AEDC data analysis provides information on target area for messages	Social media source active Management plan developed Key content and priority established by multidisciplinary team. Refer to Team minutes Social Media administrators identified and trained Documentation / minutes of AEDC data analysis	Term 1, 2017 Term 2, 2017 Term 2, 2017 Term 2, 2017 Term 2, 2017	Agenda item Social media marketing strategy— staff meeting and Multi-D minutes Organisation and leadership meetings
6.2.2	Develop a management plan for professional development to embed Positive Education principles into staff pedagogy	M	Baseline knowledge of staffs understanding of positive edu- cation collected Management plan developed Coaching and support person- nel identified TRT awareness of principles	Audit complete Management plan completed Personnel established. Meetings share management plan TRT updated to reflect succinct infor- mation	Term 2, 2017 Term 3, 2017 Term 4, 2017 Term 4, 2017	9/6/17– Staff meeting agenda reviewed to incorporate mindfulness into each staff meeting

Site Priority 3 Wellbeing

Standard 4 :Staffing arrangements

Element : 4.2.2 Continue to build staff capacity to recognise and respond to child and family wellbeing situations

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this out- come? (Steps)	Success measure	By when?	Progress notes
7.1.3	Improve staffing stability through SSO and teacher conversion to permanency process 2017	H	Discussion with Principal PAC meeting and decision of action Panel processes	Principal supports permanency PAC approve initiative to create permanency Panels conducted Permanent teacher and SSO appointed	Term 4, 2017	1/06/17—Request to convert contract teacher role to permanent raised at PAC. Position approved Job advertised through VSP Applications close 15/6/17. 25/5/17-Sue is working with Business Man-
7.2.3	Improve responsiveness of community programs and services to local context by integrating AEDC data analysis into planning and decision making processes	H	Multidisciplinary meetings Integration of data Evaluation of data analysis Recommendations documented Discussion with Centre staff , B-7 leadership and Governing Council Review of Centre programs , adapt evaluation in Multidisciplinary team termly work plans	Meetings conducted Agenda item, minutes and findings discussed and recorded Minutes of meetings Adapted multidisciplinary work plans	Term 1-2, 2017 Ongoing during 2017 2017	1/06/17—AEDC data in Mutli-D meeting. Term 1, 2017 AEDC data graph incorporated into QIP

Reggio Principle 10

Environment– spaces and relationships

3.2.1 Outdoor redevelopment compliments sustainable practices

3.3.1 Initiate partnerships with Northern Resource Management (NRM) and KESAB organisations to systematically review sustainability processes and embed across Centre



Priority 4

Sustainability

3.3.1 Review, identify , prioritise, action and embed sustainability practices across the site

Priority 4 Sustainability

Standard 3 Physical environment :

3.2.1 Review, identify , prioritise, action and embed sustainability practices across the site

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this out- come? (Steps)	Success measure	By when?	Progress notes
Standard 3 Element 3.2.1	Outdoor redevelopment compliments sustainable practices	M	Develop common definition of sustainability Use expertise of consultants Reflection Professional reading Visits to POLA sites Early Childhood Leader Create action plan	Definition developed Consultants visit Staff agenda/ minutes reflect discus- sion Reflection on reading shared at staff meetings Visits set and completed Discussion with ECL and visits by ECL to site Action plan developed	T2, 2017 T2, 2017 T1-4, 2017 Ongoing T4,2017 Term 1-4 ,2017 Term 4,2017	Term 1—Magic Harvest. Term 2—discussion on viability Kathryn (new group coordinator) and CDC 29/3/17- New coloured garbage and recycling bins purchased and introduced into preschool environment Term 2, 2017-Vanessa and Susan select priority as key PDR action T2, 2017 week 3 Compost moved to front gar- den NRM survey to be completed
Standard 3 Element 3.3.1	Initiate partnerships with Northern Resource Man- agement (NRM) and KESAB organisations to systematically review sustainability processes and embed across Centre	M	Staff identify this priority in their PDR plan 2017 Contact organisations Establish visits/ meeting time Conduct audit Develop action plan	Staff meeting discussion and discus- sion with Director Organisation visits and supports site Audit conducted Action plan developed Action plan implemented	Term 1, 2017 Term 2, 2017 Term 4, 2017	1/06/17—Vanessa PDR