



Quality Improvement Plan 2019

Service details

Service name		Service approval number	
Roxby Downs Children's Centre for Early Childhood Development and Parenting		Preschool: SE-00010866 Long Day care: SE-00010865	
Primary contact at service			
Brenda Murray (Director of Education and Care)			
Physical location of service		Physical location contact details	
Street	5 Richardson Place	Telephone	(08) 8671 0455
Suburb	Roxby Downs	Mobile	
State/territory	South Australia	Fax	(08) 8671 1021
Postcode	5725	Email	dl.6646.roxbykgn@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Department for Education (Preschool) Roxby Downs Children's Centre Governing Council (Long Day Care)			
Preschool Primary contact: Ann-Marie Hayes		Name	Brenda Murray
Telephone	(08) 82263463	Telephone	(08) 8671 0455
Email	AnnMarie.Hayes2@sa.gov.au	Email	dl.6646.roxbykgn@schools.sa.edu.au
Long Day Care Primary Contact: Beth Frankish			
Telephone	(08) 8671 0911		
Email	director@rdccc.com.au		
Postal address (if different to physical location of service)			
Street	PO Box 162	State/territory	South Australia
Suburb	Roxby Downs	Postcode	5725

Operating hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Preschool					
Opening time	0830	0830	0830	0830	0830
Closing time	1500	1500	1230	1500	1500
Child care					
Opening time	0630	0630	0630	0630	0630
Closing time	1800	1800	1800	1800	1800

Additional information about your service

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

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

Integrated State funded preschool is provided during South Australian State school terms. As a remote service the site currently closes one week earlier during school term 4.

Long Day Care is provided 50 weeks of the year. Approx. 2 week break over Christmas and New Year.

Four pupil free days operate per year but these change on a yearly basis. The closest parking to the Children's Centre is on Richardson Place.

How are the children grouped at your service?

Baby Room – 6 weeks to 2 years

Toddler Room – 2 years to 3 years

Pre-kindy Room – 3 years to school age

Preschool – 3 years to prior to school – two groups of children who attend different sessions. Integrated indoor and outdoor space for Pre-kindy and Preschool children.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Brenda Murray (Director) – Nominated Supervisor

Beth Frankish (Assistant Director) – Certified Supervisor

Silvia O'Connor (Community Development Coordinator)

Service statement of philosophy

We value

- A rich, safe play-based learning environment that invites hands-on exploration, inspires engagement, provides opportunities to wonder and take considered risks
- Opportunities for all children to develop learning dispositions such as curiosity, creativity, confidence, communication, cooperation, persistence, enthusiasm, resilience and emotional intelligence
- A responsive, intentional and flexible learning environment which fosters children's wellbeing, learning, development, independence and sense of responsibility
- Opportunities for children to understand Australia's cultural diversity, and the importance of being inclusive and respectful to all.

Educators' voices

Belonging, community, creativity, curiosity, diversity, engagement, families/community, environment, fun, hands-on, image of child, inclusivity, inspiring, inviting, knowledge building, learning together, listening, love, joy, magical, whimsical, persistence, play-based, relationships, respect, wellbeing

We recognise

- That children are active participants in their learning, have individual strengths and abilities and are capable and competent learners
- The importance of reflective practices and that we are all lifelong learners and engage in these to provide quality teaching and learning
- That children have rights (United Nations Conventions of the Rights of the Child) and are active citizens from birth
- The environment as third teacher and the quality interactions between educators and children have a significant impact on quality learning outcomes
- That children need routines, time and space to be, retreat, rest, be unhurried, form relationships and develop a strong sense of belonging

Parents' voices (hopes for their child at kindy)

Caring for others, confidence, courage, creativity, curiosity, respect for diversity, educational improvement, emotional intelligence, empathy, encouragement, enjoyment, feeling safe, forming relationships, friendship, fun, growth mindset, hands-on learning, happiness, honesty, imagination, inclusivity, independence, integrity, kindness, patience, learning new things, listening, manners, persistence, play-based, problem solving, resilience, respect, responsibility, safety, sharing, social development, supportive, trust

We will

- Provide an inspiring and inclusive environment where children feel safe, secure and supported to be curious, and grow in confidence to explore and learn
- Work in partnership and build respectful relationships with families and children to foster a learning culture
- Embed sustainable practices into our curriculum to highlight our responsibility to care for the environment and promote respect for resources and each other
- Build upon the knowledge that children already have about literacy and numeracy and encourage positive attitudes towards these to promote a love for learning
- Listen to children's voices and encourage them to express their ideas and thinking and be responsive to these
- Provide support to children to develop social and emotional skills, friendships and positive dispositions for learning

Children's voices

What do you love about the Centre? *Playing, climbing the tree, swings, seesaw, playing with the babies, playing with my friends, playing with the dinosaurs, learning to read, reading books and playing with the Troll (from 3 billy goats gruff)*

How does the Centre make you feel? *Safe, happy, good, excited, surprised*

What do you want to learn about? *Writing, ABC, 123, how to make mud balls, climb the kindy tree, learn to make sand castles, painting, drawing, telling stories, following kindy rules*

Strengths Summary

NQS	
<p>Quality area 1: Educational program and practice</p>	<ul style="list-style-type: none"> • All educators engage in children's play responsively and on a deep and meaningful level. Children are encouraged to reflect on their own learning, share their ideas, thoughts and opinions ensuring that each of these is respected and reflected in our teaching. Their voices are valued and recorded in various forms of documentation. • Children are divided into smaller groups for developmentally appropriate, intentional teaching learning experiences based on children's interests or areas that need strengthening. They also have the opportunity to sign up for workshops that focus on a particular activity or interest. • The documentation displayed on the walls and in floor books, children's portfolios, individual observations, daily and weekly reflections, Individual Learning Plans (ILP), and Statement of Learning for preschool children at the end of the year ensures that each child's strengths, thinking, abilities and interests are reflected in the planning and programming. • The formation of the Philosophy Statement in partnership with the children, families and educators truly reflects our belief that children are active participants in their learning, have individual strengths and abilities, and are competent and capable learners. Quality learning environments and enhanced learning outcomes are a priority for all children, relevant to their stage in their learning journey. • Through our educator reflections it was identified that children were often too tired to concentrate during late morning group times (intentional teaching) so to ensure children have opportunities for large periods of unstructured play in both the inside and outside learning environments both before and after lunch it was decided that our structured learning would take place first thing in the morning when the children are well rested. • Our planning and review cycle continues to improve as all educators are involved in our end of day reflection meetings. Additionally, all educators are paid to have fortnightly Wednesday morning as non-contact to enable them to share ideas, critically reflect together, share observations and anecdotal notes. All this information is used to plan a responsive and child centred curriculum that makes clear connections with the Early Years Learning Framework, the Indicators of Preschool Numeracy and Literacy and the 8 Aboriginal ways of learning. • The program is displayed for families and they are invited to contribute through "home circles", literacy packs, 3 way interviews, formal and informal conversations, emails, social media, phone/texts. Family feedback also informs our programming. Our various methods

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of communication help us to work in partnership with families.

- Our monthly newsletter, emails to families and Kindergarten Facebook page keep families informed of what's happening and the learning that is taking place. Strength-based documentation of each child's learning is kept in their learning portfolios which are available to children and families at all times. A Statement of Learning is written at the end of the year for each preschool child reporting progress against the Early Years Learning Framework outcomes, as well as the Indicators of Preschool Numeracy and Literacy. A copy of these are provided to the school the child will attend.
- We have a strong focus on children's dispositions for learning. We deliberately provide an enriched, play based, learning environment where all children can develop dispositions for learning such as being curious, confident, a communicator, resourceful, cooperative, purposeful and persistent, and a risk taker.
- Children are invited to make many choices throughout the day, including what activities they want to set up outside. There are visuals of all the resources which enable children to identify what they would like to access. They are involved in decision making processes and often participate in voting opportunities, song and story selection with their opinions valued, listened to and acted upon.
- Literacy and numeracy experiences are embedded in Educator's interactions with babies and children either spontaneous (counting fingers and toes when nappy changing and counting while waiting for a turn on the swing) or more intentional (when thinking of words that rhyme with each of our names)
- We have a large stable multi-disciplinary team of over 30 members working across our Centre including Educators with teaching degrees, Children's Early Childhood Education and Care Diplomas as well as Certificate 3. We also have a Community Development Coordinator.

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NQS	
<p>Quality area 2: children's health and safety</p>	<ul style="list-style-type: none"> • Children with health and/or safety needs are identified upon enrolment. Health care plans and Behaviour Management Plans are developed in consultation with families, outside providers and the site, to effectively manage individual needs and health conditions. Medications and Health Management Plans are discussed with the Educators team, and placed in the appropriate storage cupboard for access if required. Photos of individual children with identified health and/or safety needs are displayed on the fridges in the kitchen. • Through reflective discussions it was recognised that children need an opportunity for quiet time and rest after the periods of unstructured play before lunch. Rest and relaxation times are provided after lunch each day, giving children a chance to digest their food and relax before heading back to play. Children are also encouraged to rest if they are tiring and there are quiet spaces situated throughout the kindy for this. We respect children's individual sleep and rest requirements by providing separate areas for sleeping, resting and quiet activities both inside and outside. Yoga is offered for 3-5 year old children after lunch as another form of relaxation. Safe sleep procedures are informed by "SIDS". • A healthy food and drink policy is in place and children bring healthy foods to the Centre for snacks and lunch. Children regularly participate in healthy cooking activities using ingredients grown in our vegetable garden. We educate children and families on the importance of healthy eating and discuss healthy choices regularly. Fresh water is provided throughout the day and children are regularly encouraged to stop and have a drink. • Emergency invacuation and evacuation drills are undertaken each month. • Regular hazard and benefit/risk assessments of the environment are undertaken to ensure the play spaces are safe. WH&S issues raised are dealt with immediately and the Director regularly liaises with facilities management and asset services to ensure all facilities and upgrades occur in a timely manner. We have an online Department for Education system (IRMS) for reporting incidents and a system for managing WH&S site tasks (STAR). • Educators are aware of their responsibilities around the area of child protection and using the Keeping Safe Curriculum in the program. Consequently all educators participate in the 'Responding to Abuse and Neglect - Education and Care (RAN-EC)', and have been trained in 'Keeping Safe: Child Protection Curriculum (KS:CPC)'.

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- Families are informed of minor accidents which are documented and recorded with a copy given to families at the end of each day. Families are contacted immediately if there is a serious incident and in particular any injury to the head. A serious incident is recorded on the Department for Education "Incident Response Management System" (IRMS) and the Regulatory Board is also notified.
- Families are informed through notices of any outbreak of an infectious illness and provide information about the nature of the illness including incubation and exclusion requirements. Immunisation is strongly promoted and records of immunisation are continually updated
- Educators receive professional development to update their medical conditions management when a child is enrolled with an identified condition, e.g. diabetes, anaphylaxis, seizures

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NQS	
<p>Quality area 3: Physical Environment</p>	<ul style="list-style-type: none"> • As a team we have embraced the Reggio Emilia philosophy of the environment being viewed as the third teacher. We are continuing to analyse and rethink our learning environment to ensure that it provides an inviting, aesthetically pleasing, exciting, engaging and challenging space for children to learn. We ensure our learning environment is attractive, de-cluttered and accessible to all children throughout sessions and provide invitations and provocations to explore. • We provide a wide range of learning areas and high quality experiences. Our daily routine allows children access to both the indoor and outdoor learning areas for most of the session so the children can make choices about where they play, for how long and who with. Careful and ongoing planning is an important part of our work to ensure we accommodate all children's needs. For example, places to engage in climbing and gross motor skills and quiet places providing opportunities for rest and relaxation. Educators are responsive to children's suggestions of materials they require for play and where possible they are encouraged to independently resource their learning and play. • The outdoor learning environment has one of the most beautiful trees in Roxby Downs and is a highlight for children who spend a lot of time here. We also have a lot of natural elements in the garden as well as a vegetable garden that children are actively involved in planting, maintaining and harvesting. Children are also regularly involved in cooking experiences utilising the produce of our vegetable garden. • Educators are gradually adding to our 'loose parts' resources both for inside and outside play to allow children to have open ended materials to explore creatively and to promote problem solving. • The Centre has a Sustainability Strategy which we use to guide our practices and promote these to families. • The Centre actively promotes reusing and recycling and children are educated to use one of 4 buckets for their scraps and rubbish (green waster which gets composted, red for rubbish, yellow for recycling and the redcycle for soft plastics which get recycled through our local Woolworths supermarket). We also use as many recycled and natural resources as we can for art/craft rather than purchasing items.

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NQS	
<p>Quality area 4: Staffing arrangements</p>	<ul style="list-style-type: none"> • The qualified and experienced educators at the Centre work collaboratively to ensure that children feel safe, secure and respected, and are diligent in providing an environment where all children can achieve success in their learning. This is achieved through the processes now in place which connect our observations, documentations, and reflections daily, weekly, and ongoing. • The required Educator to child ratios are maintained at all times and where possible, exceeded. • Performance Management systems are in place and Educators have regular performance reviews with the Director or Assistant Director which includes identifying areas for improvement and setting goals for performance linked to the site, partnership and Department for Education priorities. • Educators planning and programming occurs weekly. Educators meetings are used as a way to reflect upon best practice, our interactions, and relationships with the children and families as well as to work together with respect and collaboration, challenging and learning from each other and recognising each other's strengths and skills guided by professional standards informed by the ECA Code of Ethics. The diary and reflection book is also a way to document the informal Educator team discussions held at the end of each day. • Preschool children requiring additional support for speech and language have their programs delivered by their guardian educators. This ensures their speech/language needs are supported on an ongoing basis throughout the day, rather than delivered by a support ECW that is at the kindy for a short period of time. The support ECW now covers the guardian educators to deliver the program one on one and the guardian educator can keep families informed of and report on progress. • We are lucky to have continuity of educators despite being a transient town.

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NQS	
Quality area 5: Relationships with children	<ul style="list-style-type: none"> • Relationships between staff, children and families are at the centre of everything we do. Prior to the year they start preschool, children attend orientation sessions and are also invited to participate in our weekly Playgroup. Children that attend long day care are integrated into the preschool program from the age of 3. A planned dialogue between educators, parents and individual preschool children is held in the first few weeks of the first term (3 way interviews). We have found this to be a most valuable opportunity to build relationships, gather information from families, along with educator observations, which helps to form the child's Individual Learning Plan (ILP) for the year. The focus on Identity and Wellbeing (EYLF, Outcome 1 and 3) in term 1 further builds on our knowledge of the individual child's strengths and interests and goes a long way to ensure that children feel safe, respected, valued, and thus encourages a sense of belonging. Ongoing open dialogue and follow up 3 way meetings early in Term 3 with parents, educators and individual children builds upon the relationships, with the ILP's updated to show the development of their child over the past two terms, and the learning goals set earlier in the year reviewed, or new learning goals added. • Educators aim to have weekly communication with all families and this may be achieved in a range of ways, eg one to one conversations, phone calls, email or at a planned interview time • Each Educator takes responsibility (guardianship) for a group of children; communicates regularly with their families and demonstrates a high level of respect and knowledge about individual children. In partnership with parents / carers, goals are set for each individual child and these are regularly reviewed to ensure their relevance and accuracy. • All children are respected as citizens from birth and are considered to be competent and capable learners. • Visual timetables are displayed to support children to understand and predict routines and manage change. Children are given a warning that there will soon be a change of routine eg. <i>"You can have five more swings before you need to wash hands for lunch."</i> • Interactions with children are respectful and ensure the dignity and rights of every child maintained. Educators identify with the Reggio Emilia image of the child as strong, capable, and competent and are constantly reflecting upon practices to ensure our image of the child is reflected. • We use the 'You can do it' social/emotional skills program as well as "Fill a bucket" book and the Phoenix Cups program to support

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children to learn social skills and regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

- The site works closely with local schools and childcare services to develop meaningful and supportive orientation opportunities.
- All educators receive training in the Circle of Security so that a common language and consistency is in place site-wide.

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NQS	
<p>Quality area 6: Collaborative partnerships with families and communities</p>	<ul style="list-style-type: none"> • During Term 3 the year prior to their child/ren commencing kindy new families are invited to an enrolment session where information is shared about the process of enrolment, the kindy program, the Philosophy Statement that underpins and guides our practice, the EYLF and the developmental outcomes for children, and is an opportunity for parents to ask any relevant questions. A parent information pack is handed out at the session and is also available for parents unable to attend. Parents are invited to contribute their hopes for their children for their kindy year and these form part of the new Philosophy statement. Important cultural celebrations are gathered from "All About Me" forms in the enrolment packs which are then used to inform programming. There are many ways for parents to be involved in the kindy, including being on Governing Council – a list of ideas is located in our Parent handbook. • As part of the orientation policy parents are invited to spend as much time as they need orienting themselves and their child to the Centre environment and provide feedback on the process. • Our philosophy reflects our commitment to partnerships with families and community. We support families in their parenting role and we respect individual family beliefs and values about child rearing. Information sessions are offered annually for families with children commencing the Preschool program. Time is prioritised to welcome and interact with families when they arrive. The Director and Assistant Director provide planned and spontaneous personalised tours for families who wish to visit and ask a range of questions about our integrated site. • There is a comprehensive transition between rooms in place in collaboration with parents. • The 3 way meetings between educators and preschool families in Terms 1 and 3 are a valuable way of sharing information, and building a collaborative partnership for improved learner outcomes of individual children. • Curriculum updates and other relevant information is provided regularly through emails, newsletters, notes in pockets, displays, children's portfolios and both formal and informal conversations with Educators. The Website is up to date as a first point of contact for new families with relevant details and information being updated regularly. A Facebook Page was created in September 2016 (as well as a Social Media Policy) as a way of interacting, building relationships, and improving communication with the families of the Roxby community. A Parent Information Area is in the foyer which has information about the local community, schools, parenting supports, and Roxby Downs Children's Centre information such as newsletters, policies and the educational program.

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- Our facilitated Playgroup programs are offered weekly in the community space and is often used by families as a way to introduce their child to the kindy if they going to start their kindy sessions the following year.
- We have developed strong relationships with local health professionals and CAFHS utilise one of the consulting rooms on-site.
- Where support is required for children with special rights or needs, the kindy works closely with local health professionals, families and Department for Education support services to ensure these needs are met. Additional staffing is provided for children with additional learning needs, children from language backgrounds other than English and Aboriginal and Torres Strait Island children.
- Through the work of our CDC we have developed strong connections with other community organisations and service providers and families are assisted to access these as needed. Our website is continually evaluated and changes made, as this is an essential form of communication with our immediate and wider community.
- The Community Development Coordinator (CDC) conducts a regular needs analysis, for example family and community surveys, to ensure parent programs and events are topical and reflective of current community needs.

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NQS	
<p>Quality area 7: Governance and leadership</p>	<ul style="list-style-type: none"> • To ensure consistency of practice, and continuity of teaching provision we use regular relief Educators wherever possible. A comprehensive induction folder is accessible for new Educators that includes relevant policies, benefit risk assessments, the Philosophy and Context statement, the previous year's annual report, the codes of ethics, and an outline of expected roles and responsibilities. • The Director and Assistant Director initiate regular Performance and Development meetings with all educators which focus on areas of strengths, areas of improvement, and goal setting in the short and long term, linked to the site, partnership and Department for Education priorities • The continuity of educators has been beneficial for consolidation of practices, a clear vision within the Philosophy Statement (established through collaboration with educators, children and families), common values held by the educator team, and a culture of self-review and reflection embedded into our daily interactions. Our daily diary and reflection book, weekly Educator planning, programming and reflection meetings and general dialogue enable us to continuously question how to improve our teaching methods to achieve the desired learner outcomes. • We have an active Governing Council comprising parents and educators. • Risk assessments are performed as required and children are involved in risk/benefit assessments of equipment they will be using.

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GOAL 1: To communicate effectively with families and invite participation at the Children's Centre

Objectives	Strategies	Success measures	Quality areas, elements	Timeline	Priority
1.1 Communication between educators and families highlights the learning that is taking place at kindy	Strategy 1.1.1 3-way preschool parent/teacher/child interviews to be conducted early in term 1 and an ILP developed for every child with learning goals jointly decided. Formal interviews to happen early Term 3 to determine progress and/or to set new learning goals	<ul style="list-style-type: none"> 100% of parents attend initial and Term 3 3-way interviews Parents work with teachers to set learning goals/focus for their child 	1.3 1.3.3 4.1 4.1.1 6.1 6.1.2	Term 1 Term 3	High High
	Strategy 1.1.2 Educators to contact their guardian families every week and share the learning that has taken place. This could be face-to-face or via email	<ul style="list-style-type: none"> Each educator fills out a contact sheet to demonstrate when and how they communicated with their guardian families Email responses are received from families and copies placed in our observation/contact folder in staffroom 	4.2 4.2.1 6.1 6.1.1 6.1.2 6.2 6.2.2	Ongoing	High
	Strategy 1.1.3 A yearly curriculum overview to be developed as well as termly overviews. Fortnightly curriculum plan to be displayed prominently.	<ul style="list-style-type: none"> Educators develop an annual curriculum overview during Week 0 Educators develop a Term 1 curriculum overview during Week 0 and for each term of the year. Fortnightly curriculum plan is displayed prominently and written on by educators and parents to record ideas and spontaneous experiences (child or teacher initiated) 	1.1 1.1.2 1.1.3 1.2 1.2.3	Ongoing	High

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	<p>Strategy 1.1.4 Use the RD Children's Centre facebook page to promote learning</p>	<ul style="list-style-type: none"> Weekly updates to highlight the learning that has happened for the blue and red groups during the week. Parents 'share' posts with others or make comments 	1.1 6.2	Ongoing	High
	<p>Strategy 1.1.5 Educators to be using the language and being explicit when talking to parents about the learning that is taking place and make that obvious to parents. Educators to also use words such as "curriculum" and thank parents for contributing to it when they are having conversations about their child.</p>	<ul style="list-style-type: none"> Educators explicitly talking about the learning behind the experiences and the intentionality of providing these. Parents beginning to use the language of learning Educators point out when parents are contributing to the curriculum and thank them. 	1.1 1.1.1 1.3.1 1.3.2 1.3.3	Ongoing	High
	<p>Strategy 1.1.6 Educators to use displays at the Children's Centre to highlight the learning journey of the children so that it is more visible in the environment</p>	<ul style="list-style-type: none"> Artefacts of learning, photos, children's comments, story behind the learning to be on display for children to re-visit and for parents/families to engage with 	1.1 1.1.1 1.1.2 1.1.3 1.2	Ongoing	High
	<p>Strategy 1.1.7 Educators to highlight the learning that is occurring in their written observations and learning stories and link the learning to the EYLF learning outcomes as well as the Indicators of Preschool Numeracy and Literacy</p>	<ul style="list-style-type: none"> All documentation will have links to the EYLF learning outcomes and the Indicators of Preschool Numeracy and Literacy. All learning stories to be emailed to parents and a copy placed in the child's learning portfolio. 	1.3 1.3.1 1.3.2 1.3.3	Ongoing	High
	<p>Strategy 1.1.8 Educators to "invite" parent participation and involvement at the Children's Centre</p>	<ul style="list-style-type: none"> Display a list of how parents can become involved Find out during 3 way interviews what skills parents have they are willing to share Have regular working bees, social get togethers, a list of ways parents can be involved, ongoing communication. 	6.1.1 6.1.2	Ongoing	High

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	<p>Strategy 1.1.9 Community Development Coordinator to have a 'meet and greet' role; Director and Assistant Director also, to build relationships and connect with families and to ascertain their needs and facilitate communicative processes.</p>	<ul style="list-style-type: none"> • CDC to be visible to families as they arrive and leave • Director and Assistant Director to be visible and available to families as they arrive and leave • All staff to smile at and welcome families (new and existing) to the Centre 	6.1.2 6.1.3	Ongoing	High
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GOAL 2: Provide more intentional teaching of numeracy, literacy and critical reflection within the preschool environment (FN priority; DfE priority)

Objectives	Strategies	Success measures	Quality areas, elements	Timeline	Priority
<p>2.1 Educators are intentional and plan for explicit learning in routines, small and large group experiences</p>	<p>Strategy 2.1.1 Focused and intentional small group instruction</p>	<ul style="list-style-type: none"> • Teachers lead small groups at the beginning of each day and have planned activities relating to the Indicators of Preschool Numeracy and Literacy • Educators document children's learning from small group interactions 	1.1 1.1.3 1.2 1.2.1	Ongoing	High
	<p>Strategy 2.1.2 Participation in the oral language project (OLP) with a strong focus on the school improvement literacy handbook</p>	<ul style="list-style-type: none"> • OLP assessments during terms 1 and 3 • Data demonstrates noticeable improvement from Term 1 to Term 3 • Use strategies outlined in literacy handbook 	1.1 1.1.3 1.2 1.2.1	Ongoing	High
	<p>Strategy 2.1.3 Incorporate literacy strategies from PALL program</p>	<ul style="list-style-type: none"> • All educators will be incorporating strategies outlined in the PALL action plan • Planned use/modelling of and noticeable acquisition and use of Tier 2 words by children 	1.1 1.1.3 1.2 1.2.1	Ongoing	High

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<p>Strategy 2.1.4 Use routines and group times to reinforce numeracy and literacy concepts</p>	<ul style="list-style-type: none"> Numeracy and literacy practices and activities embedded within routines and group times Literacy packs are taken home and returned each week Further take home literacy packs to be developed 	<p>1.1 1.1.3 1.2 1.2.1</p>	<p>Ongoing</p>	<p>High</p>
<p>Strategy 2.1.5 Teachers will utilise Ann Baker's strategies for preventing the numeracy gap as well as the School Improvement Numeracy handbook</p>	<ul style="list-style-type: none"> Teachers to become familiar with the early numeracy "crunch points" Teachers to facilitate numeracy activities where informal assessments can take place (per Ann Baker's strategies) Utilise resources from numeracy handbook 	<p>1.1 1.1.3 1.2 1.2.1 1.2.2</p>	<p>Ongoing</p>	<p>High</p>
<p>Strategy 2.1.6 Teachers will utilise the emergent literacy strategies from the book "ABC and beyond"</p>	<ul style="list-style-type: none"> Teachers to read and become familiar with the 6 building blocks as outlined in ABC and beyond and implement strategies Use checklists for each strategy 	<p>1.1 1.1.3 1.2 1.2.1 1.2.2</p>	<p>Ongoing</p>	<p>High</p>
<p>Strategy 2.1.7 Educators participate in professional development relating to Indicators of Preschool Numeracy and Literacy.</p>	<ul style="list-style-type: none"> Pupil free days during 2019 Staff meetings used to teach educators strategies to promote numeracy and literacy practices Journal papers and research Educators from birth through to 5 participate in learning how to embed literacy/numeracy language and practices 	<p>1.2.1 4.2.1 7.3 7.3.3</p>	<p>Ongoing</p>	<p>High</p>
<p>Strategy 2.1.8 Educators use the language or numeracy and literacy and talk to families about the learning that is taking place within their rooms.</p>	<ul style="list-style-type: none"> Educators participate in professional development around emergent numeracy and literacy, recognising it and embedding it within their room programs. 	<p>1.2.1 4.2.1 7.3 7.3.3</p>	<p>Ongoing</p>	<p>High</p>

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		<ul style="list-style-type: none"> Educators articulate the literacy and numeracy learning that is taking place in documentation and in conversations with parents 			
	<p>Strategy 2.1.9 Parents access training sessions on promoting literacy and numeracy at home</p>	<ul style="list-style-type: none"> Use of community meeting room to conduct sessions for parents on literacy and numeracy Centre to start making numeracy kits which parents will be able to take home and use with their child/ren 	6.1 6.2.2 6.2.3	Ongoing	High
<p>2.2 Through critical reflection and professional development educators are able identify areas for improvement</p>	<p>Strategy 2.2.1 Daily reflective conversations</p>	<ul style="list-style-type: none"> At the end of a session all educators to reflect on the day and record reflections in daily diary. Curriculum plan should be modified based on reflections and feedback from children and families 	1.3 1.3.2 4.2 4.2.1 4.2.2	Ongoing	High
	<p>Strategy 2.2.2 Weekly team reflection meetings</p>	<ul style="list-style-type: none"> Documentation of reflective conversations to be recorded in the Educator Reflection Journal 	1.3 1.3.2 4.2 4.2.1	Ongoing	High
	<p>Strategy 2.2.3 Weekly staff meetings and/or professional development</p>	<ul style="list-style-type: none"> Minutes of staff meetings Educator Reflection Journal 	1.3 1.3.2 4.2 4.2.1 7.2 7.2.1	Ongoing	High

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GOAL 3: Build relationships, cohesiveness and consistency of practice across site

Objectives	Strategies	Success measures	Quality areas, elements	Timeline	Priority
3.1 Educators are using the same policies, procedures and templates	Strategy 3.1.1 Site wide philosophy, policies and procedures are developed, read and implemented	<ul style="list-style-type: none"> • All staff, parents, and children contribute to the development of the site Philosophy • Director/Assistant Director, families, educators and children contribute to the development and review of policies and procedures • List of responsibilities is developed for Director/Assistant Director • Staff handbook is developed • Comprehensive inductions are in place for new staff • A folder of templates and documentation is developed and kept updated 	4.2.2 6.1.1 6.2.3 7.1.1 7.1.2 7.1.3	Ongoing	High
	Strategy 3.1.2 Educators are all using the Planning Cycle and producing high quality documentation	<ul style="list-style-type: none"> • Educators to receiving professional development on the planning cycle • Educators to receive professional development on producing high quality documentation • Educational leaders to assist /mentor educators • Programs and projects demonstrate a complete planning cycle • Children's portfolios and displays around the centre • Encourage all educators to engage in practitioner inquiry 	4.2.2 7.1.1 7.1.2 7.1.3 7.2.2 7.2.3	Ongoing	High

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<p>3.2</p> <p>The Children's Centre staff develop a positive team culture</p>	<p>Strategy 3.2.1 The two sites that have merged to become the Children's Centre need to blend into one (no 'us' and 'them') and support one another to become the best educators</p>	<ul style="list-style-type: none"> • Joint staff meetings and professional development • High level communication • Team 'norms' • Social activities on a regular basis • Performance and development plans and meetings • Effective induction processes • Consistency of expectations across site • Build capacity – all staff to participate in Circle of Security training, use common language • Read staff handbook and code of conduct – sign • Employee grievances dealt with swiftly according to policy • Ongoing conversations and reflection as a leadership and educational team • Utilise individual educator passions and strengths 	<p>4.2 4.2.1 4.2.2 7.1.2 7.1.3 7.2.1 7.2.2 7.2.3</p>	<p>Ongoing</p>	<p>High</p>
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GOAL 4: Develop more intentionality within the program and environment

Objectives	Strategies	Success measures	Quality areas, elements	Timeline	Priority
<p>4.1</p> <p>Social and emotional wellbeing</p>	<p>Strategy 4.1.1 Incorporate a variety of methods to embed social and emotional development and wellbeing within the curriculum</p>	<ul style="list-style-type: none"> • Utilise "Have you filled a bucket?" from beginning of Term 1 • All staff to receive training in "Phoenix Cups" method to support behaviour • Utilise the 'You can do it' social and emotional program 	<p>1.1.3 1.2.11.2.2 1.3.2 1.3.3 2.1.1 5.1.1</p>	<p>Ongoing</p>	<p>High</p>

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		<ul style="list-style-type: none"> • Use the SSTEW scale to guage progress • Mindfulness/yoga/resting routines • Staff psychological health survey • Children will be supported to develop friendships, problem solve and enter play • Delivery of Keeping Safe: Child Protection Curriculum • Use of SSTEW scale 	<p>5.1.2 5.2.2 2.2.1 2.2.3</p>		
<p>4.2</p> <p>Environment is beautiful, well maintained and invites curiosity and involvement</p>	<p>Strategy 4.2.1 Educators, children and families will help maintain and set up beautiful, safe and inviting learning environments (inside and out)</p>	<ul style="list-style-type: none"> • Children will be respectful of resources and the environment • Educators will be actively involved in setting up attractive, inviting activities • Educators will promote respect of the resources and environment to children • The outdoor area will have more intentional learning activities available on a daily basis. (Use of the MOVERS scale) • Use of RRR, and ECERS-E scales • Site working bees 	<p>2.1.3 3.1 3.1.1 3.1.2 3.2 3.2.1 3.2.2 3.2.3 5.2.1 6.1.1</p>	Ongoing	High
<p>4.3</p> <p>Celebrations reflecting the diversity of the community will be incorporated</p>	<p>Strategy 4.3.1 More celebratory events will be incorporated into the program, as will the culture and celebrations of our families</p>	<ul style="list-style-type: none"> • Find out what celebrations are meaningful to each family (all about me sheet and ongoing conversations) • Children will make suggestions about what they would like to celebrate (special days/events) • A calendar of events will be produced and be incorporated into the annual and termly curriculum overviews • Birthday chair tradition 	<p>1.1.2 1.2.1 6.1.1 6.1.2 6.2.2</p>	Ongoing	High