

2024

# Quality Improvement Plan for Flinders Children's Centre & Tji Tji Wiltja Preschol

Site number: 6617

[Click or tap here to enter text.](#)



## Service name

Flinders Children's Centre & Tji Tji Wiltja Preschool

## Service address

122 Tassie St Port Augusta

## Service approval number

SE-00010352

## Acknowledgment of Country

We would like to acknowledge that the Land we meet on today is the traditional Lands of the Bungala people and that we respect their spiritual relationship with their Country. We also acknowledge the various Aboriginal and Torres Strait Islander people who come to this significant meeting place to meet, greet, exchange, trade and conduct significant ceremonies and that their cultural and heritage beliefs are still important to their people today.

## Service context

What to include:

- Brief history
- Demographic information about your preschool
- Staffing profile
- Additional programs on offer
- Overview of your improvement goals and priorities and the process you used

Flinders Children's Centre is located in Port Augusta and is a Department for Education preschool. In 2000, the service was amalgamated with Tji Tji Wiltja Preschool. This is a Commonwealth funded early childhood program for three year old children, although the funds provided are not used to run a separate preschool program as all Aboriginal children in South Australia are eligible to enrol in a Department for Education preschool from the age of three. Funding for Tji Tji Wiltja Preschool is used by the service to provide a bus service and nutrition program, to employ an Aboriginal liaison officer, to purchase additional resources and to provide 'top up' support for children with additional needs (i.e.. funding that is additional to that provided by the department).

All of the children currently enrolled at Flinders Children's Centre are Aboriginal. Families are supported by the Aboriginal liaison officer to enrol their children from the age of three and a bus service is provided to maximise children's attendance at the preschool.

Staffing for 2024 consists of 1.0 director, 1.0 teacher, 1.0 early childhood educator and 3 support staff. An Aboriginal Family Literacy Strategy (AFLS) early childhood teacher is also employed at the service.

We continued to embed our “child led” learning programs based around the principles of Reggio Emilia, ensuring the “child's voice” led the learning journeys and projects; working alongside children to support them to understand and explain the world around them using their “hundred languages and more”; and using the environment as the “third teacher” to entice and engage children into their learning.

# Statement of Philosophy

**Vision:** What makes Flinders Children's Centre & Tji Tji Wiltja preschool unique?

Nurture and engage in nature, environment as the third teacher, play-based, belonging, holistic, strong relationships, culturally safe, Reggio inspired, Life-long learning, creative thinking. We strive to create a foundation that will in-still a passion for lifelong learning and create a centre that is a beautiful space which is welcoming and inspiring, that enables families and children to become immersed in a safe space that is owned by all.

## Values

Respect  
Responsibility  
Integrity  
Professionalism  
Collaboration and engagement  
Sustainability  
Honesty

## Principles

Secure respectful and reciprocal relationships  
Partnerships  
Equity inclusion and High expectations  
Respect for diversity  
Sustainability  
Aboriginal and Torres Strait Islander perspectives  
Critical reflection and ongoing professional learning  
Collaborative leadership and teamwork

## Practice

Flinders Children's Centre staff recognise that children's first learning occurs within their family and community, bringing a wealth of knowledge and a range of experiences to their learning. Children are supported to construct their own learning and share their ideas based on their wonderings and explorations. We understand that play and learning occur in social settings and educators support children holistically through their emotional and physical presence. We are wholeheartedly

committed to offering a welcoming space where conversations and mindful listening build authentic connections that support and maintain individual and collective well-being.

“Our Philosophy combines the values, principles and practices that represent our beliefs –

We believe this will allow our children to thrive as life-long learners at the very beginning of their educational journey.”

**In relation to children, staff:**

- ❖ Ensure that all children experience learning that is engaging and builds success for life.
- ❖ Acknowledge that they bring their diverse experiences, perspectives, expectations, knowledge, and skills to their learning.
- ❖ Act in the best interests of all children.
- ❖ Respect the rights of children as enshrined in the United Nations Convention on the Rights of the Child (1989) and commit to advocating for these rights.
- ❖ Respect the special relationship between children and their families and incorporate this perspective in all interactions with children.
- ❖ Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.
- ❖ Work to ensure children and families with additional needs can exercise their rights.
- ❖ Acknowledge the uniqueness and potential of all children, in recognition that enjoying their childhood without undue pressure is important.
- ❖ Acknowledge the holistic nature of children's learning and the significance of children's cultural and linguistic identities.
- ❖ Work to ensure children are not discriminated against based on gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin.
- ❖ Acknowledge children as competent learners and build active communities of engagement and inquiry.
- ❖ Honour children's right to play, as both a process and context for learning.

**In relation to families, staff:**

- ❖ Listen to and learn from families, in order to acknowledge and build upon their strengths and competencies and support them in their role of nurturing children.
- ❖ Assist each family to develop a sense of belonging and inclusion.
- ❖ Develop positive relationships based on mutual trust and open communication.
- ❖ Develop partnerships with families and engage in shared decision making where appropriate.
- ❖ Acknowledge the rights of families to make decisions about their children.
- ❖ Respect the uniqueness of each family and strive to learn about their culture, structure, lifestyle, customs, language, beliefs and kinship systems.
- ❖ Develop shared planning, monitoring and assessment practices for children's learning and communicate this in ways that families understand.
- ❖ Acknowledge that each family is affected by the community contexts in which they engage.
- ❖ Be sensitive to the vulnerabilities of children and families and respond in ways that empower and maintain the dignity of all children and families.
- ❖ Maintain confidentiality and respect the right of the family to privacy.
- ❖ Ensure families are supported & actively engaged in services, programs & decision making.

- ❖ Understand they are accountable to the family & local community as well as to other key stakeholders.
- ❖ Operate on the basis of cultural respect & cultural inclusion.

**In relation to each other, staff:**

- ❖ Build collaborative relationships based on trust, respect and honesty.
- ❖ Utilise professional codes of conduct/ethics to guide professionalism and interactions with others.
- ❖ Acknowledge, support and celebrate the personal strengths, professional experience and achievements of the team.
- ❖ Share and build knowledge, experiences and resources with colleagues.
- ❖ Collaborate in order to generate a culture of continual reflection and build upon best practices in early childhood.
- ❖ Work to promote community understanding of how children learn, in order that appropriate systems of assessment and reporting are used to benefit children.

**In relation to professional learning, staff:**

- ❖ Commit to continuous improvement through participation in inquiry and professional development that builds new knowledge, challenges thinking, supports reflective practice and contributes to the learning of others.

**In relation to community, staff:**

- ❖ Learn about the communities they work within and implement a range of programs which are responsive to those contexts reflecting community priorities.
- ❖ Develop collaborative partnerships with people, services and agencies within the communities that support children and families.
- ❖ Promote shared aspirations within community contexts to enhance children's health and wellbeing.
- ❖ Utilise knowledge and research to advocate for universal access to a range of high-quality early childhood programs for all children.
- ❖ Strengthen community capacity by enabling supportive environments for children and families.

# Strengths

With reference to the three exceeding themes:

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

## Quality Area 1: Educational Program and Practice

Staff are strongly influenced by Reggio Emilia principles and the research approach to learning. Staff have a strong collaborative approach and are committed to our shared vision and philosophy. All staff see children as competent and capable learners and hold high expectations for each child. We have a flexible approach to teaching and adaptability, this is necessary when listening to the child's voice, we loosely plan learning possibilities and intentions but the direction that the journey takes is determined by the children. Children know that they are able to make decisions about their learning and about the way we work and operate at their preschool. Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. An efficient and effective holistic system for assessment, documentation, evaluation and planning is in place and is constantly monitored and evaluated and improved upon where necessary to ensure the best possible educational outcomes for each child is achieved. The project approach has taken our children, staff, families and community on many different learning journeys.

Critical reflection is part of our everyday processes, it is embedded into the way we work. We view ourselves as researchers and therefore our practice is guided by our critical reflection. Collaboration and input from all staff is valued and implemented into the 2024 Preschool Quality Improvement Plan(PQIP). Together we work as a cohesive, connected, diverse, strength based, supportive team. The children have weekly planning meetings with educators each Thursday. Educators then critically reflect on child voice to inform the program for the following week. When making decisions about curriculum, it is embedded in our culture that all educators engage in robust discussion and collaboratively plan together. As a team, each staff member has an equal say, participate equally in their work with the children, and know each of the children so that it ensures that we have a rich, informed plan for learning provocations that will lead to high engagement and developmental learning outcomes. Our staff team have committed to engaging in shared, collaborative performance management practice, showing our commitment to critical reflection. Together each staff member will reflect individually and with each other on their educational practice and approach to facilitating and extending children's learning and development.

We are committed to authentic partnerships with parents. This includes drawing on family and community understanding of each child's knowledge, strengths, ideas, culture, abilities, interests and learning and development in order to develop a child-centered educational program, and to facilitate and extend children's learning and development. We encourage families to participate in the educational program with the children and to share their cultural knowledge. We value parents/caregivers and view them as their child's first educator. Our commitment to embedding a strong sense of identity and belonging in children leads us to strong ties to our local community. Proactive connections and processes are in place to ensure effective communication and goal setting with support services and external support agencies. One Plan conversations are held with families to support in developing authentic learning goals for children and develop partnerships with parents/caregivers in their children's learning. This learning is seen through individual learning portfolios for every child and statements of learning for the children graduating and moving on to school. Documentation for each child is easily accessible for families to access and is located in Individual learning folders at the entrance of the Centre.

## Strengths

With reference to the three exceeding themes:

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

### Quality Area 2: Children's Health and Safety

All educators are committed to embedding high quality practice of children's health and safety at all times including:

- being consistently attuned to and respond to children's changing health and physical activity requirements.
- providing a range of opportunities to effectively respond to children's needs for sleep, rest and relaxation e.g. dedicated relaxation time daily.
- expertly manage and support children's health and medical needs in line with established best practice at all times. This includes ensuring that all staff have up to date first aid training and that all children who require medical plans are signed by a health professional and all staff are aware of them.
- actively promote healthy eating (Right Bite program), physical activity, and effective hygiene practices within daily practices through set procedures. Healthy eating and physical activity program is reflected on weekly at staff meetings. Visual display of weekly healthy menu at front entrance.
- Explicitly engage in health and well-being; and respond confidently to the daily events that impact on children's health and activity needs.

All educators:

- ensure children are supervised effectively at all times and ratios are accounted for. Self-funded extra staff to create smaller ratio numbers due to our additional needs.
- are aware of/act on their responsibilities, including in relation to child protection, and are able to articulate these responsibilities.
- Identify and manage risks (with children) and take precautions to protect children from harm and hazard and identify and respond confidently to changes in the service environment throughout the day, adjusting practice where necessary to ensure that children are safe and effectively supervised at all times. All teachers on site have completed their Child Protection Curriculum training and it is embedded through the use of the Kimochis program.
- Appropriate and immediate action is taken by all staff to identify and respond to every child suspected of abuse and/or neglect, including bullying.
- Educators adjust their practice throughout their day to respond to changes to ensure that all children are safe and are effectively supervised.
- Staff regularly embed risk assessments with children and forms are filled out for all necessary situations, for example excursions, curriculum programming, etc.
- Prompt and informed record keeping. All injuries and accidents forms are correctly filled out and presented to parents and filed in student's record and injury records.
- Snake drills are often performed to ensure children/educators know what to do should the situation arise.
- We have policies and procedures which are reflected on regularly with all stakeholders to ensure safety practices are up to date.
- Strong relationships and partnerships with private providers/government providers to support children and children's One Plans - Special educator/paediatrician/Pika Wiya Health services/speech pathologist/occupational therapist/Child and Family Health services/etc.
- Roll call is conducted 3 x per day to ensure each child is accounted for during sessions.

Our approach to supporting and promoting children's health and activity needs and outcomes reflect robust discussions and opportunities for input by all educators and is informed by critical reflection on incidents. Our approach to supporting and promoting children's health and physical activity, including safe sleep and nutrition, is informed by current recognised guidelines and up-to-date information. The Right Bite program is implemented within the Centre to guide the daily nutritional program. This ensures each child has a healthy meal at lunch and a fruit, meat and cheese platter in the morning and afternoon. Before each mealtime children are required to wash their hands with soap before they eat. Relaxation is part of the curriculum each afternoon, with a variety of techniques demonstrated. Children can choose quiet activities/spaces through the day if they feel the need to self-regulate.

Staff work with families each time the environment changes to ensure they are confident with their child's safety when changes occur. All staff consider the geographical context of our centre and are responsive to changes in the environment throughout the year e.g. Extreme heat, sun smart policy, snake risk etc. Emergency services and

health agencies are used to support children and families and are included in our overall program to ensure positive community links are established. Health checks are held twice a term which assists those children who require additional health needs to be met.



# Strengths

With reference to the three exceeding themes:

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

## Quality Area 3: Physical Environment

All staff have a commitment to high quality physical environment and maintain it to a high standard at all times. This is conducted through daily yard checks at morning set up and afternoon pack up in the outdoor areas and staff being vigilant to the maintenance of the indoor environment. All indoor and outdoor spaces, buildings, fixtures and fittings: support the access and full participation of every child; promote and positively support children's interaction with space, materials and each other; contribute to a flexible and stimulating environment that enhances each child's development and learning; and are safe, clean and well-maintained at all times.

Two staff member (Eloise Ellis)(Lee Lewis) have been trained in Kidsafe playground checks and advices staff at staff meetings of any issues to ensure we are compliant at all times and an annual kidsafe check is organised. All staff foster and encourage all children to engage with natural environments and respecting and nurturing our natural environment. Together staff and children are creating inclusive learning environments, engaging in sustainable practice and supporting environmental responsibility through recycling, composting, providing food wastage to the preschool chickens and the use of produce grown in the preschool veggie patch.

Staff are able to discuss the theoretical influences on the service's design choices and how these align with the approved learning framework/s and the service's philosophy, policies and procedures; and consider and discuss social justice and equity implications of design choices to ensure that the physical environment supports the needs and rights of every child at the service. All educators reflect together on opportunities to: further enhance children's learning and development through the creative and flexible use of space, equipment and resources; and strengthen the service's engagement in environmental sustainability, and work together to implement agreed changes across the service. Together staff, children and families critically reflect on environmental factors and engage in robust debates on how to improve our physical environment in the both the preschool and wider community. The creation of our bush preschool allowed for children to consider environmental elements to attract native flora and fauna.

Family engagement and voice is important within our community and preschool space. We support this by informing parents and community through Facebook posts, newsletters, word of mouth, notice boards to encourage the donation of recycled and natural materials to support our program and learning experiences. We have sustainable practices embedded through the use of recycling, water conservation, vegetable garden, fruit orchard, market cart where families and preschool share excess produce, composting and inviting parents into the Centre to cook traditional meals with the children. Governing council are involved to support and engage in recommendations towards the upkeep of resources and equipment within the environment. We view the environment as the "third teacher" (with parents being the first, and educators second). That means that the staff take great care with setting up the physical environment and it is a curriculum focus. Both the inside and outside learning environments have a connection to nature which is evident and promoted through the use of natural equipment and bringing the outdoors in, through the use of plants and green life. We regularly have flowers displayed around the Centre from the local gardens which promote discussions amongst the children. Outside the children are often found tending to the garden by watering it and taking care of the plants and bugs that live amongst us. Staff consistently meet to discuss new ideas for the garden and ways of changing it to include seasonal plants to ensure that it is thriving and aesthetically pleasing all year around to ensure maximum child engagement for many opportunities for the children to be connected with and contributing to their world.

# Strengths

With reference to the three exceeding themes:

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

## Quality Area 4: Staffing Arrangements

All staff have the necessary requirements fulfilled to be employed within the Centre. For example; educational qualifications, first aid and mandated certificates, all teachers have Child Protection Curriculum training etc. Careful budgeting allows for additional staff to be employed to create smaller rations due to the complexities and additional needs of our clientele. The continuity of educators is important for staff to develop strong relationships with children, families, and each other which supports wellbeing learning and development. This also supports the building of a strong staff team who are aware of routines and decisions which are constantly changing and made within the organisation. All educators are involved in performance development plans with the director, based on the 2024 Preschool Quality Improvement Plan (PQIP) learning improvement goals and Australian Professional Standards for Teachers twice a year and receive written feedback or as requested by staff. All educators engage with training and development that links to the sites priorities/PQIP/inquiry questions/research projects. We are consistently seeking professional learning to engage the whole staff team to strongly embed practices and pedagogies. This includes the ongoing learning all staff obtained at the 2019 Reggio Emilia Australia Information Exchange Conference held in Perth which was budgeted for to ensure all staff could attend and be aware of the Reggio principles and project approach which influence our Centre. Strengths of the team are utilized in specific roles ensuring the quality experiences can be delivered in the educational program. We constantly strive for excellence and support each other in a continuous improvement culture and learn from each other. One of our major strengths is our staff team and the way we work together with children as active participants. Our staff: use professional standards to guide practice, interactions and relationships; work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships; display mutual respect, equity and recognition of each other's strengths and skills when interacting with each other. Our staff team is not hierarchical, we are equal and work together to make decisions, are comfortable and confident to critically reflect our own and each other's practices to work together to reach common goals in a respectful and ethical way. Staff are very good at articulating our statement of philosophy and vision. All staff have knowledge of the children's strengths and interests. All staff have implicit knowledge of what needs to be done. All of these attributes flow on through the way we have relationships with the children, families and wider community. The PQIP is developed in consultation with the whole staff team and governing council. It is displayed on our website and in our entrance area for interested families and visitors to access. Facebook educators private group shares readings/discussions/articles/communication. Staff meetings held each week and we always have rich conversation around children's learning's/articles/reflect upon practice/Respect, Reflect, Relate (RRR) observational videos and scoring/reflect upon PQIP and inquiry question. Continuous reflection upon the PQIP's goals at least twice a term and information gained shared at governing council. Teachers involved with local Professional Learning Communities (PLC) to share practice, discuss readings/articles and challenge beliefs and pedagogy.

# Strengths

With reference to the three exceeding themes:

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

## Quality Area 5: Relationships with Children

Relationships are at the forefront of everything we do. Staff dedicate term one to build relationships to identify children's strengths and needs and to become aware of the direction the educational program needs to go in for the remainder of the year. Respectful relationships are formed with children - caring, listening, display empathy, show trust, nurturing, following thorough with questions, continuously making sure each child's voice is heard, etc. All staff are commitment to: building trusting relationships which engage and support each child to feel secure, confident and included; respecting the dignity and worth of each child; and protecting and ensuring children's rights. In the enrolment process families complete a 'getting to know you' survey for staff to gain a better understanding of children and their families. This is also when they are inducted into the preschool environment and from day one are encouraged to participate in the learning program. Staff strive to form community links to better support families. This is achieved through the employment of an Aboriginal liaison worker who supports staff to make positive connections with children and families. The strong relationships with children and families is evident through referring to staff as Aunties or Nannas, this shows cultural respect and connections are strong not only within the centre but also within the wider community. Families' strengths are included within the curriculum to further strengthen relationships e.g. cultural cooking and art experiences.

Educators use visual cues to assist communication with children (both those with language delay and children for whom English is a second or third language). The centre is supportive of maintaining the children's culture and home language and educators have supported each other and together have familiarised children with a range of languages of families in the service. Children are included and supported to feel confident and secure and they are familiar with routines and processes. Staff also support the inclusion of children with challenging and non-compliant behaviours through positive interactions and use of visual cues and sensory support equipment to join in group experiences. Staff are employed to provide additional support to children with identified needs and they follow a programme specific to that child, based on the advice of professionals (e.g. speech pathologist). Staff hold a consistent approach to behaviour management to ensure that each child is supported at all times to regulate their own behaviour, respond appropriately to others and use positive words through strong choices to resolve conflict. This is supported through the Kimochis program, self-regulation and heavy work exercises (proprioception), and small group learning experiences. All staff are aware of and follow the behaviour policy and procedures. Each child is supported to work with, learn from and help others through collaborative learning opportunities. Our current research work focuses on the Reggio Emilia principles is getting children to work as co-researchers and work collaboratively. Staff tailor learning experiences based on individual needs and interests on a daily basis. All staff critically reflect on their interactions with children across the service and on opportunities to further enhance children's lifelong learning and sense of belonging within the service and the child's world; and demonstrate self-awareness and are purposeful in the consideration of the theoretical perspectives that influence their pedagogy and the practice across the service. We celebrate other cultures and regular discuss stereotyping and biases with children by educating children about the diversity within the community. We embrace various cultural foods, customs, beliefs and histories. Children are discussed at staff meetings to ensure they are reaching their best possible educational outcomes.

# Strengths

With reference to the three exceeding themes:

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

## Quality Area 6: Collaborative Partnerships with Families and Communities

Respectful and supportive relationships with families are first established when families enrol their children at the service. A comprehensive induction to the centre contributes to families feeling a sense of belonging. Families are supported through this process by the service's Aboriginal liaison officer (This position is funded through Tji Tji Wiltja funding). Whilst there is an expectation that families come into the service to enrol their children, strategies, such as home visits prior to enrolment, are in place to support them to do this. This is an intentional strategy, designed to establish with families that the relationship between educators and families has mutual obligations, particularly in relation to ensuring children's regular attendance at preschool. Families are guided through the enrolment process by the service's Aboriginal liaison officer who helps them to read and complete forms and explains centre policies and procedures and our centre philosophy.

The preschool maintains an open-door policy which enables families to come into the service whenever it is open. Family events, including visits from community elders who on occasions have demonstrated painting, weaving and beading, and excursions also provide opportunities for families to be involved in the preschool. Culture is embedded into our practices and staff and families learn from each other. More formal opportunities for family involvement include participation in the governing council and contributions made to preschool projects. The Centre program is accessible within the centre and a take home copy is also provided. Educators systematically promote continuity of learning and transitions for each child by ensuring families are provided with termly statements of learnings, daily informal discussions, parent teacher interviews as requested and strong relationships with feeder schools to provide smoother transitions for families and children.

Whilst families are invited to complete site initiated surveys and the annual Department for Education parent opinion survey and have, through their involvement with mural projects and the governing council, been able to significantly contribute to decisions about policies, staffing, curriculum and the development of the outdoor environment (the primary mode of communication with families is verbal). Educators have robust debates and critical discussions/reflections in weekly staff meetings to continually review programs and practices, Centre pedagogy, and family opinions are valued to ensure our practices are continually evolving and meeting children's needs.

Current information about the service is available to families, including a very informative Facebook page to ensure that we are providing detailed information to families about their children's education and Centre program. The expertise of families is recognised and they share in decision making about their child's learning and wellbeing. Families and elders are invited into the Centre to embed Aboriginal culture into the learning environment in an appropriate and authentic way.

Our preschool has strong relationships with local agencies who support and assist families (Pika Wiya, CAFHS, dental, Hippy program, Housing SA etc.), feeder schools, speech pathologists and special educators. Educators regularly attend professional learning communities to further develop their knowledge and understanding of partnership agreements.

## Strengths

With reference to the three exceeding themes:

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

### Quality Area 7: Governance and Leadership

The annual general meeting is held in term 1. Two governing council meetings are held per term with an invitation to all parents to attend. Our meetings are informative, casual and at a times negotiated and convenient to the families on the committee. We have a strong governing council consisting of 6 members. Member input is highly valued and members approve changes related to the service. When decisions are made, all families are notified verbally and through newsletters, with the opportunity for further information always being made available. The grievance procedure is displayed in a flow chart on entering the preschool. Department of Education policies and procedures are followed and reviewed regularly.

The induction of staff is comprehensive and contributes to the strong relationships between staff and an environment that promotes children's learning and development. Inductions are carried out by the director where responsibilities and (high) expectations are outlined, and policies and procedures are provided. We have a great continuity of educators with permanent staff and every effort is made to provide continuity of contract staff. Continuity of care for all children is a priority in the decision-making regarding staffing rosters. Staff enthusiastically participate in staff meetings and professional learning. Risk management, centre operations and Work Health and Safety (WHS) is discussed weekly in staff meetings. Educators work together to support and extend children's learning. We have high expectations for teaching and learning reflected in the use of Early Years Learning Framework (EYLF) and literacy and numeracy indicators and high-quality documentation of children's learning as reflected in our documentation. We meet weekly for staff meetings to regularly plan, reflect and evaluate the program.

Within the partnership we have a designated education director and early childhood Leader who contribute with the director in ensuring continuous development of the curriculum. This occurs through meetings at regular professional learning community hubs as part of performance development, working with educators in other sites and community members in regards to feedback. Through participation in partnership meetings, the directors are able to present any information given to other team members. All educators have current criminal history checks, certificates and performance development documentation on file. This is also a requirement on the Safety, Task and Action Reporting (STAR)- Work, Health & Safety reporting system. Staff qualifications and trainings are recorded on the department's Human Resources System and educator's roles are discussed as necessary during professional development conversations. Processes are in place for performance development of staff. These occur in term 1,2,3, and 4. Staff have plans in place identifying learning goals for further improvement and self-reflection. This also includes participation in professional learning opportunities where possible. Responsibility and job roles are also supported in accordance with Australian Institute for Teaching and School Leadership Professional Standards. Staff are encouraged to align a performance goal with the PQIP plan.

In the case of serious incidents, our educational director is notified and the incident reported on the Incident, Response, Management System (IRMS ). Information is provided to staff in the induction folder relating to notifications and legislative requirements.

The director takes responsibility of notifying the department of serious incidents including; injury of a child requiring medical assistance, notifiable infectious diseases, and family complaints.

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Flinders Children's Centre & Tii Tii Wiltia Preschol

**Goal 1: To strengthen children's confidence in communication to contribute to 1:1 or small group exchanges using gaze, gestures, key word signs, props, visual cues and language to inform, request or entertain.**



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If we acknowledge diverse means of children's communication and implement teaching actions based on formative assessment, then we will strengthen children's confidence in communication to contribute to 1:1 or small group exchanges using gaze, gestures, key word signs, props, visual cues and language to inform, request or entertain.

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

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

- following verbal or non-verbal instructions and social conventions
- contributing to back-and-forth exchanges using gaze, gestures, key word sign, props, visual cues and language to express ideas and to check for understanding
- playing with the sounds of words through music, rhyme, rhythm, alliteration and syllabification
- confidently generating and exchanging ideas in play including music and movement
- knowing Aboriginal identity and home culture is recognised and valued through positive portrayal in stories, songs and images at preschool







## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Mapping of children based on data collection	1.3.1, 1.3.2, 5.1.1	End of week term 1	All staff to be involved to develop an understanding of the cohort of children	<ul style="list-style-type: none"> <li>• Data collection resources</li> </ul>
Based on the data collection, educators will use appropriate resources to support children to use increasingly sophisticated language in specified groups, allowing for differentiated growth for all children.	1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.3.1, 1.3.2, 5.1.1, 5.1.2	End of term 1	Narrelle will run the oral language group and an educator to support the group	<ul style="list-style-type: none"> <li>• Appropriate resources</li> </ul>
Educators will engage with the contemporary research of Talk, Play, Read to implement	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.3.1,	Term 1 to 4	Kerry will provide resources and organise time for educators to	<ul style="list-style-type: none"> <li>• Talk, Play, Read</li> </ul>

<p><b>culturally responsive practice and curriculum resources: cognitive and language domains.</b></p>	<p>1.3.2, 3.2.1, 3.2.2, 5.2.1, 6.1.2, 7.2.1, 7.2.2, 7.2.3</p>		<p>engage in the curriculum resources.</p> <p>Yuri will organise PD for educators to engage in Talk, Play, Read.</p> <p>All staff will implement the practice informed by these learning opportunities.</p>	<ul style="list-style-type: none"> <li>• Preschool curriculum resources: cognitive and language domains.</li> <li>• Preschool literacy guidebook</li> <li>• Implementation guidelines for indicators of preschool numeracy and literacy in government preschools</li> </ul>
<p><b>Educators use culturally related texts and music to provide intentional provocations that support all children's development of speech and language, including extension and stretch</b></p> <p><b>Educators will continue to engage with the music education strategy to further the knowledge to embed music into pedagogies, implementing Aboriginal and Torres Strait Islander perspectives.</b></p>	<p>1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 3.2.1, 3.2.2, 5.2.1, 6.1.2, 6.2.2 7.1.1</p>	<p>Term 1 to 4</p>	<p>All staff to be involved</p>	<ul style="list-style-type: none"> <li>• Culturally related resources</li> <li>• The music education strategy resources</li> <li>• Acknowledgement of Country song</li> </ul>
<p><b>Educators will engage in professional learning that gives them an understanding of how to collect and analyse meaningful literacy-focused data for formative assessment and implement this knowledge into their practice.</b></p>	<p>1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 3.2.2, 4.2.1, 7.2.1, 7.2.2, 7.2.3</p>	<p>Term 1 to 4</p>	<p>Yuri will organise PD for educators to develop an understanding of how to contribute to formative assessment.</p> <p>After the training, all staff will contribute to the process of formative assessment by collecting and analysing data.</p>	<ul style="list-style-type: none"> <li>• Embedding a child-centred curriculum – Preschool curriculum top tips</li> <li>• Leading teaching and learning with pedagogical documentation</li> </ul>

**Goal 1: To strengthen children’s confidence in communication to contribute to 1:1 or small group exchanges using gaze, gestures, key word signs, props, visual cues and language to inform, request or entertain.**

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

Actions	 On track	<b>Evidence</b> Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	<b>What are our next steps?                      Potential adjustments?</b>
	 Needs attention/work in progress		
	 Not on track		
Mapping of children based on data collection	Date your notes to ensure you track and monitor adjustments and progress of your plan  Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Based on the data collection, educators will use appropriate resources to support children to use increasingly sophisticated language in specified groups, allowing for differentiated growth for all children.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will engage with the contemporary research of Talk, Play, Read to implement culturally responsive practice and curriculum resources: cognitive and language domains.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators use culturally related texts and music to provide intentional provocations that support all children’s development of speech and language, including extension and stretch	Click or tap here to enter text.		Click or tap here to enter text.



<b>Educators will continue to engage with the music education strategy to further the knowledge to embed music into pedagogies, implementing Aboriginal and Torres Strait Islander perspectives.</b>			
<b>Educators will engage in professional learning that gives them an understanding of how to collect and analyse meaningful literacy-focused data for formative assessment and implement this knowledge into their practice.</b>			

**Goal 1: To strengthen children's confidence in communication to contribute to 1:1 or small group exchanges using gaze, gestures, key word signs, props, visual cues and language to inform, request or entertain.**



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

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

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

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

Click or tap here to enter text.

**Recommendations: What are the next steps to take?**

Click or tap here to enter text.

## Learning Improvement Plan – Goal 2



### STEP 1 Analyse and Prioritise

Site name: Flinders Children's  
Centre & Tji Tji Wiltja Preschol

**Goal 2: To extend children's understanding of number sense to test ideas and represent mathematical concepts by engaging with culturally relevant objects.**



### STEP 2 Determine challenge of practice

#### Challenge of Practice:

If we continue to develop our numeracy content knowledge, implement teaching actions based on formative assessment and embed the practice of cultural responsiveness to children, then we will extend children's understanding of number sense to test ideas and represent mathematical concepts.

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

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

- making connections between the numbers of objects, symbols, language and representations of that number in play and when engaging in cultural objects and texts
- singing counting songs and rhymes
- representing the numbers 1-10 and beyond in multiple ways and in a range of contexts
- using fingers to count – one-to-one correspondence







### STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators to engage in professional learning opportunities including the curriculum resources recently developed by the Department, the domains of cognitive and language.	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 7.2.1, 7.2.2, 7.2.3	Term 1 to 4	Kerry will provide resources and organise time for educators to engage in the curriculum resources.  All staff will implement the practice informed by the learning opportunities.	<ul style="list-style-type: none"> <li>• Maths is all around you</li> <li>• Mathematics in Early Childhood Education</li> <li>• Preschool curriculum resources: cognitive and language domains.</li> <li>• Preschool numeracy guidebook</li> </ul>

				<ul style="list-style-type: none"> <li>Implementation guidelines for indicators of preschool numeracy and literacy in government preschools</li> </ul>
<p><b>Educators will engage in professional learning that gives them an understanding of how to collect and analyse meaningful numeracy-focused data for formative assessment and implement this knowledge into their practice.</b></p>	<p>1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 3.2.2, 4.2.1, 7.2.1, 7.2.2, 7.2.3</p>	<p>Term 1 to 4</p>	<p>Yuri will organise PD for educators to develop an understanding of how to contribute to formative assessment.</p> <p>After the training, all staff will contribute to the process of formative assessment by collecting and analysing data.</p>	<ul style="list-style-type: none"> <li>Embedding a child-centred curriculum – Preschool curriculum top tips</li> <li>Leading teaching and learning with pedagogical documentation</li> </ul>
<p><b>Educators will provide culturally related resources and experiences to allow the exploration of number sense (subitising, representation, language and symbols). Through regular program meetings, staff reflect and discuss provocations and how they link to the EYLF.</b></p>	<p>1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 3.1.1, 3.2.1, 3.2.3, 4.2.1, 5.1.1, 5.2.1, 6.1.2, 6.2.2, 7.2.2, 7.2.3</p>	<p>Term 1 to 4</p>	<p>All staff will participate in the program meetings to contribute to implementing the plan and collecting data</p>	<ul style="list-style-type: none"> <li>The EYLF</li> <li>Implementation guidelines for indicators of preschool numeracy and literacy in government preschools</li> </ul>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap to enter a date.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>


**Goal 2:** To extend children’s understanding of number sense to test ideas and represent mathematical concepts by engaging with culturally relevant objects.

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

Actions		On track	<b>Evidence</b> Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	<b>What are our next steps?                      Potential adjustments?</b>
		Needs attention/work in progress		
		Not on track		
Educators to engage in professional learning opportunities including the curriculum resources recently developed by the Department, the domains of cognitive and language.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Educators will engage in professional learning that gives them an understanding of how to collect and analyse meaningful numeracy-focused data for formative assessment and implement this knowledge into their practice.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Educators will provide culturally related resources and experiences to allow the exploration of number sense (subitising, representation, language and symbols). Through regular program meetings, staff reflect and discuss provocations and how they link to the EYLF.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
----------------------------------	----------------------------------	----------------------------------	----------------------------------

**Goal 2:** To extend children's understanding of number sense to test ideas and represent mathematical concepts by engaging with culturally relevant objects.

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

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

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

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

Click or tap here to enter text.

**Recommendations: What are the next steps to take?**

Click or tap here to enter text.

## National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
<b>Embed sustainable practices in service operations, engaging children, educators and families.</b>	1.1.3, 1.2.1, 1.3.2, 3.2.3, 4.2.1, 5.2.1, 6.2.3, 7.2.1	<ol style="list-style-type: none"> <li>1. Continue to implement the sustainable practices, e.g. chooks, worm farm, fish, turtle, yabby</li> <li>2. Discuss how we can support children to appreciate that sustainability embraces social and economic sustainability as well as environmental sustainability engaging with the concepts of social justice, fairness, sharing, democracy and citizenship.</li> <li>3. Develop and implement a plan according to the results of discussions.</li> </ol>	Term 1 to 4	<ul style="list-style-type: none"> <li>• KESAB report</li> <li>• Chook Chook Chook</li> <li>• The EYLF</li> </ul>	All staff
<b>Improve our educational program and practices, using critical reflection to inform our decision-making, incorporating the voices of children, families, educators and the community.</b>	1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 3.2.1, 3.2.2, 4.1.1, 4.2.1, 5.1.1, 5.2.1, 6.1.2, 6.2.2, 7.1.1, 7.2.2	<ol style="list-style-type: none"> <li>1. Identify the need for training for educators to develop knowledge and understanding of the EYLF and the Reggio Emilia</li> </ol>	<ol style="list-style-type: none"> <li>1. Term 1</li> <li>2. Term 2 to 4</li> </ol>	<ul style="list-style-type: none"> <li>• Embedding a child-centred curriculum – Preschool curriculum top tips</li> <li>• Leading teaching and learning with</li> </ul>	<ol style="list-style-type: none"> <li>1. Kerry and Yuri</li> <li>2. All staff</li> </ol>






		<p>approach and the connection between their practice and the centre philosophy</p> <p>2. All staff to participate in PD and contribute to the improvement of educational program and practice</p>		<p>pedagogical documentation</p> <ul style="list-style-type: none"> <li>• The EYLF</li> <li>• Philosophy</li> </ul>	
<p><b>Implement a child protection curriculum consistently to improve our practice to safeguard young children.</b></p>	<p>1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.3.2, 1.3.3, 2.2.3, 5.1.2, 6.1.3, 7.2.1</p>	<p>1. Yuri will purchase child protection resources.</p> <p>2. All staff will engage in the updated child curriculum resources</p> <p>3. Teachers to lead in planning and implementing the child protection curriculum</p>	<p>1. Term 1</p> <p>2. Term 2 to 4</p> <p>3. Term 2 to 4</p>	<ul style="list-style-type: none"> <li>• Child protection curriculum resources</li> <li>• Preschool curriculum resources: emotional, physical and social domains (When they become available).</li> </ul>	<p>1. Yuri</p> <p>2. All staff</p> <p>3. Teachers</p>
<p><b>Improve our practice through participating in training to raise awareness of the causes of challenging behaviour and build strategies related to behaviour management.</b></p>	<p>1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.3, 2.1.1, 3.2.1, 5.1.1, 5.1.2, 5.2.2, 6.1.2, 6.2.2, 7.1.1, 7.2.1, 7.2.3</p>	<p>1. Identify the areas of training that support educators in developing knowledge and understanding of challenging behaviour and behaviour</p>	<p>1. Term 1</p> <p>2. Term 2 to 4</p>	<p>Click or tap here to enter text.</p>	<p>1. Kerry and Yuri to identify the areas of training that benefit educators and research what training is available, i.e. self-regulation, circle of security and trauma-informed practice</p>

		<p>management strategies</p> <p>2. All staff to participate in PD to implement behaviour management strategies</p>			<p>2. Staff to participate in PD and implement behaviour management strategies</p>
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

## Progress notes

### National Quality Standard priorities

**Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
	 On track			
	 Needs attention/work in progress			
	 Not on track			
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
<b>Embed sustainable practices in service operations, engaging children, educators and families.</b>	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
<b>Improve our educational program and practices, using critical reflection to inform our decision-making, incorporating the voices of children, families, educators and the community.</b>	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
<b>Implement a child protection curriculum consistently to improve our practice to safeguard young children.</b>	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

<b>Improve our practice through participating in training to raise awareness of the causes of challenging behaviour and build strategies related to behaviour management.</b>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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

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

Click or tap here to enter text.

**Enablers: What factors have been critical for success?**

Click or tap here to enter text.

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

Click or tap here to enter text.

**Recommendations: What are the next steps to take?**

Click or tap here to enter text.

# Endorsements

Endorsed by director/principal

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

Endorsed by education director

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:



**Government of South Australia**  
Department for Education