



Cowandilla
Children's Centre
for Early Childhood
Development and Parenting



Government
of South Australia

2019 Quality Improvement Plan – Goals and Progress

GOAL 1: *Developing children's sense of belonging and identity to improve engagement for children*

If we develop our social and cultural competence, and create a welcoming and culturally safe environment, then we will improve engagement and a sense of belonging for all children and families and cultures in the community.

GOAL 2: *Children will be effective communicators, and have improved skills in oral language*

If we develop a consistent, whole of site, evidence informed approach to supporting children's communication, then we will improve children's identity as communicators and skills in oral language.

GOAL 3: *Children will be effective communicators with the capacity, confidence and disposition to use number and become numerate.*

If we develop our understanding of the numeracy indicator "I quantify my world", and provide an environment rich in number experiences, then we will improve children's identity and skills in numeracy, and in particular, number.

Priority 1

Goal	<i>Developing children’s sense of belonging and identity to improve engagement for children</i>	
Challenge of practice	<i>If we develop our social and cultural competence, and create a welcoming and culturally safe environment, then we will improve engagement and a sense of belonging for all children, families and cultures in the community.</i>	
National Quality Standards	QA1 QA2 QA3 QA4 QA5 QA6 QA7	
Actions	Resources	Timeline
<p>How will we reach our goals? What strategies will we employ?</p> <ul style="list-style-type: none"> • Structure <ul style="list-style-type: none"> ○ Educators to engage in critical reflection, professional dialogue, and planning for learning on a regular basis 	<p>What resources (time, structures, professional learning, learning resources, environmental changes, etc.) will we need to reach our goal? Which people, resources can help us reach our goal?</p> <ul style="list-style-type: none"> • See term calendar overview for regular staff meetings, planning and programming meetings, Children’s centre team meetings, Professional learning 	<ul style="list-style-type: none"> • Review at end of each term in 2019

<ul style="list-style-type: none"> ○ Educators to engage in critical reflection of assessment and learning practices (i.e. documentation) to ensure children’s growth, development and progress is monitored and tracked. ○ Educators to engage in regular PDP meetings to align professional learning and goals aligned with the QIP and also the SIP. ● Professional Learning <ul style="list-style-type: none"> ○ Director and Lead teachers to engage in Professional Learning Teams with school sector each term (weeks 1, 5 and 7). ○ Educators to pursue professional learning in Cultural Competencies. ○ Educators to engage in critical reflection of the EYLF principles and practices. ○ Educators to pursue professional learning in Reggio Emilia principles (i.e. image of the child, image of the parent, image of the educator, the capable and competent child.) ○ Educators to engage in Early Years Berry Street Professional Learning program (Trauma) ○ Director, lead teachers, CDC and FSC to engage in Berry Street whole site approach to supporting children and families with trauma. 	<p>Team meetings, LDAR meetings, Berry Street project meetings.</p> <ul style="list-style-type: none"> ● Inquiry based learning through Floorbook approach (access professional learning) and linked in with LDAR project. ● PDP meetings are booked in with all staff. ● School staff meetings ● Research where to do this. ● Regular staff meetings and planning meetings ● Occasional Care training package for preschool, Occasional Care and Playgroup educators ● Early Years Berry Street dates to be confirmed. ● Berry Street project (2nd and 3rd May, 13th and 14th June). 	<ul style="list-style-type: none"> ● 2019 and 2020 (see term calendar for professional learning overview)
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<ul style="list-style-type: none"> ○ Educators to engage in consistent practice across whole site (preschool, school and children’s centre) using Restorative Practices. ● Curriculum <ul style="list-style-type: none"> ○ Educators to continue to be guided by the EYLF outcomes, principles and practices. ○ Educators to continue to be guided by Keeping Safe Curriculum, and use intentional teaching moments to reinforce this. ○ Educators to undertake professional development in the “What’s the Buzz” social skills program and use developmentally appropriate ways of implementing this into the program. ○ Continue the collaboration with the Year 6 students in the school and work on a project together (Term 2, 3, 4). ● Reconciliation Action Plan (whole site approach – school, preschool, CC) to be developed as a community and in an authentic and meaningful way. ● Preschool Indoor Environment upgrade (paint/furniture/resources) 	<ul style="list-style-type: none"> ● Utilise school resources (Kylie), FSC and Wellbeing Practitioner. ● Team planning meetings weeks 1, 5 and 9 each term. ● Team planning meetings weeks 1, 5 and 9 each term. ● Online training and face to face. ● Build into weekly timetable for sessions with the year 6’s. Perhaps a focus on reading/text/books to link in with the LDAR project and literacy priority. ● Amy (CDC) to pursue this in collaboration with community and Lionel (ACEO) ● Initiatives such as Little Library and Aboriginal Artwork and Bush Tucker Garden to be used as a strategy within the RAP. ● Briony to create indoor plan and submit costings to Katrina for approval. 	<ul style="list-style-type: none"> ● Review every four weeks at planning sessions (see term calendar for planning overview) ● End 2019 ● End 2021 ● End Tm 1 2019
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Success Measures

- RRR: Wellbeing, Involvement and Active Learning Environment Scales to be utilised as part of the West Torrens Partnership Preschool project to determine data and to plan for improvement.
- Educator assessment and reporting practices (observations and documentation) against the outcomes of EYLF (identity, wellbeing, connectedness, confident and involved learners, effective communicators) are used to identify and analyse learning, used to inform planning and next steps for teaching and learning, growth and development for individual children and groups of children.
- Educators will use the planning cycle authentically and with meaning when planning for experiences and learning.
- Indoor learning environment reflects cultural diversity, sense of belonging, gathering and meeting spaces, aesthetically pleasing, welcoming and warm, and opportunities for sustained engagement in play and learning, while also providing opportunities for independent play or collaborative play with others.

Priority 2

Goal	<i>Children will be effective communicators, and have improved skills in oral language</i>	
Challenge of practice	<i>If we develop a consistent, whole of site, evidence informed approach to supporting children’s communication, then we will improve children’s identity as communicators and skills in oral language.</i>	
National Quality Standards	QA1 QA2 QA3 QA4 QA5 QA6 QA7	
Actions	Resources	Timeline
<p>How will we reach our goals? What strategies will we employ?</p> <ul style="list-style-type: none"> • Structure 	<p>What resources (time, structures, professional learning, learning resources, environmental changes, etc.) will we need to reach our goal? Which people resources can help us reach our goal?</p> <ul style="list-style-type: none"> • LDAR Practitioner Inquiry Project: “Using texts to develop oral and written 	<ul style="list-style-type: none"> • End 2019

<ul style="list-style-type: none"> ○ All educators will engage in a professional inquiry facilitated by the lead teacher in literacy. ○ Lead teachers will participate in all aspects of the LDAR project and facilitate regular staff meetings. ○ All educators to actively participate in Educator Network Meetings with West Torrens Partnership preschools. ● Professional Learning <ul style="list-style-type: none"> ○ Director and Lead teachers to engage in Professional Learning Teams with school sector each term (weeks 1, 5 and 7). ○ Educators to engage with Literacy Consultant – Steph Lane each term regarding LDAR Inquiry project and coaching in context. ● Curriculum <ul style="list-style-type: none"> ○ Educators to continue to be guided by the EYLF outcomes, principles and practices, and in particular Outcome 5 – Children will be Effective Communicators ○ Educators continue to be guided by the Preschool Indicators of Literacy and use this in the planning cycle. 	<p>language skills” TBC and will emerge in term 1.</p> <ul style="list-style-type: none"> ● 4 days of professional learning with Professor Alma Fleet and Anthony Seeman. ● 4 times a year with West Torrens Preschools. ● School Staff Meetings. ● Coaching in context ● Team planning meetings weeks 1, 5 and 9 each term. 	<ul style="list-style-type: none"> ● 2019 (see term calendar for professional learning overview) ● Review every four weeks at planning sessions (see term calendar for planning overview)
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Success Measures

- RRR: Wellbeing, Involvement and Active Learning Environment Scales to be utilised as part of the West Torrens Partnership Preschool project to determine data and to plan for improvement.
- Educator assessment and reporting practices (observations and documentation) against the outcomes of EYLF (identity, wellbeing, connectedness, confident and involved learners, effective communicators) are used to identify and analyse learning, used to inform planning and next steps for teaching and learning, growth and development for individual children and groups of children.
- Educators will use the planning cycle authentically and with meaning when planning for experiences and learning.
- Indoor learning environment reflects cultural diversity, sense of belonging, gathering and meeting spaces, aesthetically pleasing, welcoming and warm, and opportunities for sustained engagement in play and learning, while also providing opportunities for independent play or collaborative play with others.

Priority 3

Goal	<i>Children will be effective communicators with the capacity, confidence and disposition to use number and become numerate.</i>	
Challenge of practice	<i>If we develop our understanding of the numeracy indicator “I quantify my world”, and provide an environment rich in number experiences, then we will improve children’s identity and skills in numeracy, and in particular, number.</i>	
National Quality Standards	QA1 QA2 QA3 QA4 QA5 QA6 QA7	
Actions	Resources	Timeline
<p>How will we reach our goals? What strategies will we employ?</p> <ul style="list-style-type: none"> • Structure <ul style="list-style-type: none"> ○ Coaching in context – maths consultant ○ Educators to engage in critical reflection, professional dialogue, and planning for learning on a regular basis. 	<p>What resources (time, structures, professional learning, learning resources, environmental changes, etc.) will we need to reach our goal? Which people resources can help us reach our goal?</p> <ul style="list-style-type: none"> • 4 times a year with Maths Consultant Lisa-Jane O’Connor 	<ul style="list-style-type: none"> • End 2019 (see term calendar for professional

<ul style="list-style-type: none"> ○ Educators to engage in critical reflection of assessment and learning practices (i.e. documentation) to ensure children’s growth, development and progress is monitored and tracked. ● Professional Learning <ul style="list-style-type: none"> ○ Director and Lead teachers to engage in Professional Learning Teams with school sector each term (weeks 1, 5 and 7). ○ Educators to engage with Maths Consultant – Lisa-Jane O’Connor ● Curriculum <ul style="list-style-type: none"> ○ Educators to continue to be guided by the EYLF outcomes, principles and practices, and in particular Outcome 4 – Confident and Involved Learners ○ Educators continue to be guided by the Preschool Indicators of Numeracy (I Quantify my World) and use this in the planning cycle. 	<ul style="list-style-type: none"> ● School Staff Meetings. ● Coaching in context ● Team planning meetings weeks 1, 5 and 9 each term. 	<p>learning overview)</p> <ul style="list-style-type: none"> ● Review every four weeks at planning sessions (see term calendar for planning overview) ● Review at end of each term in 2019
<p>Success Measures</p>	<ul style="list-style-type: none"> ● RRR: Wellbeing, Involvement and Active Learning Environment Scales to be utilised as part of the West Torrens Partnership Preschool project to determine data and to plan for improvement. ● Educator assessment and reporting practices (observations and documentation) against the outcomes of EYLF (identity, wellbeing, connectedness, confident and involved learners, effective communicators) are used to identify and analyse learning, used to inform planning and next steps for teaching 	

and learning, growth and development for individual children and groups of children.

- Educators will use the planning cycle authentically and with meaning when planning for experiences and learning.
- Indoor learning environment reflects cultural diversity, sense of belonging, gathering and meeting spaces, aesthetically pleasing, welcoming and warm, and opportunities for sustained engagement in play and learning, while also providing opportunities for independent play or collaborative play with others.

Progress Notes

Date		Tracking Progressing on track Needs attention Not on track
October 2018	2018 findings: <ul style="list-style-type: none"> • RRR Report • Levels of questioning • Open ended questions • From what to why 	
20 th Nov 2018	Educator Network Meeting: preschool team identified niggles – visuals, sign language, bilingualism, 100 languages (music and dance), non verbal, how children acquire the English language while trying to establish relationships and learn.	
30 th Jan 2019	PLT with early years school classroom teachers session on wellbeing in our contexts.	
5 th Feb 2019	Katrina, Briony, Maddy, Tess and Mel attended “Pedagogical Documentation: Ethics of assessment and its relationship to quality teaching and learning” (Gunilla Dahlberg – Reggio Emilia Scientific Committee)	