



Elsie Ey  
**Children's  
Centre**  
for Early Childhood  
Development and Parenting

# 2017 Quality Improvement Plan

"When little people  
are overwhelmed by  
big emotions,  
it's our job to share  
our calm, not to  
join their chaos."

- L.A. Knost

# Elsie Ey Children's Centre 2017 Quality Improvement Plan

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## Service details

Service name		Service approval number			
Elsie Ey Children's Centre for Early Childhood and Parenting		SE-00010325			
Primary contact at service					
Director of Education & Care: Lawrina Osbourne					
Physical location of service			Physical location contact details		
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Postal address (if different to physical location of service)					
Street:	As Above				
Suburb:					
State/territory:					
Postcode:					
Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8:00am	8:00am	8:00am	8:00am	8:00am
Closing time	5:00 pm	5:00 pm	5:00 pm	5:00 pm	5:00 pm

## Service statement of philosophy

This statement was first developed in 2011, it included input from the preschool community including, families, children and staff.

Every year the staff reflect upon the significance of the statement and discuss if a review is required.

During term 3 2016 the value statement was reviewed and adjusted.

Elsie Ey



## Philosophy Statement

We believe that healthy partnerships build trust, respect and value diversity, with mindfully planned environments and interactions that best support children's learning within child directed, play based experiences.

At Elsie Ey Children's  
Centre  
we value...  
building **positive**  
**relationships**  
through **respecting** each  
other,  
working with **honesty**  
and **integrity**  
and a sense of **humour!**



## Mission Statement

Together we will endeavour to nurture and respect all children by providing a safe, supportive and challenging learning environment that values individuality. We embrace diversity and support the vital role of families in a child's life journey; together we will seek to strengthen partnerships and build relationships.



## Strengths Summary

Staff regularly review site strengths and improvements through staff meetings, professional development conversations, whole of site review days and data analysis.

Families provided feedback through targeted surveys, informal conversations, governing council, individual interviews, incident reviews, grievance processes, feedback on workshops and programmes.

The community provided feedback through invitations to participate in local review/improvement processes, visits from local council members and state government members, participation in local events such as reconciliation week, collaboration with Hewett Primary School, learning communities with local preschools, collaboration with local services eg Stepping Stone Child Care Hewett, Gawler Health Services, CAFHS (Child and Family Health Services), NDVS (Northern Domestic Violence Services), Stronger Families and other agencies as needs are determined by families, site and community.

DECD influence and guide site priorities and strengths through leadership professional development, partnership collaboration across all staff, partnership professional development for educators, DECD determined priorities, professional development conversations, targeted resources, support materials, invitations to share current practices and opportunities to research effective practices.

Governments influence site planning through funded models, federal and state strategic plans and priorities, curriculum frameworks, regulations and standards.

NQS	Strengths
<p>QA1 Educational program and practice</p>	<ul style="list-style-type: none"> <li>• Knowledge of children through information from families, observations and interactions – identify children not engaged and develop plans to support engagement through identification of why this is occurring and how to support their involvement, using children’s interests and strengths</li> <li>• Communication strategies with families that provide individualised useful information sharing centred around each child and their learning – systems and practices that ensure every child has regular formal review points to track and monitor progress inviting family input</li> <li>• Curriculum content directly reflects the principles, practices and outcomes of Belonging, Being &amp; Becoming (The Early Years Learning Framework for Australia)</li> <li>• Statements of intent for each preschool group are developed and communicated with families through newsletter and available within the preschool setting in large group books (this is to address limited display areas, large numbers of families accessing the site and to reduce visual overload)</li> <li>• Systems and practices in place to document and share information between staff to support outcomes for children and families</li> <li>• Families have reported feeling supported and confident to address concerns and seek clarification if/when they have concerns</li> <li>• Routines are organised and supported through auditory and visual prompts for all children and individualised approaches are tailored and implemented as required for individual children – lots of opportunities for extended, uninterrupted, periods of play and limited transitions points</li> <li>• Staff support and extend children’s ideas, curiosities and interests – modifying and</li> </ul>

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	<p>changing environments and interactions to support individualised extension</p> <ul style="list-style-type: none"> <li>• Development of self-help skills through expectations appropriate for individual children – for example, put on own shoes and socks, organise own items snack, hat, bag into named lockers, name paintings, attempt to open own packaging etc</li> <li>• Child led play opportunities through open-ended learning environment and educators paying attention and reflecting upon children's engagement, wellbeing and interactions – Children are decision makers in their own learning</li> <li>• Children are actively supported to think about their own learning, either through reflective group conversations, individual learning opportunities or in more formal reporting and planning times, for example what do we/you already know about? what else would you like to know about?, what questions do you have? (2016 wonder wall)</li> <li>• Children are actively supported to research and hypothesise through the use of investigations that can take on active experimentation, questioning of others, seeking external knowledge through books, information technologies or experts in our community</li> <li>• Use of photos to support learning analyse, planning, recording and reporting individual learning – feedback from families is that photos are highly valued</li> <li>• Educators daily share learning intentions, reflections and modifications that guide educational practices to support learning outcomes for all children - regular meetings each day to highlight children's learning and maximise opportunities for learning.</li> <li>• Program and Reporting systems for individual children's learning: Goals following through each term, Termly Documentation- reports, photos, conversations, work samples, Negotiated Education Plan (NEP), Individual Learning Plan (ILP)             <ul style="list-style-type: none"> <li>• Large recording books on display each day</li> <li>• Children's Voice incorporated in planning, assessment and reporting.</li> <li>• Regular review of children on NEPs and meetings with families to discuss progress etc (once a term)</li> <li>• Inclusive Preschool Programme – provides targeted individualised learning programs for children with significantly individualised modified learning approaches to support children fulfilling their maximum learning potential</li> <li>• Preschool support – targeted interventions for children who require modified learning programs to achieve their full potential</li> <li>• Site has been asked to comment on DECD reporting review and share thoughts about authentic reporting to families, moving away from reporting events and moving towards a model of sharing learning and planning for learning as it occurs</li> </ul> </li> </ul>
<p>QA2 Children's health and safety</p>	<ul style="list-style-type: none"> <li>• Accessibility to knowledge and understanding of health plans, behaviour plans etc – staff professional development (eg Diabetes information session based around individual child in 2013, Anaphylaxis professional development in 2014 as had children with Anaphylaxis, Epilepsy understanding and seizure management and administration of medication, in 2017 with a focus on an individual child)</li> <li>• Routines support opportunities for children to experience relaxation practices and begin to develop strategies to support their own self regulation and calming strategies.</li> <li>• Educators use appropriate safety precautions and procedures eg gloves, hand washing (educators) wiping down equipment, tables, toilets etc</li> <li>• Staff use occupational therapy principles spontaneously to support children's learning</li> <li>• Children have access to filtered water and are encouraged to regularly refill.</li> </ul>

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- Children are encouraged to regularly drink from their water bottles and to tune into their bodies signs and signals eg educators will say something like "you look hot and sweaty, this means that your body needs some water, time to get a drink". These responses are targeted to individual children and modified according to the individual child
- Cooking with produce from the kindy garden and kindy chickens – promoting healthy food options and conversations to support children's understanding of healthy balance diets while respecting individual children's backgrounds and cultural beliefs. (for example acknowledging that a balanced diet can be achieved through vegetarian options )
- Systems and processes in place to record and report injuries and incident to families
- Systems support monitoring and reviewing data to identify patterns and respond appropriately
- Educators eating with children role model Healthy Eating and engage in authentic conversations to promote healthy attitudes towards food
- Kimochis and 5 point scales are used to assist children's development of co-regulation and self-regulation
- Educator's role model conversations that support the development of social and emotional skills, eg "I felt proud when I persisted and finished that letter, it was hard work. I feel good now"
- Risk and benefit assessments with children for nature walks, challenging activities and ongoing cycle of assessment
- Support strategies put into place for children with additional needs to develop independence and mastery of hygiene practices (also modelled to mainstream)
- Children are supported to develop independence and practice self-help skills during experiences such as changing clothes, toileting, hand washing etc
- Promote healthy practices with children- coughing/sneezing into elbow, tissues in bin and wash hands, washing hands before eating, not sharing food from lunch boxes, conversations about allergies
- Hot weather policy that provides and promotes protective practices
- Sun-smart policy that promotes knowledge and behaviours which support healthy habits considering the extreme conditions experienced in Australia
- UV Rating is displayed in the staff room everyday to promote awareness,
- BOM site is monitored to ensure practices reflect the hot weather policy,
- Portable shade is used to address areas of the outdoor environment which experience limited shade cover
- Risk and benefit assessments are used to support decision making processes and influence policies and procedures
- Children with individual health care plans and medications are identified with pictures and explanations of conditions. These are displayed in the staff room and are also located in the injury and incident record folder as well as within each team's information folder.
- Individual children's medication has a copy of their plan with the medication as well as a copy of their plan in the folder for recording administration of medication, records of medication administered contain 1 child per page
- Medications are stored in one place unless individual medication requires specific storage eg midazolam
- Emergency procedures are practiced and reviewed regularly each term in weeks 3or4 and 8or9 this is site specific, whole of campus emergency procedures are practices in addition to these times
- Educators systematically implement 'Keeping Safe' (the child protection curriculum)

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	<p>throughout the year to build upon themes, supporting children and families in developing understanding and practices that act as protective factors for children</p>
<p>QA3 Physical environment</p>	<ul style="list-style-type: none"> <li>• Flexible use of space – reflective practices support appropriate modifications to provide safe, engaging, environments that promote wellbeing and challenge</li> <li>• Children have access to the indoor and outdoor learning environment during all child directed learning time</li> <li>• Educators carefully consider the spaces available to children and how these spaces are presented to provide balanced and varied experiences – educators use research articles and current Early Childhood Education provocations to support their thinking (2017 use of Early Childhood Play Matter, Intentional teaching through play: birth to six years. Written by Shona Bass &amp; Kathy Walker)</li> <li>• Resources and equipment is routinely monitored and replenished to support ongoing improvement</li> <li>• Children have access to multiple construction kits, equipment and loose parts throughout their day – educators will support children to access additional resources throughout the session as required</li> <li>• Children and Educators will collaborate to change the environment to support learning focus and interests throughout the day</li> <li>• Tools are readily available for children to access as they require</li> <li>• There are multiple areas both inside and outside for children to engage in literacy and numeracy experiences with a variety of resources and tools to support this exploration</li> <li>• Vegetable gardens that the children plant and tend to</li> <li>• Chickens that the children collect eggs from and cook with – children save their scraps to feed the chickens (chickens are only on site during cooler months to avoid snakes)</li> <li>• Centre has been refurbished with new tables, chairs in mid 2016</li> <li>• Children are encouraged to recycle</li> <li>• The use of consumables is limited</li> <li>• Children encouraged to challenge themselves with physical pursuits- climbing, riding bikes, rope ladder etc (appropriate, individually assessed, risk taking)</li> <li>• 2016 children engaged in regular 'nature walks' around local area this promoted engagement with nature, conversations about looking after the environment, children reported showing families where they walked and the 'meeting tree' (terms 2-4)</li> <li>• Children bring their own water bottles and refill them as needed from the filter water tap this initiative resulted from sustainability audit to reduce water wastage and the amount of washing</li> <li>• Worm farm to support reusing of food waste and understanding of impact upon the world around us.</li> <li>• Reverse cycle air-conditioning installed to support comfort levels indoors (Feb 2017)</li> <li>• Daily yard checks undertaken by different people to support 'fresh eyes' seeing different things</li> </ul>
<p>QA4 Staffing arrangements</p>	<ul style="list-style-type: none"> <li>• Ensuring staff are directed to areas of high concentration of children</li> <li>• Communicate well if needing to swap inside and outside</li> <li>• Constantly reviewing and adjusting practices to identify possible hazards and support improvements – for example staff standing on doors at the end of each session to prevent children walking through doors without adult</li> <li>• All staff receive training to support children with additional medical needs at the beginning of the year – eg Diabetes (2013), Anaphylaxis (2014), Epilepsy (2017)</li> <li>• Staff are aware of children within mainstream and IPP and their triggers, behaviours</li> </ul>

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and how to support the staff in the IPP

- Sharing information within a formal setting during staff meetings
  - Sharing information informally during the day at the beginning and end of each day
  - Sharing professional development knowledge during staff meetings and through conversations – culture of sharing knowledge and ideas
  - Sense of belonging is supported through groups, patterns of attendance and matching staff with these groups (primary care giver model)-consistent staff
  - Children recognising their peers and members of their groups during play – planning play to support their group identities
  - Staff are skilled at supporting children to develop resilience and empathy for diversity and inclusion
  - Highly Accomplished Teacher on site
  - Positive Ed/Psychology training available for all staff, majority of staff undertaking training throughout 2017
  - Staff strengths noted and used – character strengths
  - Staff members on Partnership Curriculum Committee – plan, prepare and at times present professional development sessions across preschools sites within partnership
  - Culture of Mentoring and supporting each other through shared Professional development and reflection processes
  - Staff members presenting workshop at state professional development conference (July 2016)
  - All staff recognised as Educators and contribute to planning, implementing, assessing reviewing and recording
  - Relevant information is gathered from all staff to support planning cycles and reporting for individual children
  - Seeking continual improvement - growth mindsets support staff to work together and share concerns and solutions in an open productive manner
  - Targeted whole site training development aligned with site priorities supports common understandings and practices
  - Staff support all children to have a voice.
  - Staff team invited by Dr Mary McLennan to undertake research into inclusive practices after a presentation in 2016 where site practices were recognised as 'ahead of the curve'
  - Staff teams undertaking year long research into inclusive practices and positive behaviour support in 2017
  - Staff respect diversity within family units and work to support and include all families
- QA5 Relationships with children
- Having a large staff team enables children to develop relationships with the staff that best supports their individual needs and ways of interacting
  - Staff know children well and work together to identify children who might be missing a connection with adults and peers while at kindy, educators develop plans to support these children develop interactions
  - Open ended experiences provide opportunities for all levels of skill and abilities enabling opportunities for everyone to become engaged in the curriculum.
  - Adults support children who appear to have difficulties engaging with the learning environment
  - Staff work with children and families to support children during times of distress and/or change using interests and family connections to support children's feeling of security, confidence and inclusion
  - Staff support children to identify strengths in themselves and others and assist children to cultivate a culture of support through offering support and asking for

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support from others as needed. This is evidenced in the language educators use; growing our brains, being kind to others, filling buckets, team work.

- Staff support children to develop appropriate strategies for communication through supported conflict resolution and helping children to identify their own triggers and develop/practice strategies to begin to self-manage their feelings
- Kimochis, 5 point scale and A/B choices
- Staff support children's wellbeing and regulation by helping them recognise their own internal signals and supporting children to recognise what can help them feel better when upset, frustrated, tired etc
- Educator modelling and support; play, emotions, self-regulation, growing our brains
- Mindfulness experiences are introduced and practiced – providing opportunities for children to understand and develop their own mindfulness habits
- Staff make opportunities to build positive relationships with children especially if they experience challenging behaviours to support the child's view of themselves as competent, capable, preschool friends
- Educators develop trusting relationships with children and their families through taking genuine interests in their lives and sharing appropriate information about the educators lives
- Children's need for warnings and visual prompts are considered throughout routines and individuals for children as required
- Educators provide supportive flexibility for individual children to promote success for all, this could include bringing comfort items from home, encouraging children to tidy up and help in areas with reduced sensory stimuli at times of transition or negotiations around when to apply sunscreen etc
- Educators take time to engage in deep conversations with children valuing children's views, concepts and wonderings about the world around them
- Children's privacy is considered when supporting care routines such as supporting children with changing and toileting
- Children are encourage to have a go and try to think of ways to solve problems eg how to open packages if their first attempted hasn't worked what else could they try
- If a challenging situation has occurred between staff and a child or children and children, staff support and role model positive interactions and ways to repair friendships after times of difficulties

QA6 Collaborative partnerships with families and communities

- Individual family orientations
- Individual family orientations and interviews before commencement of preschool
- Information package to assist families making a smooth transition to preschool with valuable information about 1<sup>st</sup> days of preschool, book to prepare children for preschool, information and articles to support understandings of the site's philosophy
- Orientation sessions for families and children the term before starting preschool, providing an opportunity to meet peers, educators and have a brief experience of preschool before starting
- Ability for families to make connections with staff at centre who work more closely with their children. 'Open door policy' with families invited to contribute to cooking and gardening experiences.
- Individual meeting with families to discuss any concerns or challenges recognising families as the child's 1<sup>st</sup> educator and valuing the knowledge families have about their child/ren
- Families are asked for feedback at every individual reporting point to support authentic family engagement in children's learning
- Site developed family surveys are used to track and monitor improvement priorities

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and identify areas for improvement at least once a year

- Notice board and information at front entrance and Skoolbag app.
  - Pigeonholes for families
  - Occupational Therapist, Brad provides wealth of information for families and will find targeted information as required
  - Administration/Finance Officer, Sue fields lots questions and enquiries from families and the boarder community
  - Supported transitions to school through collaboration with local schools in planning and preparing
  - Individual meetings with families, school representative and preschools representative to share approaches and plan smooth transition to school
  - Work well with additional services to support children's individual learning goals eg Speech pathologist DECD and private, Disability services, NOVITA, Autism SA etc.
  - Inclusive way of working with Stepping Stone Hewett Child Care children walking to and from both services
  - Variety of communication systems used with children particularly IPP and liaison with professionals
  - Delivery of parent workshops/information sessions with occupational Therapist, Director Community Development Coordinator and Educators.
  - Supported community programs for children 0-5years – eg Move and Grove, Together We Grow, Developing Confidence for Kindy
  - Participation in local events – eg reconciliation week art work
  - Accessing support for families through local agencies eg. Defence, Aboriginal Support, NDVS
  - Parents used to enhance program sharing their talents – cooking, bikes etc.
  - Website recently updated providing more relevant information for families and the broader community
  - Each year the Governing Council and staff work together to host a sausage sizzle end of year celebration often well attended, great opportunity for families to celebrate together
  - Staff host a 'Saturday kindy' at least once a year to support family participation in the centre, particularly as lots of families have limited time during the week this offers and other opportunity to engage in their child/ren's preschool
  - The preschool community is generous and supportive of the broader community, after the Pinery Fires the preschool community donated funds raised to local families and the Roseworthy CFS (Country Fire Service).
  - Children wrote cards, pictures and letters of thanks to the Roseworthy CFS after the Pinery Fires and some children delivered these on behalf of the site
  - Site provides support to other services as required through knowledge and skill sharing
- 
- Parent community active participants of governing council
  - Families have reported feeling supported and confident in grievance procedures and processes – survey feedback
  - Staff aligned with children's patterns of attendance to support relationships and consistency
  - Regular relief staff who know site supports consistency – director arranges support staff
  - Professional development is supported – staff are encouraged to make professional development plans, provisions are given to follow through & achieve, good knowledge sharing between staff
  - All staff given fair opportunity to access professional development

QA7 Leadership and service management

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- All staff involved in professional conversations, site professional development plan outlines meeting twice a year, terms 1 and 3.
- Use of Highly Accomplished Teacher skills to mentor.
- Staff strengths noted and used to effect growth for all eg Professional Development Conversations draw on strengths to support grow areas
- Staff members are represented on the Partnership Early Childhood Curriculum Committee.
- Systems developed for recording incident information that allow for accurate reports and highlight any possible patterns of occurrence.
- Morning and afternoon meetings to share information about the day addresses any concerns or plans for the day
- Staff diary with visitors, staff changes, items that need to be highlighted etc written in daily for staff to check each morning
- Morning meeting information recorded in dairy
- Provision of assigned places for information sharing- diary notes, staff sign in, roster on whiteboard and green folder for messages from parents in staff room to ensure confidentiality. First Aid Folder accessible on main floor to support recording and reporting
- Staff do regular safety/yard checks and report concerns to Director – discussed at staff meetings
- Plan for long term improvements eg 2017 developing plan to improve outdoor learning environment.
- Innovative practices to support outcomes for children eg site funded additional IPP until DECD provided funding to support second program
- Resources are purchased to support all staff have access to equipment and knowledge that supports improvement priorities e.g. Jo Boaler 'Mathematical Mindsets' (a copy for each educator), site copies of Kimochis resources, site copies of Carol Dweck 'Growth Mindsets'
- Site professional development opportunities developed in response to feedback from staff during PD conversations, professional development audits, site priorities
- Site developed surveys/questionnaires are distributed to families to track improvement strategies and areas for development
- Site engages in peer review processes and observational scales to identify strengths and areas to develop
- Policies are scheduled for regular review to support continuous improvement and ensure accuracy of information
- Site action log is used to record items that require action
- Opportunity at every staff meeting to address any WHS elements
- Staff meetings occur weekly to support continuous improvement and time to discuss aspects as needed to develop common understandings and outcomes
- Educator teams meet at least twice a term to provide opportunities for whole team planning and professional development to support common understandings and ways of practice
- One pupil free day a year is dedicated to site improvements and direction setting for the follow year usually occurs in November each year.
- Pupil Free days are planned to support site priorities and provide opportunities for staff to collaborate with colleagues beyond the site, often with colleagues within the DECD partnership
- DECD systems are used to respond, manage, record and effectively report any incidences or grievances – confidentially and sensitivity is taken to support effective resolutions and plans

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## Improvement Priorities Summary

### Improvement Priority 1: Inclusive Practices

Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<b>Goal 1</b> Through implementation science research Educators will identify principles, practices and knowledge that supports inclusive practices. Relationship Scale and Active Learning Environment scale will demonstrate increased proficiencies across the year.	<b>Strategy 1</b> Each staff team regularly meet (minimum of 9 times in 2017) as a learning community to investigate principles, practices and knowledge that supports inclusive practices- dates predetermined Jan 2017	4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships 4.2.3 Interactions convey mutual respect, equity and recognition of each other's strengths and skills. 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. 7.2.3 An effective self-assessment and quality improvement process is in place
	<b>Strategy 2</b> Dr Mary McLennan support educators through professional development, mentoring and coaching	
	<b>Strategy 3</b> Data collection will identify baseline and end of year growth through RRR relationship scale and active learning environment	
<b>Goal 2</b> The incidences of children experiencing challenging behaviours will reduce throughout the year	<b>Strategy 1</b> Targeted data will be collected to support analysis and planning for individual children's learning	1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning 1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning 1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program. 1.1.5 Every child is supported to participate in the program 5.1.3 Each child is supported to feel secure, confident and included
	<b>Strategy 2</b> Data collected will be tracked and monitored to measure the effectiveness and outcomes of individualised learning plans	
	<b>Strategy 3</b> Children who experience challenging behaviours will be supported to learn strategies to gain greater confidence in their social skills thus reducing the incidences of challenging behaviours	
<b>Goal 3</b> Families will be included in planning and implementing individual children's modifications and learning adjustments	<b>Strategy 1</b> Regularly meetings with families of children who have individual learning plans to co-construct action plans, strategies and tracking and monitor progress	1.1.4 The documentation about each child's program and progress is available to families 6.1.2 Families have opportunities to be involved in the service and contribute to service decisions. 6.2.1 The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	<b>Strategy 2</b> Share positive stories with families to ensure families receive balanced reflections of their child	

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### Improvement Priority 2: Positive Psychology

Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<p><b>Goal 1</b> By the end of 2017 80% of staff will have participated in a 4 day professional development program an introduction to Positive Education/Psychology.</p>	<p><b>Strategy 1</b> Partnership provides free professional development opportunities, information is shared with staff.</p>	<p>4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships</p> <p>4.2.3 Interactions convey mutual respect, equity and recognition of each other’s strengths and skills</p> <p>5.1.3 Each child is supported to feel secure, confident and included</p>
<p><b>Goal 2</b> By the end of a child’s preschool journey they will demonstrate increased awareness and participation in the attributes of the character strength: <i>Kindness, Curiosity, Creativity and Self-Regulation</i></p>	<p><b>Strategy 1</b> Staff use language that promotes the 4 character strengths</p> <p><b>Strategy 2</b> Staff support children to spot the character strengths in themselves and others – including role modelling</p> <p><b>Strategy 3</b> Use Kimochis to support children’s development and understanding of the character strengths and social expectations</p>	<p>1.1.5 Every child is supported to participate in the program.</p> <p>1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</p> <p>1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.</p> <p>1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.</p> <p>5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.</p> <p>5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts</p>
<p><b>Goal 3</b> Throughout the year the site will provide information and opportunities for families to develop an understanding of the importance of social and emotional wellbeing for children and their lifelong outcomes</p>	<p><b>Strategy 1</b> Information provided in introduction packages</p> <p><b>Strategy 2</b> Formal and informal Conversations to learn about individual context to co-construct learning for all.</p> <p><b>Strategy 3</b> Sharing information through, Newsletter letter articles Parent Information Workshops</p>	<p>1.1.4 The documentation about each child’s program and progress is available to families</p> <p>6.1.1 There is an effective enrolment and orientation process for families.</p> <p>6.2.1 The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.</p>

## Improvement Priority 3: Numeracy

Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<p><b>Goal 1</b> By the end of 2017 staff confidence in noticing, articulating, planning and documenting numeracy learning will have increased.</p>	<p><b>Strategy 1</b> Professional development</p>	<p>1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.</p> <p>4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships</p> <p>7.1.4 Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning</p>
	<p><b>Strategy 2</b> Learning from colleagues</p>	
	<p><b>Strategy 3</b> Sharing concerns and learnings from within site and across the partnership</p>	
<p><b>Goal 2</b> 60% of children will identify themselves as mathematicians during play experiences in term 4</p>	<p><b>Strategy 1</b> Staff will provide opportunities for challenging experiences and role model mathematical dispositions language</p>	<p>1.1.2 Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.</p> <p>1.1.6 Each child’s agency is promoted, enabling them to make choices and decisions and to influence events and their world.</p> <p>1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.</p>
	<p><b>Strategy 2</b> Encourage high expectations and belief that all children are mathematical</p>	
	<p><b>Strategy 3</b> Intentional teaching of the skills and language of maths</p>	
<p><b>Goal 3</b> Families will receive information and practical ideas about how to support their child’s development of mathematical concepts leading to numeracy skills</p>	<p><b>Strategy 1</b> Information in the induction package</p>	<p>6.2.1 The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.</p> <p>1.1.4 The documentation about each child’s program and progress is available to families</p> <p>6.1.1 There is an effective enrolment and orientation process for families.</p>
	<p><b>Strategy 2</b> Information provided throughout newsletters</p>	
	<p><b>Strategy 3</b> Sharing individual children’s experiences of mathematical knowledge and skill development with families</p>	