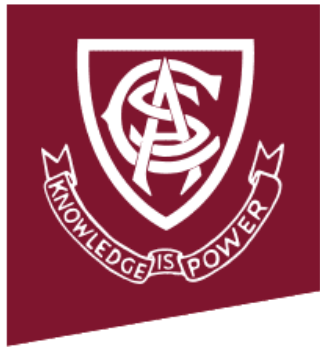


2023

Quality Improvement Plan for Cummins Child Parent Centre

Site number:

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



Service name

Cummins Child Parent Centre

Service address

McFarlane Street, Cummins SA 5631

Service approval number

SE: 00010289

Acknowledgment of Country

We acknowledge the Nauo/ Barngarla people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

Cummins is a rural town located on the central Eyre Peninsula, approximately 64 km from the larger service centre of Port Lincoln. Our council area covers 4,754 km² with a population of 5,014 and includes the townships of Cummins (population of approximately 980), Coffin Bay, Louth Bay, Karkoo, Mount Hope, Kapinnie, Wangary, Coult, Tiatuckia, Boston, North Shields, Tulka and Wanilla. We attract Preschool children from many of these areas. Our neighbouring township of Karkoo had a school closed several years ago, yet a well-attended Playcentre is still provided there for young families which is overseen by the Cummins Area School.

With cereal and livestock farming as the main industry, many of our children live out of town on farms and access the preschool using the school bus. Cummins has a fleet of nine school buses with 65% of the preschool children accessing (where the availability exists) this service. The school buses are met by preschool staff who walk the children between school and preschool to ensure safe arrival and departure.

We are a Department for Education school-based Preschool and Rural Care, situated on the Cummins Area School campus. Our school educates children from birth in Rural Care to Year 12 and the current enrolment across the whole site is approximately 440 children. As a whole site our improvement priorities have been wellbeing for learning, pedagogic improvement to ensure rigour and intellectual stretch, and literacy and numeracy. School values that run consistently and very proudly across the site are respect, doing your best, cooperation, and responsibility.

Our preschool caters for children aged between 3 and 5 years. Rural Care provides long day care for babies from 6 weeks to preschool aged children. Our Rural Care service is also approved on a termly basis to provide After School Care for preschool and school aged children from 3-6pm on Tuesday and Thursday. Our site has a physical capacity for 44 children, on preschool days we begin the year with 19 pre-schoolers and our largest Rural Care day is 19 children (with 45 children attending across the week).

Our site currently employs 13 educators, which includes an Early Years Coordinator, full time teacher, School Support Officers and Early Childhood Workers. We currently have 7 staff who have their Diploma in Early Childhood and Care. Most staff have completed their Disability Standards for Education and Diabetes Education training. The Preschool operates in line with the Department for Education school terms and holiday schedule while Rural Care is open 50 weeks per year (the service closes for 3 weeks over the Christmas and New Year period, in consultation with the families). We have ample parking on the western side of the building between our centre and the rest of the school. Children who turn 4 years old, (prior to the 1st of May in the current year) attend Preschool as one group for two full days a week every Tuesday and Thursday and every Wednesday morning from 8:45-10:45am. In 2023, we will see the introduction of the mid-year intake, with children turning 4 years old, from 1 May to 31 October being eligible to start preschool at the start of Term 3.

Mark Making will be our new goal in preschool for 2023, after embedding improving children's phonological awareness understandings over the past 3 years. All educators and parent committee members were involved in the shift towards Mark making, as it aligns with the CAS Site Improvement Goal, supports a play-based curriculum and allows children to enter at their own stage of development.

Oral Language will be our goal in 2023 for Rural care, extending on our previous focus on conversational reading. Educators have successfully embedded conversational reading into their daily routine and will develop their ability to engage children in extended, reciprocal conversations in play.

Statement of Philosophy

The site philosophy was previously re-written and refined in 2020, as there was a change in leadership.

At the beginning of each year, in consultation with staff, families and Parent Committee the site philosophy is revised. In 2022, it was agreed that the current philosophy reflects our thinking and practice.

The current Philosophy is:

- We are inclusive of the whole child and value what each family brings to our centre.
- We respect all cultural differences; Australian Aboriginal and Torres Strait Islander cultures are acknowledged and valued.
- We believe strong relationships are built through effective communication between children, staff and families.
- We embrace connecting with our community.
- We believe that through meaningful play collaborations children will continue to grow.
- As educators we will provide engaging intentional and spontaneous play opportunities.
- Educators are engaged professionally to further their love for learning.
- We continually reflect on our practice to improve the quality of care for our children.

As there will be change of educators in 2023, the site philosophy will be revised, and all interested parties will be surveyed to include their voice and perspectives.

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

1. Practice is embedded in service operations –

The preschool and rural care programs consistently implement the Early Years Learning Framework. Throughout 2020-2022, we continued our explicit, intentional teaching focus on oral language and phonological awareness development, which resulted in three consecutive years of 100 percent attainment of reaching the preschool domains in the Phonological Awareness Skill Mapping test. We adapted recommended Departmental programs, including Pre-Lit and Kid Lips, to support a play-based curriculum and suit the needs and context of the children at Cummins Child Parent Centre. We have established a strong planning cycle which involves developing individual learning plans for each child with specific goals that have been determined using child, family and staff voice (NQS 1.1.2). The individual learning plans along with ongoing observations of children's development, children's current and emerging interests and term overview for the group, drive our teaching and learning program. Children have access to large blocks of uninterrupted time to self-select from a range of high quality indoor/outdoor experiences that promote all of the dispositions for learning e.g., curiosity, cooperation, creativity and also develop the 5 EYLF Outcomes.

2. Practice is informed by critical reflection –

Weekly reflections are completed in the program including what worked, what didn't work and what does this mean for our learners. Educators also reflect on routines, individual children's needs, challenges and changes to implement, which then informs the next weekly plan (NQS 1.3.2). For example, we critically reflected on the effectiveness of our literacy program and adjusted best suit the children's attentiveness and engagement, including making visual prompts, creating sound boxes with real life objects, connecting to the children's world and silly rhymes and songs. With a larger group size in 2022, and many COVID interruptions, we created many outdoor learning spaces, including an outside mat area and drop off zone to assist with minimising the spread. With the construction of our new outdoor area, (where most of the main yard was fenced off for a term), educators engaged in nature play training and development. We used some of this knowledge to create nature play spaces within our existing jungle yard, which in turn enhanced the children's learning and appreciation for nature. Each child has an individual learning portfolio, which is readily available for families, and is sent home once a term for parents to reflect and comment on their child's learning experiences. As we implemented a new form of reporting to families, 'pedagogical documentation' we asked families to provide feedback on the type of formative assessment and out of the 24 responses we received back, 17 families rated it 5 out of 5. *"It's great to get so much feedback on Ruby's progress and to be able to see exactly what they are up to."* *"Fantastic, so great to see where they are in their development and where they will finish at the end of the year."* *"Great way to feel involved in learning and feel involved with the moment of time, reading the documentation is very entertaining and provides insight into the child's thought processes in learning environment."*

3. Practice is shaped by meaningful engagement with families and/or the community - Information about the program is consistently sent home via the newsletters, (weeks 2 and 8) and Seesaw updates. Parents are encouraged to contribute to learning assessments and Individual Learning Plans (NQS 1.3.3). Educators communicate to families through a range of means, and due to a large number of children attending coming from school buses, the preferred method is Seesaw, text messaging and phone conversations. At the beginning of the year, we collate Child Entry Profile survey information, provided from the families to map child interests, and used these to create meaningful play opportunities and build on their strengths/ areas of development (NQS 1.2.3). We continually incorporate child interest to drive the program and collate family suggestions, which are collected each term and display this information on the noticeboard and mark it off, as we have planned for relevant learning opportunities. We encourage families to be involved in their children's learning and invite them to share their skills, such as small book reading, cooking experiences and gardening.

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

1. Practice is embedded in service operations-

Staff acknowledge that some children who attend have long day when combined with travel on the school bus. Quiet areas are provided both in the indoor and outdoor environments. For example, our outdoor 'jungle area,' provides a natural relaxation space with lots of trees, hedges and quiet spaces, along with an outdoor cubbies. Indoors, there are a variety of quiet spaces for children to enjoy including small chairs, lounges and cushions. Opportunities for relaxation are also deliberately offered throughout the day including Cosmic yoga, mindfulness and breathing techniques (NQS 2.1.1). In order to promote physical activity and due to our main yard under construction for 1 term, Kindergym excursions occurred during terms 2 and 3, to allow children to develop their gross motor and play, team work skills (NQS 2.1). In Term 3, 2022, our new play space was developed, which includes more gross motor play opportunities, for children to develop their upper body strength.

2. Practice is informed by critical reflection-

Educators are in constant contact with family and relevant professionals to ensure the safety and wellbeing of all children. Educators willingly upskill their knowledge and expertise to ensure each child is protected. In 2022, we critically reflected and liaised with parents and health professionals about how best to support a diabetic child. All staff engaged in relevant professional development opportunities, collected data, created an individualised learning plan for the child. We used this information to work with the Diabetes Health Care Nurse and family to make adjustments to our current processes to allow the child to be independent at preschool.

3. Practice is shaped by meaningful engagement with families and/or the community-

Through spoken and written communication with parents, educators are informed about the children's needs in Rural Care and preschool. Every parent is asked to complete a profile page to provide staff with important information about their child's family, likes, interests and areas of development/goals. Parent committee is involved in the review and endorsement of our site-specific policies and meet twice per term, in week 2 and 7. A representative from our Parent Committee, is also a member of Cummins Area School Governing Council, which meets each term in weeks 3 and 8. In 2022, parents were actively involved in the development of our new outdoor play space and assisting with the decisions regarding design concepts. The local groundsman attends weekly/ on demand, to ensure the grounds are clean, tidy and safe. In 2022, Kid Safe conducted an audit on our new and existing play space. Based on the feedback from the audit, the local grounds person has assisted with rectifying the issues, beginning with repairing the items at the highest risk and as each item is addressed the grounds person has provided photo evidence, signed and dated the checklist. It was decided that a Busy Bee, involving the parents will occur in Term 4, 2022 to tidy up the mound area and prepare the yard for an official opening, where community/ key stakeholders will be invited to attend the grand opening of the new play space.

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

1. Practice is embedded in service operations-

Recycle bins are used at the service and food scraps are used in compost and to feed the Cummins Area School's chickens. Raised vegetable garden beds are maintained, with parents donating seedlings and the vegetables grown are used for cooking. Rainwater is collected and used, via a hand pump, by children in water play and in 2022, we introduced clear water dispensers, which could be transported to any play area and taught children about water usage and conservation. Children are consistently educated around being environmentally responsible (NQS 3.2.3), through recycling products, encouraging parents to recycle products from home that can be reused at Preschool, such as boxes, egg cartons and containers. In 2022, we focussed on nature play and frequently used resources within nature, including nuts, leaves, seeds. Families supported our learning and donated cereal crop seeds, flowers from their garden, lemons for science experiments and oranges for cooking and we also accessed the community herb garden.

2. Practice is informed by critical reflection-

A groundsman is employed through the Area School. Meetings between the groundsman and the co-ordinator determine goals and priorities for the outdoor yard. Staff contact the groundsman to inform her of matters that need to be addressed and for purpose (NQS 3.1.1), such as lawn mowing or Occupational Health, Safety and Welfare matters such as repairing playground equipment. In 2022, after a couple of years of planning, applying for grants and fundraising the new outdoor yard was finally constructed. During the initial meetings with Elton Landscapes, Building and Facility Manager, and in consultation with the parent committee, children, and educators, we decided that they design concepts needed some alterations. The children had requested that they would really like monkey bars, so we made slight adjustments to the design concepts. Throughout the entire construction phase, regular meetings occurred to discuss any issues or concerns, select colour schemes, finalise deadline, propose busy bees etc. The project is still being reviewed, as design elements have needed refinements, such as re-construction of monkey bars, as they were too difficult for the children, adding hooks to the teepees, so children are able to make enclosed spaced and re-designing play boards as children are unable to use them. Whilst the yard was under construction and fenced off, educators needed to improvise and make adjustments to ensure the children were still able to engage in gross motor play. This included organising visits to the local Kinderygym, accessing Cummins Area School playground and lawn spaces and accessing the jungle space within the preschool.

3. Practice is shaped by meaningful engagement with families and/or the community -The parent committee is a dynamic, progressive group of parents. Each year they work tirelessly to fundraise for improvements to the preschool and in 2022, the parent committee raised over \$8,000 on top of \$26,000, which they had already agreed to put into the outdoor yard development. The community has also been very supportive of the development and an official grand opening will occur in Term 4, and community members, large companies, such as Bendigo Bank, Variety SA, Nutrien Ag, District Council of Lower Eyre Peninsula, will be invited to attend, to thank them for our support. In 2022, Cummins Child Parent families were invited to attend a Nature Play Day at Tumby Bay Kindergarten. Families and educators were able to see nature play in action and gain ideas on how they could further their child's learning with nature at home.

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

1. Practice is embedded in service operations-

The preschool teacher and early years coordinator have remained consistent for the past three years, developing strong working relationships, providing a strength based learning program and always supporting each other to continue to improve the learning outcomes for the children, through critical reflection and analysis. (NQS 4.2.1). In 2023, a new staff team will be developed, however a handover process will occur, to ensure information gathered about new enrolments during transition visits is used throughout programming and planning. Every effort is made for children to experience continuity of educators in Rural Care, but with staff illnesses, staff taking Long Service Leave this has resulted in the employment of new educators. New staff members were carefully considered and employed based on the needs of the children, and as a result they are integral members of the team. Staff meetings, messenger group chats, emails, work shadowing and induction meetings were a priority for this year to ensure new staff members understood the organisational requirements, site philosophy and policies and procedures. At all times, there was significant consideration about the organisation of educators to ensure familiarity and continuity for children and as a result staff worked full day shifts, and relief staff back filled short term contracts.

2. Practice is informed by critical reflection-

In 2022, educators continued on their learning journey with conversational reading and based on their willingness to learn and uptake of improvement by regularly reading with children spontaneously throughout the day, the ECL (Early Childhood Leader) assisted with the formulation of a resource that educators could use to document and reflect on their conversational reading, including acknowledging children's voice, educator voice and analysing data to inform future planning. Throughout PDP chats, many educators informed the co-ordinator that they would like further training and development in Key Word Signing, nature play, social and emotional learning and behaviour management. As a result all of these discussion, opportunities were explored to provide training and development. Preschool educators continued to refine and implement pedagogical documentation consistently throughout the year (in alignment with partnership recommendations), building on their work from previous years. Preschool educators critically reflected on the pedagogical documentation process to make it more manageable for the larger cohort of children and as a result proforma's were created. New staff were trained in the process of pedagogical documentation so they could contribute to the assessment and documentation of learning.

3. Practice is shaped by meaningful engagement with families and/or the community-

Educators have a strong connection to the local community and the Area School is highly regarded within the local community. Cummins is a proactive community who value the rural care service provided. The Cummins and District Childcare Working Party was developed in 2019 to address the lack of staffing and huge childcare demands in Cummins and this committee is still active in trying to improve the childcare crisis. We constantly assess and evaluate the waitlist and provide information to relevant authorities, expressing our crisis and disadvantage that some families are unable to return to the work force due to no care. In 2022, family voice was welcomed and sought in a variety of ways including formal surveys in profile folders, casual conversations and at parent committee meetings. Families were invited to share their skills and facilitate small group work, such as cooking, book reads, juice making and basic sewing. (NQS 4.2.1).

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

1. Practice is embedded in service operations-

Educator's interactions with children and parents are consistently positive and supportive. In 2022, we continued our preschool sessions of full days on Tuesday and Thursday and morning session on Wednesday (8:45-10:45). We have noted that children are more energised, engaged and the early collection on a Wednesday allows for families to connect with their child's learning and connect with the educators. 65% of our children travel via bus, so preschool on a Wednesday morning has supported educators to regularly engaging with families. We have received positive feedback from many families about the consistent days, as it has supported their emotional wellbeing and allows them to engage in extra curricula activities within the community. (NQS 5.1.1). We value children's voice, their ideas and ensure their voice is heard in their learning. This is evidence in the documentation of children's thinking and learning and indoor learning spaces, such as vet, doctor, fairy/princess world, farming, hairdresser and dinosaur play areas. (NQS 5.1.1). We developed a belonging tree and included photos of the families - this creates a real sense of belonging to the Preschool setting. In 2022, educators created 'Mini Me' blocks (with their name and picture laminated onto a block), so children could use these to support their play. With many COVID interruptions throughout the year, these blocks created a sense of security for some children, as they were still able to include their friends in their play, even if they were absent (NQS 5.1). The blocks also assisted with name writing and supported our phonological awareness development.

2. Practice is informed by critical reflection- Throughout 2022, we critically reflected on our cultural teaching practices in particular, how we could incorporate Aboriginal and Torres Strait Islander perspectives into our everyday learning. We planned for Indigenous perspectives in a variety of ways including reading dreaming stories in conversational reading, offering nature play experiences through our arts and crafts, making connections to Australian animals and creating small worlds. We celebrated a variety of cultural days of significance, such as Reconciliation and NAIDOC Week, Harmony Day, Mother's Day, Father's Day, R U OK?, Diabetes Awareness, Wattle Day and Science week. Through professional development training, we improved our knowledge of formative assessment and how to use data to inform our teaching and planning. This process has been embedded into the way we collect and analyse observations, providing us with how we can further develop the child's thinking and learning. Our learning programme supports children to collaborate and learn from each other (NQS 5.2.1). Evidence of this, can be seen throughout our profile folders and SeeSaw.

3. Practice is shaped by meaningful engagement with families and/or the community- Responsive and meaningful interactions build trusting relationships and we encouraged children to bring special items, connected to their world and share with their peers. These opportunities have allowed us to make connections and build relationships with the children's world beyond the preschool. Some examples of this include, peacock feathers, flowers, rabbits, family holiday photos. Parents are invited to be a part of preschool in a variety of ways, including gardening, cooking, cleaning, book reads, juice making and assistance with excursions. At the start of the year, a parent committee is established with all parents invited to attend and join. In 2022, we were successful in obtaining an IESP Site Review grant, which allowed new educators to be employed to offer support and assistance. Educators liaised closely with families and health professionals to create individualised learning plans and to secure links between home and preschool.

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

1. Practice is embedded in service operations- A comprehensive information book is supplied to newly enrolled families containing key information about the service including the site philosophy, staffing information, daily routine and curriculum, policies and special services. A child entry form is also completed by families. Families sense of belonging is supported with all families welcomed and their voices respected (NQS 6.1.2), and prior to Preschool commencing, parents are able to express any educational/social/behavioural/ religious concerns, as well as providing educators with information about their child's interests and hobbies. Throughout the year, families are encouraged to provide feedback through comments in their child's learning folder and provide input into their child's individual learning goals, as well as interest areas that the children want to explore in the coming term. Respectful relationships with families are developed and maintained and families are supported in their parenting role. Collaborative partnerships enhance children's inclusion, learning and wellbeing. Throughout 2022, educators made specific agreements with families to support children to access preschool, such as accommodating specific health requests, remaining flexible with collection times, allowing parents to remain on site and providing support with separation anxiety. Strong, established connections and support are in place with the Area School and many families who access Preschool are from farming backgrounds and access the school bus service. In 2022, 65% of preschool children accessed this service. Policies and procedures are in place to support this service, with support from school staff.

2. Practice is informed by critical reflection- Through critical reflection of transition procedures, staff felt the school could be better utilised in helping children feel safe and secure in their transition (NQS 6.2.1), so we began the transition process early. Being a site- based preschool, we are regularly invited to school performances and events, such as an interactive music performance from CAS Secondary student that was developmentally appropriate to pre-schoolers, Book Week dress up and Reconciliation week activities, which provides children and support to familiarise themselves with the school environment. We visit the library three times a term, throughout the year and incorporate a play on the junior primary playground. The 'formal' transition process began in week 2, of Term 4 and continued until week 6. Each week the children extended their visit to school and all preschool educators remain with the children for the first 2 visits. In 2022, after liaising with families and the school, it was decided that 2 preschool educators will remain with the children throughout the entire transition process, to provide support with health care needs of some identified children and assist all children to feel safe and comfortable at school.

3. Practice is shaped by meaningful engagement with families and/or the community-The preschool has strong connections with local families in the community, the Area School and local services in the community. The preschool is involved in a variety of community events (NQS 6.1.2) and in 2022, we were very supportive of a family/ child (within the preschool), who were raising money for Juvenile Diabetes. The child requested a dress up PJ Day, and we organised a family walk (wearing blue) and showing our support for all families within the community who are affected by Diabetes. Through Child Protection Curriculum and the children's interest, we involved our local community services, such as the CFS, Ambulance and Police to discuss how to keep ourselves safe and what to do in an emergency. The children used their knowledge of these services to engage in role play. Local excursions by the rural care children build relationships with community members. The children participate in regular trips to the school to visit the farm animals and local businesses. Preschool also conduct regular visits to the gymnastics club and other community excursions, such as Christmas Wonderland. In 2022, it was suggested by a member of the parent committee that we host a Bush Kindy excursion to a local family's property. The excursion was a huge highlight for all children, as they immersed themselves in nature and this is an area they we continue to develop in many years to come!

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

Practice is embedded in service operations- The preschool is supported in its governance and leadership by the Area School. Leadership roles are clearly defined across the preschool and Area school with the Preschool and Rural Care co-ordinator responsible for the Early Years Pedagogy and administration of Rural Care and the Preschool. The co-ordinator is a member of the school leadership team and meetings regularly occur with the principal. The preschool is also provided with support in finance and administration from the school, with the school administration manager responsible for access to the Early Years Learning System and other administrative processes such as IRMS, STAR and HRS. In 2022, new staff members were employed to cover many absences, maternity and long service leave requests, so many systems were developed to ensure roles were clearly defined and new preschool staff members were mentored. (NQS 7.1.3).

2. Practice is informed by critical reflection- The statement of philosophy is reviewed every year with input from staff, students, and families to ensure it continues to reflect values of all key stake holders (NQS 7.1.1). Policies and procedures are regularly reviewed and an example of this included documenting a toilet training procedure in Rural Care, after receiving some feedback from parents about our current process. All staff were consulted in documenting a procedure that follows the family's requests, but still ensure the safety and supervision of all children (NQS 7.1.2). All members of the staff team regularly reflect on their own learning and the co-ordinator collates and facilitates professional development opportunities, based on group agreed trends from professional development sessions (NQS 7.2.3), including conversational reading, Nature Play SA, Key Word Signing, Understanding Behaviour in Early Years and Zones of Regulation. Educators continually reflect, using the planning cycle to inform continuous improvement (NQS 7.2.2). At the end of each term, preschool educators critically reflect against the quality improvement goals, action and success criteria to ensure the learning program meets the needs of all children. This has been evident in the execution of our phonological awareness teaching and learning, as educators have trialled many recommended approaches over the past 3 years and have now agreed on the best approach, through adjusting and modifying programs to suit the needs of the children and individualising to suit our site. Educators have also experimented and trialled mat times to suit learner engagement.

3. Practice is shaped by meaningful engagement with families and/or the community- The parent committee assists in the governance and leadership of the preschool. A member of the parent committee also is a part of the school governing council, providing a link from school to preschool. This also allows for whole school priorities to be considered in improvements and upgrades to the preschool and rural care. The co-ordinator forms part of the parent committee. In 2022, the parent committee played a pivotal role in continuing to fundraise for our outdoor learning environment, where they contributed an extra \$8000 over the year, as a contingency plan. In 2022, there was a need for some professional learning around key word signing and a speech pathologist, who was also a parent volunteered her time and expertise to facilitate Key Word Signing across our centre over a semester. This was beneficial in ensuring consistency and rigour for staff learning and families have provided positive feedback about key word signs, commenting about their child's interest and recall of new key word signs learnt at preschool. "My child come home and taught me the key word signs for *How to Sing a Rainbow*, and brother and sister".

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Cummins Child Parent Centre

Goal 1: To promote children's use of mark making to represent and communicate their thinking and ideas



STEP 2 Determine challenge of practice

Challenge of Practice:

If we deepen educators' knowledge in mark making, and intentionally plan to provide multiple opportunities for children to engage with mark making then we will strengthen their ability to communicate their thinking and ideas

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

Children will:

Develop their fine and gross motor

Talk about their drawing and writing

Use a range of multi-modal tools for mark making




STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>All educators will research mark making, in particular those cited in Strategy 2.4 from Literacy Guidebooks; Marking Making Matters; Noella McKenzie videos; Already Ready; Writing Map of Development- First Steps and engagement with Occupational Therapist. Educators will record and</p>	<p>7.2.2 Educational leadership</p>	<p>Week 0- end of Term 1 and ongoing.</p>	<p>Coordinator to research and provide documents. (pre-read materials) Educators to read and reflect on the documents and record comments in</p>	<p>Professional Learning- Term 1 Literacy Guidebooks, Mark Making Matters resource https://www.foundationyears.org.uk/files/2011/10/Mark_Marking_Matters.pdf , Already Ready- Nurturing Writers in Preschools & Kindergartens by Katie Wood Ray and Matt Glover https://www.heinemann.com/shared/onlineresources/e01073/raygloverwebsam.pdf , Writing Map of Development First Steps, On Your Marks!- Role Play and Mark Making: Developmental Phases, Noella- "Draw, talk, write, share" Department for Education plink - Draw, talk, write, share Draw, talk, write, share (Literacy Summit video). Engage with OT around best strategies for fine and whole arm control. View other centre's mark making in action. Collect base line data for children's fine motor control.</p>

<p>reflect on their learning and plan accordingly.</p>			<p>Mark Making booklet. Coordinator to liaise with OT and arrange time for PD opportunity for upskilling in fine motor control.</p>	
<p>Educators will deepen their understanding of mark making and will intentionally plan for providing opportunities for children to communicate about their mark making. Educators will use the Shared Sustained Thinking questioning approach to communicate with children.</p>	<p>1.2.1 Intentional teaching 5.1.1- Positive educator to child interactions</p>	<p>Term 2 ongoing</p>	<p>Coordinator to organise Shared Sustained Thinking recap based on Literacy Summit videos.</p>	<p>Shared Sustained Thinking videos from Literacy Summit- Iram Siraj. Department for Education plink - Sustained shared thinking supporting language learning Sustained shared thinking supporting language learning Documentation/ recordings of mark making conversations over time.</p>
<p>All educators will collect data of individual child's growth and will use the writing continuum to map developments.</p>	<p>1.3.1 Assessment and planning cycle.</p>	<p>Ongoing with set timelines for data collection, such as week 5 of each term.</p>	<p>Coordinator and all educators to collect evidence and collaboratively map child's development on writing continuum.</p>	<p>First Steps Writing continuum https://myresources.education.wa.edu.au/docs/default-source/resources/first-steps-literacy/first006.pdf?sfvrsn=cb459f8a_5 Child Self-assessment tool</p>
<p>All educators will use the formative assessment process of pedagogical documentation to identify each child's mark making.</p>	<p>1.3.3- Information for families 1.3.2 Critical reflection</p>	<p>Ongoing, complete 1 Ped Doc on Mark Making per term</p>	<p>Coordinator and all educators to collect evidence of</p>	<p>Pedagogical documentation proforma/ key documents Writing continuum SSTEWS Scale- observational scale</p>

All Educators will collect data on their intentional teaching strategies and critically reflect on the effectiveness.		per child each term.	child's mark making in play. Coordinator and educator to collaboratively discuss analysis and plans for next steps. Share Ped Docs with families. Collaborative critical reflect on intentional teaching strategies.	
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Goal 1: To promote children’s use of mark making to represent and communicate their thinking and ideas

 **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	Evidence Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>All educators will research mark making, in particular those cited in Strategy 2.4 from Literacy Guidebooks; Marking Making Matters; Noella McKenzie videos; Already Ready; Writing Map of Development- First Steps and engagement with Occupational Therapist. Educators will record and reflect on their learning and plan accordingly.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Educators to provide opportunities for children to communicate about their mark making, using the Shared Sustained Thinking approach.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>All educators will collect data of individual child’s growth and will use the writing continuum to map developments.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>All educators will use the formative assessment process of pedagogical</p>		<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

<p>documentation to identify each child's mark making. All Educators will collect data on their intentional teaching strategies and critically reflect on the effectiveness.</p>			
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Goal 1: To promote children's use of mark making to represent and communicate their thinking and ideas

 **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: Cummins Child Parent Centre

Goal 2: To develop children’s oral language experiences and increase their engagement in reciprocal conversations.



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators deepen their understanding of the developmental milestones of oral language and provide a language rich environment then children’s conversational skills will improve.

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

Children will:

Engage in reciprocal conversations in the environment (Shared Sustained Thinking)
Communicate their needs and wants (verbally or nonverbally)
Uses language to describe objects, events and feelings




STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Develop educators’ knowledge of the continuum and developmental milestones of oral language skills and evidence-based strategies, such as 2.1 and 2.2 to support expressive language.</p>	<p>4.2.1- professional collaboration 7.2.2- Educational leadership</p>	<p>Week 0, Term 1 and ongoing</p>	<p>Coordinator to facilitate PD opportunities regarding oral language development. Coordinator to liaise with Speech pathologist regarding speech/ language developmental milestones.</p>	<p>ABC & Beyond, Preschool Literacy Guidebook strategy 2.1 & 2.2, Developmental Milestones, Best Advice Series- Oral Language 1.1, 1.1 Oral language: Best Advice Learning</p>

			Coordinator to liaise with ECL regarding visual displays within the centre.	Improvement - Literacy (edi.sa.edu.au) Key Word sign PD ECL- to assist with visuals Shared Sustained Thinking Sustained, shared thinking (acecqa.gov.au)
Educators will intentionally plan and provide a language rich environment, (engaging children in sensory, physical, exploratory and pretend, reading environments), to facilitate play spaces that promote turn taking and reciprocal conversations.	1.2.1- Intentional teaching 1.1.2- Child Centred	Ongoing	Coordinator to complete RRR Environment Scale in term 1 and track and monitor progress throughout the year. Coordinator to research PD opportunities that promote language rich environments/ open ended play.	RRR- Environmental Scale Professional learning- Play spaces Quality Environments with David Gilkes Beyond Interests with Kirsty Liljegren
Educators will model and extend children's conversations and ideas within play, using the Shared Sustained Thinking approach, focussing on open ended questions.	1.2.2- Responsive teaching and	Ongoing	Coordinator to organise PD of Shared Sustained Thinking and Strengthening Meaningful Conversations.	Shared Sustained Thinking/ Strengthening Meaningful Conversations. (Iram Siraj) Department for Education plink - Strengthening meaningful conversations Strengthening meaningful conversations
Educators to build their understanding of sustaining conversations with verbal and nonverbal children (Key Word Signing).	6.2.2 Access and participation	Ongoing- KWS in Term 1 2022	Coordinator to liaise with Esther Telfer, regarding KWS PD opportunities. Coordinator to check in and monitor KWS development Coordinator to liaise with GOWRIE regarding Inclusion support.	KWS Professional development, liaise with Esther Telfer GOWRIE- Inclusion Support

Goal 2: To develop children’s oral language experiences and increase their engagement in reciprocal conversations.

 **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?

	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-between; width: 100%;"> <div style="display: flex; align-items: center;"> ● On track </div> <div style="display: flex; align-items: center;"> ● Needs attention/work in progress </div> <div style="display: flex; align-items: center;"> ● Not on track </div> </div> <p style="font-size: 10px; text-align: center;">Date your notes to ensure you track and monitor adjustments and progress of your plan</p> </div>	<p style="text-align: center;">Evidence</p> <p style="text-align: center;">Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p style="text-align: center;">What are our next steps? Potential adjustments?</p>
	<p style="text-align: center;">Click or tap here to enter text.</p>	<p style="text-align: center;">Click or tap here to enter text.</p>	<p style="text-align: center;">Click or tap here to enter text.</p>
	<p style="text-align: center;">Click or tap here to enter text.</p>	<p style="text-align: center;">Click or tap here to enter text.</p>	<p style="text-align: center;">Click or tap here to enter text.</p>

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

Goal 2: To develop children's oral language experiences and increase their engagement in reciprocal conversations.



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
Develop and enact culturally responsive teaching practices and create Reconciliation Action Plan	6.2.2- Access and participation 6.2.3- Community engagement	Coordinator and preschool teacher to liaise with CAS Aboriginal Education Teacher Connect with Pam Stanley regarding RAP development Engage in PD- Narragunnawali website	Term 1 and ongoing	AET- Donna Pam Stanley- KPCS Engage with Colleen from DfE Office Gowrie Support Resources (see websites) Narragunnawali website Narragunnawali: Reconciliation in Education - Reconciliation Australia	Coordinator to organise meeting with CAS AET, Pam Stanley. Coordinator and Preschool teacher to engage in PD using Narragunnawali website and begin process of writing RAP.
To revise statement of philosophy and engage educators, children's and families voice in the construction.	7.1.1- Service philosophy and purpose 6.1.1- Engagement with the service	Read 'Revising the service philosophy paper NQS'. Survey families/ educators/ children using guiding questions about what they value at preschool. Read other centre's philosophy statements Adapt philosophy statement to ensure it includes everyone's voice.	Term 1, week 0 2023 and ongoing	NQS Philosophy paper Survey questions Other centre's philosophy's Preschool Position Statement Preschool position statement (edi.sa.edu.au) ACEQA- reviewing your service philosophy QA7_ReviewingYourServicePhilosophy.pdf (acecqa.gov.au) Revising the service philosophy (acecqa.gov.au)	Coordinator to lead with educators, children and families- surveying and collating key themes. Coordinator to show examples of other centre's philosophies. Coordinator to liaise with ECL regarding processes.

					Create a new philosophy that includes everyone's perspectives.
	Click or tap here to enter text.		Click or tap to enter a date.		
			Click or tap to enter a date.	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 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			
Develop and enact culturally responsive teaching practices and create Reconciliation Action Plan	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
To revise statement of philosophy and engage educators, children's and families voice in the construction.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
To revise statement of philosophy and engage educators, children's ad families voice in the construction.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

To develop clear roles and responsibilities across the site to support effective decision making and operation of the service	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

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:



Government of South Australia
Department for Education