

TAIKURRENDI CHILDREN & FAMILY CENTRE

Quality Improvement Plan 2018

Na marni meyunna- welcome everyone. We would like to acknowledge the land on which this centre, a place of learning and belonging, is built on the traditional lands of the Kurna people and we respect their spiritual relationship with their country. We also acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.

Taikurrendi [pron Tie-ka-rendi] comes from the Kurna language meaning, 'to be mixed, together.'

Taikurrendi Children and Family Centre is a safe place for every child and family, where culture will develop and thrive. Partnerships and ongoing relationships are fostered to support opportunities for children, family and the community engaging and learning in education. We will always aspire to reflect a socially just environment that champions the rights of all children and values the identity of our community.

Improvement Focus	Action	What is happening? What will we see in the future?	Goal (NQS Exceeding)	Progress Notes
Quality Area 1 – Educational Program & Practice				
<p>Embed practice to build upon planning, focussing and reviewing children's individual emerging developmental needs, which are then used to inform the program cycle.</p> <p>Continue to strengthen the current programming structure and strengthen educator's skills and understanding in implementing this consistently across the services and embedding this in practice.</p> <p>Continue to establish reflective practices to ensure that individual and groups of children's development is regularly monitored and documented.</p>	<ul style="list-style-type: none"> • Early Years Framework Planning Cycle to be evident in the preschool programming and planning process • Program and Planning to be reviewed as a staff focus area • Whole staff team are involved in reflection of program within the planning cycle and recorded to inform future planning. 	<p>All educators strengthen the planning cycle through collaborative practice and reflection.</p> <p>Refine 'Program & Planning' book that has been developed collaboratively by all the preschool educators, which documents individual children's learning through observations and anecdotal notes. The program book is used as a reflective document to assist with the future planning of experiences to cater for the needs of all children and will now also include the EYLF Planning Cycle.</p>	<p>1.1 Program The educational program enhances each child's learning and development.</p> <p>1.1.3 Program Learning opportunities. All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.</p> <p>1.2.3 Child directed learning Each child's agency is promoted, enabling them to make choices and decisions that influence events in their world</p>	<p>IEP for every child Individual observations for each child documented and tracked for each child. Access professional learning and trial DECD One Plan for Every child</p> <p>IEP narrative and goal setting – teachers work to establish a strong whole site approach to learning and stages of development.</p> <p>Critical reflection embedded in the</p>

<p>Beach Road Partnership</p> <ul style="list-style-type: none"> • Focus on Reading <p>Christies Beach Primary School</p> <ul style="list-style-type: none"> • Develop an integrated whole site Literacy agreement focus on reading • Collaborative learning 	<ul style="list-style-type: none"> • Evidence and documentation of children’s learning to be gathered regularly and consistently for all children within the preschool program • Engagement in Respect Reflect Relate RRR. <p>Active Learning Environment: Domain 1 Reflects and Plans (focus: uses information from families)</p> <p>Educator conversations are ongoing and reflective about the importance of ‘data/evidence’ collection being meaningful and relevant to the individual child’s learning and growth.</p>	<p>Within the Program & Planning book there is now also a particular focus on the ATSI 3yr olds and children receiving preschool support, to ensure these children are seen and heard as an integral part of the integrated preschool program ensuring their needs are catered for in an authentic way.</p> <p>Collaboratively with the educators, mentor new and existing staff, provide peer support and feedback and be a driver conversations during staff performance development meetings.</p> <p>All preschool educators have committed to ensuring that every child has evidence/ documentation of their learning collected per term, which can then inform the Learning Stories to be put in the child’s individual profile folder. To support continuity of learning and demonstrating growth.</p>	<p>1.3.1 Assessment and Planning cycle Each child’s learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.</p> <p>1.3.3 Information for families Families are informed about the program and their child’s progress.</p>	<p>program and planning cycle.</p> <p>Whole site Inquiry approach developed through each term.</p> <p>RRR inquiry data collected and responded to over the year.</p> <p>T2 observations</p> <p>T3 respond/implement</p> <p>T4 reflect</p>
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Quality Area 2 – Children’s Health & Safety
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<p>Provide all children with a variety of approaches to support their wellbeing and safety in our education and care settings.</p> <p>Systems are developed to ensure children are safe and accidents and incidents are minimised.</p>	<ul style="list-style-type: none"> • Transition to our education programs are considered, planned and child and family focussed. 	<p>Children and families lead information sharing around their needs. Educators collect information and work with families to plan transition.</p>	<p>2.1.1 Wellbeing and comfort Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.</p>	<p>Children and families have a strong sense of belonging and can communicate needs to staff.</p> <p>Whole site First Aid training and WHS aware.</p>
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<p>Beach Road partnership</p> <p>Christies Beach Primary school</p>	<ul style="list-style-type: none"> Documenting First Aid/Incidents are clear and families informed. Collation of first aid/incident data to identify patterns and responsive measures put in place to minimise future incidents. 	<p>All educators are first aid trained and able collaborate to document and reflect on accidents and incidents to minimise re occurrence.</p> <p>All educators aware of reporting processes.</p>	<p>2.1.2 Health practices and procedures</p> <p>Effective illness and injury management and hygiene practices promoted and implemented</p>	<p>Data available to mitigate reoccurrence of accidents and incidents. Staff embed safety education in the learning program. Termly data shows a decrease in accident and injury.</p>
<p>Quality Area 3 – Physical Environment</p>				
<p>Continue to develop its approach to sustainability and embed this into everyday practice, ensuring that the children are more directly involved and opportunities to extend the children’s understanding and learning is supported.</p> <p>Beach Road Partnership</p> <p>Christies Beach Primary school</p>	<ul style="list-style-type: none"> Sustainability is embedded in the EYLF planning cycle, program and documentation. 	<p>Preschool program reflects a focus on sustainable practices and influences the preschool program including routines and habits that are transferable in everyday life.</p> <p>Whole site engagement in sustainable practices.</p>	<p>3.2.3 Environmentally responsible.</p> <p>The service cares for their environment and supports children to become environmentally responsible</p>	<p>Children are actively involved in being environmentally responsible and supported to continue this involvement within the program and in the broader community.</p> <p>Whole site commitment to sustainable practices are evident and promoted.</p>

Quality Area 7 – Leadership & Service Management				
<p>Taikurrendi Governance structure documented.</p> <p>Support a performance management process for all educators implementing and documenting individual learning and development plans.</p> <p>Work collaboratively to regularly review the QIP against all areas of the NQS in consultation with educators, families and management.</p> <p>Beach Road Partnership</p> <p>Christies Beach Primary School</p>	<ul style="list-style-type: none"> Families and community recognise the collaborative opportunity to drive decision making. Performance Development meetings occur with all staff and feedback provided. Staff meeting agenda to have time allocated to discuss Performance Development processes. All educators, co-ordinators, staff members, and where possible, families and children contribute to an effective self-assessment and quality improvement process that promotes ongoing service improvement. 	<p>Continue to strengthen opportunities for families to engage in decision making processes.</p> <p>Regular evaluation of the performance of educators, co-ordinators and staff members leads to individual development plans that provide a focus for continuous performance improvement.</p> <p>All educators aware and committed to the purpose of the process and when they can expect to receive feedback from their line manager. Staff to work through the DECD Performance Development cycle.</p> <p>Collaborative work as a staff team on goal setting with links to the QIP and DECD priorities.</p> <p>Professional learning of staff documented and shared at staff meetings with an action outcome.</p> <p>Gathering children, family and community input into the Improvement process and actioning feedback.</p>	<p>7.1 Governance Governance supports the operation of a quality service</p> <p>7.2.3 Development of professionals Educators, coordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.</p>	<p>Governance structure strengthened to support capacity building within families and community engagement high.</p> <p>PDP cycle established and implemented. Congruent with QIP and whole site learning.</p> <p>Professional learning opportunities and improvement driven by staff to maximise personal and professional outcomes relating to children and learning.</p> <p>DECD Parent survey data evaluated and responsive.</p>