

Hackham West Children's Centre Quality Improvement Plan 2016

Standard element	What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1	<p>Hi quality curriculum for all children with a focus on:</p> <ul style="list-style-type: none"> • Children developing strong sense of self esteem and confidence to learn: • Improvement in children's Communication and numeracy skills • Assessment and reporting in collaboration with families. • High quality teaching/ pedagogy <p>Beach Road Partnership Priority</p>	<ul style="list-style-type: none"> • Planned learning experiences which <ul style="list-style-type: none"> - foster opportunities for children to be connected to others in the Centre and feel safe and secure within it - challenge children's learning in all areas-, especially to develop dispositions for their future learning. <i>Eg social confidence, independence, respect, resourcefulness, curiosity, persistence, enthusiasm, creativity, emotional resilience.</i> • Work with DECD speech pathologists and Allied CC staff to establish greater understanding of how to support and encourage children's emergent literacy and emotional wellbeing • The EYLF will guide curriculum reflection, planning and assessment with a focus on problem solving (with numeracy) and literacy • Loose parts play, nature play and the principles of Reggio Emilia Approach will focus staff on creating and following on learning problems for all age groups • Staff develop their skills at creating calming and engaging learning spaces through professional learning • Develop an assessment & reporting cycle to ensure parents are aware of all options for sharing in the assessment process for their child. • AITSL standards for teachers (and ECW's) to monitor and improve practice • Long day Care J&P as well as goal setting for long day care staff 	<ul style="list-style-type: none"> • PRESCHOOL :Early Years Learning Framework tracking • Preschool Statement of Learning data shows more than1 bandwidth movement across the year for all chn in Literacy (Effective communication.)' • 100% PRESCHOOL chn achieve improvement of 1 bandwidth across all areas of the curriculum • CARE Early Years Learning Framework Individual Learning Plans show improvement against goals • All children (0-4) show progress against the EYLF outcomes for effective communication • 100% Parents engage in conversations with staff/ children about literacy • Indicators of Literacy and Numeracy show all children improve in all charts. • 100% children have the same kind of data collected, sufficient for high quality planning and assessment . • Staff achieve Professional Development goals within time frames using the AITSL standards and Children's Services Award. 		
3	<p>Learning Environment:</p> <ul style="list-style-type: none"> • Outdoor and indoor spaces are designed and organised to engage every child in quality, experiences 	<ul style="list-style-type: none"> • Outdoor learning space focus: Review and plan for a redevelopment of the big steps and rubberised soft fall to reflect the integrated ways we use the space, offer challenge, link to nature and manage WHS risks • Staff use equipment and materials indoors flexibly to ensure indoor spaces reflect the needs of children in long day care and to support wellbeing. 	<ul style="list-style-type: none"> • Continue redevelopment of the spaces with new materials and structures • Parents/ Carers and children are involved in the design process 		
5	<p>Relationships:</p>	<ul style="list-style-type: none"> • Develop further a culture within the staff which values and prioritises high quality relationships with 	<ul style="list-style-type: none"> • Respect Reflect Relate data shows an improvement in the educators responsiveness to children over 		

	<ul style="list-style-type: none"> Strengthen respectful, warm, reciprocal and supportive relationships with children. Every child develops the social skills to work with and learn from children through collaboration. 	<p>children.</p> <ul style="list-style-type: none"> Use resources such as Matre Mao and Circle of Security to support these skills and the Respect Reflect relate document to assess our responsiveness to children. Ongoing focus on social skills and problem solving runs through the curriculum to support collaborative awareness. This is supported by Allied Health, Family Support & Community Programs within the Centre 	<p>time.</p> <ul style="list-style-type: none"> All children can work on small projects together with support from others Parents identify improvement in social skills via PRESCHOOL ILP process, CARE feedback cycle or informal conversation. 		
6	<p>Relationships:</p> <ul style="list-style-type: none"> Improved engagement with families and community to foster learning and wellbeing for all Improved commitment to providing balanced view of Australians within the site-particular focus on our Aboriginal cultures and those represented within the Centre. <p>Beach Road Partnership Priority</p>	<ul style="list-style-type: none"> All parents are invited to participate in the decisions about their child's education though formal and informal processes including community events celebrating learning, excursions, parenting workshops, fun community workshops, meetings and interviews (Preschool), special events. All staff are able to share knowledge about a child's, learning readily with families Family Support, Community Development and Allied Health staff regularly engage at the Centre with staff and families to have a strong awareness of what is available. Term curriculum directly includes a focus on Aboriginal and TSI cultures. Recognition and Celebration and of this becomes visible in the program via greetings and languages used Community services and members contribute to the curriculum and to the services offered by the Centre. 	<ul style="list-style-type: none"> 100% PRESCHOOL Parents participate in the assessment and reporting process via the ILP and Statement of Learning Report and interviews Increase in number of parents participating in learning conversations with educators (2015-2016). Images and resources reflect a range of cultures and diversities. Collaboration between the Children's Centre, School and Community Centre is regular and positive. 		
7	<p>Philosophy:</p> <ul style="list-style-type: none"> Our statement of philosophy reflects how we aspire to support the everyday work of children, parents and families within the Centre and Community 	<ul style="list-style-type: none"> Engagement with staff, parents and carers and local community around values and aspirations for the Centre. Our philosophy and curriculum will define our room names and logo 	<ul style="list-style-type: none"> All staff are familiar and can explain the practices of the philosophy by end of term 3 Images of the Philosophy in action will be displayed A new logo and room names will be chosen. 	<ul style="list-style-type: none"> 	