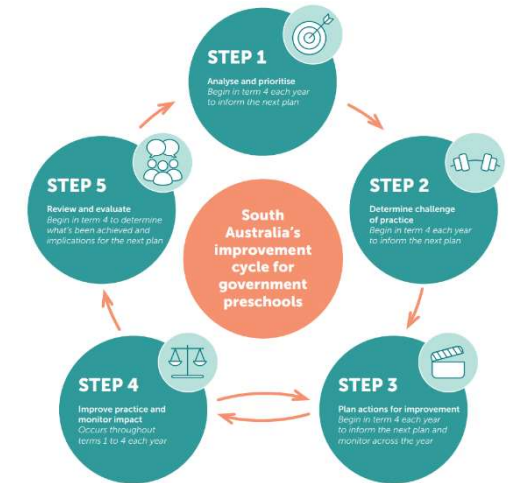


2024

# Quality Improvement Plan for Parafield Gardens Children's Centre

Site number:2654

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



## Service name

Parafield Gardens Children's Centre

## Service address

9 Casuarina Drive

## Service approval number

SE-00010772

## Acknowledgment of Country

We acknowledge the Kurna 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

### Parafield Gardens Children's Centre

- The children's centre has been operating for over 11 years. It is situated on campus with the Parafield Gardens Primary School and the Parafield Gardens High School. The centre connects with the primary school for a range of activities for children.
- The Centre is representative of a diverse community with 80% of our children and families from culturally and linguistically diverse (CALD) backgrounds. There are several families from Aboriginal backgrounds and many children with special rights. Valuing diversity is embedded in day to day activities. The learning program focusses on cultural diversity of the families represented and respecting and valuing the Aboriginal culture.
- Education, care, health, community development, family services and community partnerships have continued throughout the years. The staff team consists of the director, teachers, early childhood workers, a community development coordinator, part time allied health staff, a family practitioner, and a finance officer. The allied health staff roles (speech pathologist and occupational therapist) are currently vacant. All staff help provide positive outcomes in supporting children and families through their ongoing work. There is a diversity of cultures in the staff team. Working collaboratively in the best interests of children and families is a priority.
- The centre provides programs that support the well-being of families and children and incorporates education, health, community development and family services combined with family and community partnerships. In 2023 the parenting groups include partnerships with Orana (Down Syndrome Association), CAFHS, Novita (Hippi Program) and Learning Together (Department of Education). There are four playgroups catering for different ages of children. The focus is building partnerships that will meet the needs of the community. Other groups sometimes run one-off parenting groups or short term groups to further support families. For example, there are plans to run a Sing and Grow music program and also the Smith Family will be conducting Let's Count training in term 1 2024.
- The centre offers preschool and occasional care. Children in their eligible year of preschool are offered 15 hours of preschool per week and children in occasional care (below preschool age) can attend 3 hours per session for a maximum of once per week pending availability. Aboriginal children, children under the guardianship of the minister and children whose parents are in the armed forces can start preschool at 3 years of age for 15 hours per week. There are two intakes per year for preschool in term 1 and term 3. Parents/guardians can usually choose between two groups for preschool during the week/what session they would like for occasional care (pending availability). There is a strong literacy focus on the educational program with a differentiated approach, ensuring all children's learning needs are catered for and that educators help children build on their strengths. Developing communication skills is a high priority in 2023 and includes developing children's ability to use language in conversations. This comprises a book-based focus which includes connections with the home to foster conversation and vocabulary development in the home.

# Statement of Philosophy

We believe that every person is capable and competent and has potential to improve, grow and develop.

Children's learning and wellbeing is at the centre of everything we do. We strive for excellence and high-quality education and care. We aim to achieve successful learning outcomes for each child and to ensure that teaching is individualised to cater for each child's strengths, needs, interests, wellbeing, and cultural background. The early years learning framework is the foundation of our curriculum. We believe that children learn through play that is purposeful and connected to knowing the child and where educators engage in intentional teaching. We consult with families in their child's learning journey and acknowledge them as the primary carers. We have a strong literacy focus within the learning environment planning and children's wellbeing and ongoing learning is a high priority. We support children's knowledge, skills, and dispositions in promoting life-long learners.

We value diversity and equity and understand that each child is part of a family and a wider community. We respect and value each culture represented and value the culture and traditions of the Aboriginal and Torres Strait Islanders. Cultural learning part of the curriculum.

We seek to build relationships with each family, support parenting and connect with the wider community in providing such support. Our community development approach is one that strengthens families, is culturally sensitive and connects with community groups that can connect families to the appropriate supports. We aim to offer a range of support services and review these each year to ensure they meet community need and to ensure those groups operating in the centre connect families to other services offered at the centre.

We focus on early intervention of children with special rights and for family needs and work collaboratively with families and other agencies to ensure that there is timely support in an equitable manner.

Our leadership is based on transparency and integrity and aims to work within a supportive environment providing the right staff that understand the community and ensuring structures and processes in the centre are in the best interests of children and families.

We aim to critically reflect and review our programs, children's learning, community group participation based on community need and our processes to further improve our service. Continual improvement is at the heart of what we do.

We value community, respect, excellence, and success.

June 2023

# 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

- **Embedded practice:** The focus for the last few years has been on teachable moments, every moment counts and professional development for all staff around this is linked to explicit instruction of vocabulary and curriculum decisions being made moment by moment by educators. There is a strong focus of having a process to ensure that staff are demonstrating equity and quality in their relationships with all children and quality in the learning for each child. The work staff engage in, relates to PQIP success criteria and there are check in points to assess progress. There is a focus on children's ongoing specific learning and wellbeing on an ongoing basis throughout the day and staff work directly relates to the elements in Standard 1 and the PQIP success criteria. There are check in points to ensure that staff are taking opportunities to extend each child's learning using the relationship built with the child, an open-ended approach to conversations and resources and two-way feedback with children. This feeds into daily critical reflection on educators' individual purpose and responsiveness to children linked to children's goals developed over term 1. This is an emergent process as at times there are new staff and there is an intentional emergent planning of the learning environment. Once children have been at the centre for about 6 weeks, they are allocated to a focus group with specific staff to ensure that PQIP goals including literacy and numeracy are a strong focus. The learning plan document on each child has been successful in capturing each child's learning and wellbeing and assessing next steps. The planning cycle approach has been embedded in the educational program, staff activities and data collection.
- **Critical reflection:** A critical review of the year's teaching and learning linked to the PQIP occurs each year using different models depending on the cohort of children. The Crocker and Sullivan model review in 2022, SWAT review of links to philosophy in 2023 and curriculum and an individual review of each child through the individualised planning cycle have been used. Graphing of results around literacy and numeracy has supported evidence of learning but formative review of what children are learning is a part of regular practice and discussed at staff meetings. One of the most effective focus areas for 2023 was staff individual assessments and group assessments of specific videos and written observations of children. As a team this allowed staff to assess their critical reflection through a lens of constructivism and with a team approach learning from one another. Data sets are reviewed each year to ensure they meet the needs of each child in gathering information to support learning and wellbeing. In 2024 new approaches to reflecting on children's learning and relationships are taking place such as assessing interactions through reflection by each staff member over a period of time. This enables staff to personally assess the quality of time spent with each child, and as a team it allows the group to assess which children if any are going under the radar or where there are gaps in equity. Changes made over the years in assessment and reflection have shown staff develop in their ability to critically reflect and this has been supplemented by professional development. In 2023 the focus on was on a deeper reflection on a daily basis followed by assessing each person's contribution to the whole group assessments. There was marked improvement in staff ability to document and plan form daily reflections in 2023 after PD. Opportunities for improvement were identified also during the year through the traffic light check in and meetings. These were acted upon. Family culture and needs are considered in reflections and how best to capture different parent's perspectives, verbal being the most effective to date. The reflection of 2023 daily staff reflections resulted in an adaption of proformas at times so that staff were also focussing on the learning outcomes, principles and practices. This work is ongoing as new staff enter. The learning environment is assessed regularly against the philosophy.
- **Practice is shaped by meaningful engagement with families and/or the community.** In 2023 there was an annual review of parent and community participation to ensure that all community groups using the service connected with the site philosophy and values and were not just present to fill a community space. This review resulted in the same groups being invited back for 2024 and one new group (Smith Family) coming on board. New parents/guardians were asked at orientation

meetings to contribute to ideas on parent groups. Orana (Downs Syndrome Assoc), Learning Together playgroup, Hippi Novita program, CAFHS baby playgroup and CAFHS ongoing health checks continued in 2023. A new pilot program was introduced to support families to fill out the Ages and Stages developmental check-ongoing into 2024. In 2023. The CDC filled an important gap until she took on another position in another agency. She connected with staff, families and group facilitators and supported families in many ways. Playgroups have been the major need highlighted in the community over the last few years and in 2023 this was the most successful it has been in many years. The uptake on ante natal services was low and this service eventually left the centre. Class Dojo an App for providing parents on the spot information about children's learning was introduced for families in 2022 in preschool based on parent feedback from 2021 and 2022 and allowed for translation to other languages. Multicultural staff were used to connect with families from different languages to ensure they had information and their voice was heard. This was part of parent surveys in the past that was acted upon. Family members and friends are also used to support families from CALD backgrounds.

## Strengths

### Quality Area 2: Children's Health and Safety

Embedded practice: Health safety and medical needs are part of the daily critical reflection to ensure ongoing monitoring of all health needs including researching best practice for medical and health needs when needed through websites, health professionals and Dept. personnel. An example is staff discussing and researching best practice around what foods are dangerous for different ages and ensuring the centre reflects this in policy and or procedures and informs parents of food safety around this area. Where a child has health needs and where relevant there is a focus within the curriculum on ensuring that all children learn about this through the daily learning program. For generic health and safety needs the centre monitors what is needed such as in 2022 bringing in SAPOL to talk to children about road safety and in 2023 visiting the road safety centre where SAPOL supported the children with road safety learning. The child protection curriculum is reviewed for effectiveness as it is part of the daily curriculum. The review of the child protection is part of the centre reflections throughout 2023 in teacher group times so that it presents a seamless approach to child protection linked to the program. In 2023 there was an extensive focus on safety for children around delivery and collection of children and sleep and rest to ensure risks minimised. This included consultation with the Department, research into best practice and consultation with children/families.

Critical Reflection: An extensive review of the processes used to document children's health needs and ensure communication to all staff was undertaken in 2022 which resulted in role changes and new processes, and this is embedded. It involved several staff meetings, the director individually meeting with staff and working through a process that ensured there were no 'holes' in any process. It involved changing processes when a child enrolls with a health need to ensure not only that documentation was in place but there was a clear understanding by all staff of each aspect of the health need for each child and that parent input had been sought on all aspects of the health need including how communication will take place. The director now oversees all health needs of children instead of the WHS officer with delegation of tasks to several staff who report back as needed. This work is ongoing in 2024 to further refine processes with new staff. Children's wellbeing is embedded in the daily learning environment and plans and strong connections with the campus school wellbeing dog began in term 4 2022-December 2023 as part of this. Critical reflection of the safety of the learning environment also resulted in changes to outdoors and indoors equipment with some equipment being discarded, some adapted/changed and additional equipment purchased. The Dept WHS team are consulted as needed on WHS matters. There was a focus on reviewing each aspect of the outdoors that had been in place

for many years and assessing safety from multiple perspectives. The traditional mud pit was relocated to the front area for safety reasons, the rotunda was redesigned and regular termly maintenance was put in place for 2022 onwards. here was a strong focus on not accepting past practice from past years but reviewing and reflecting to meet the changing needs of children and as new information was provided about safety adapting what is done. In developing and reviewing policy the centre uses a research approach to health aspects such as healthy eating which included researching best practice in foods children should eat, how to ensure cultural aspects are part of a healthy diet at preschool, seeking advice from parents and Governing Council, liaising with various Dept personnel on policy advice and seeking input from current practice from local sites. This has been very helpful in obtaining up to date current information about implementing a nutrition rich process at preschool and in occasional care. Meaningful engagement with families/community. Parents were contacted where relevant during the year regarding specific health needs to ensure current practice was updated if needed and this is ongoing. This was a more extensive communication than in the past with an opportunity to hear from the parent about the child and look at changing needs for the child. For children with special rights there is an extensive process of connecting with a range of consultants to ensure that all processes are in place before a child starts including applying for 'out of process' funding and organising meetings with a range of health specialists to ensure that physical changes to the environment, new necessary processes are implemented. This includes seeking equipment such as a specific chair at the specific height a child needs to ensure equity in connecting with the learning environment. During the long school holiday period from Dec – January out of process applications for funding coupled with meetings with Dept staff take place as needed and result. This means a child with extensive needs in 2023 had funding and support from the start date in January. All necessary equipment was provided in a timely manner to achieve success. It meant staff had an in-depth knowledge about the child prior to starting and the connection with family resulted in a negotiated approach to gradually orienting the child into the centre and ensuring success. This has been very effective and is part of the differentiated approach being applied to each child's health needs. A review of the orientation process for children transitioning to the campus school in 2023 resulted in improvements in the safety processes and wellbeing of children. This was evidenced by children's voice around how well they settled into school visits. This change was in consultation with the school leadership. Parent feedback was also positive around this process. This was a centre initiative that included connection with the office of the early years around compliance and finding creative ways to help families with transition visits.

## Strengths

### Quality Area 3: Physical Environment

**Embedded practice:** The layout of furniture, equipment, and the outdoors learning spaces is carefully considered and regularly reviewed to meet the physical and learning needs of each child. Meeting with parents and specialists around children with extensive needs results in the centre making changes and sourcing equipment prior to a child starting to maximise learning and meet physical needs and safety of children, staff, families, and other visitors. Recent support for a child with special equipment included monitoring the impact of other children with this equipment and educating them about this. The need for rest for children had been reviewed in to meet the cohort of children each year in both occasional care and preschool.

The focus on teachable moments in Standard 1 links in this section as it means that each staff member is aware of equipment and its purpose and can articulate this and use this information to focus on teachable moments and explicit teaching. Parents have the opportunity to be involve di planning around the physical environment through the daily program, verbally and through the Class Dojo App. Children are encouraged to assist with ideas around changes to the physical environment but a review of this resulted in the centre ensuring there is educator support around this for safety reasons and to assist with scaffolding. The staff regularly review the physical environment and embedded practice is around meeting a range of needs through the environment.

**Critical reflection:** A review of all locked mobile equipment in 2022 resulted in major changes within the centre to maximise the safety and wellbeing of each child and this is embedded in practice. Risk management was heightened with a specific 'what if?' focus for each piece of equipment weighing up benefits vs risks and how to adapt some furniture to meet high safety needs. This meant not just following the manufacturer's recommendation but a higher standard where possible. A decision was made then to permanently fix some mobile equipment such as lockers and other items even though the manufacturer stated this was not needed. All reviews of equipment include now a 'fit for purpose' focus. This further meant the adapting of other areas such as storage which was impacted by this review. A critical reflection of whether the

indoors and outdoors catered for all types of play and needs throughout 2022 resulted in a more embedded process around quiet, active, creative, and other spaces with a focus away from standard locations for certain items or activities.

Meaningful engagement with families/community. The strong connection to land of the Aboriginal people was a focus in 2022 and 2023 and resulted in a literacy project that connected the Parafield Gardens Primary School Aboriginal children and staff and the centre staff and children. It involved the school visiting the site weekly, children learning about the Aboriginal people's connection with their land and culture and related activities through a book based and art program. It was organised through the centre's community development coordinator. It resulted in changes to the physical environment, a plethora of new resources for children to use, art and craft activities and a focus on meaningful engagement to our land. It was a buddy system where the school children supported the preschool children and some of the buddies were siblings of preschool children. The latter was a very strong focus of connection for preschool children having a brother or sister come and assist. It also provided an opportunity for the buddies to extend their skills and confidence as they read stories to children and led craft activities. This was communicated to all families regularly, put on Class Dojo with photos and provided community learning and connection. The physical environment echoed this through displays of what had been done together. There was strong evidence of improvement in confidence for the school children and the confidence of preschool children in interacting with the school children. This work was added to in 2023 with connections with Wandana and the community development coordinator providing PD for our site and another preschool around reconciliation and this work is ongoing. Links with the school have continued through regular library visits and joining special celebrations.

## Strengths

### Quality Area 4: Staffing Arrangements

Embedded practice: There has been a planned approach to having staff continuity at the centre. This is done by ensuring that regular casual staff are employed on a continual basis and provided contracts where possible and where possible the same TRT's and casual ECW's are employed. It provides cultural support for families as staff are from varied cultures. It also provides a natural and more detailed orientation of new staff as they are already familiar with the children, families, centre processes and curriculum when they obtain contracts. They are then provided professional development to support them around the PQIP priorities, the explicit teaching focus on literacy and other areas as needed. Regular casual staff are put on our Teams App, so they receive all communication about children and processes and any changes to staffing or routines. It means they are up to date with all WHS requirements for individual children and safety issues that may arise. Staff are all part of the Teams group providing regular communication and in 2024 plans are in place to use One Note as a collective group for evidence of learning as well as Dojo for parents. Rosters around staffing have been updated to include a roster in 2024 around a more inclusive approach to leading groups times by many staff not just teachers. The induction process for new staff is embedded so when two teachers left the centre in 2023 there was a process in place to support them and a mentor program in place.

The introduction of 'one on one' meetings with staff separate to PDP meetings over time is embedded – this followed the director's Crucial Conversations PD in 2022. It has been effective in promoting honest and open conversations and getting below the surface of everyday chats. It has provided avenues for staff to share issues and concerns with the director and start a process of having crucial conversations with others as needed in respectful ways. There has been a strong focus for staff being encouraged to accept multiple ways of doing to eradicate the 'sacred cow' focus and any history of 'This is how things are always done' which was an embedded culture at this site. Bringing some new staff into the Team for 2022 due to some retiring and on leave has been a natural catalyst in viewing multiple perspectives and is now becoming embedded. The ease with which new staff feel a part of the team is evidence of the shift in culture.

The centre regularly employs over and above required staffing to ensure learning needs and health and safety are a priority. If funding is not provided for a child and there is a high need the centre budget has been reallocated to ensure that there are sufficient staff to meet each child's needs. The new focus on having two main groups each day since 2021 and moving away from the previous one whole group of children (together) per day resulted in a staffing shift with staff teams focussing on less children and providing individual support in a more targeted way as teachers for instance are with one group all day. However, when ECW feedback resulted in wanting to connect

with other staff the feedback was taken on board and allowed for a flexible approach for the ECW roster, enabling them to work across the whole site during a week. In 2024 this process is further being reviewed as part of the embedded culture of not assuming that the way we do things should always remain.

Critical reflection: Engagement of a consultant at the end of 2021 and in 2022 'Thilan Legiers' provided an approach to critically reflecting on the workplace culture. This was funded by the centre through an allocated budget line and provided an opportunity for each staff member to individually and as a group reflect on aspects of their work and the work culture and their relationships with others. The one-on-one sessions with the director and each staff member was also aimed at support a positive culture where staff had robust discussions and were able to challenge one another in a positive respectful way in critical reflection. One example of this is the process of change noted in QA2 around health needs of children and changing roles. Staff were honest about what wasn't working, and this allowed a catalyst for change. The results of Thilan's work were that staff became more open and honest, reflected on practice and gradual change occurred. The director utilised practices discussed in her individual work with Thilan which were effective. In 2023 this embedded culture was built on as the director attended group sessions with the partnership with Thilan. The embedded focus is on ensuring we stay current in ongoing improvement in areas of staffing. Analysis of the Dept's Perspectives Survey further focussed on ensuring that there was an improvement in culture even though the results were very positive.

Meaningful engagement with families and/or the community: Staffing is selected with family needs in mind and there is a multicultural mix of staff to support children and parents. Staff communicate with families and children in their home language to supplement any bilingual funding not received. BL funding is used to improve outcomes for children when provided. Many of the staff are locals to the area and can therefore provide input into community needs. The centre uses the AEDC and ABS information to provide information on demographics to inform practice, programming and work with community. The growing connection with the campus school extends to staff at the centre as some have their children at the school also. The centre aims to be as flexible as possible to support these families to work at the centre which includes allowing shorter workdays to collect their own children from school. The embedded engagement with families means that staff are regularly communicating with parents and guardians and using bi lingual resources and relatives to support those from CALD backgrounds.

## Strengths

### Quality Area 5: Relationships with Children

Embedded practice: A new system of groupings was developed in 2022 where each daily group was divided into two with a focus teacher in each and at least one ECW in each. This was aimed at and achieved stronger relationships between staff and each child and provided a calm and relaxed environment for children to learn to relate to one another. It allowed time for staff to spend quality time with each child. A further change in process meant that each group was indoors and outdoors separately which again supported safety and relationship building. This was a follow up of a 2021 review where the WHS injuries were assessed, and one outcome was that less children outdoors would support a safer environment. In 2022 the injuries from trips, slips, and falls outdoors significantly decreased after this grouping change with less children outdoors throughout the day. The focus on every moment counts and teachable moments noted in Standard 1 and the focus on the PQIP linked with a focus teacher and an ECW resulted in constant conversations between staff and individual children and in small groups. Alternate means of communication such as the PODD, sign language, pictures and symbols were used to build relationships with children with communication needs. The Yakka Tracker and the book-based program have been embedded into practice as tools to communicate with children and build strong relationships as vocabulary and language are modelled and learned and practiced. The new smaller group focus assisted this process enabling a teacher to keep track of specific children and know their needs, strengths etc. 2022-23 results demonstrated improvement in children's communication around success criteria of the PQIP and one unintended outcome was that children often preferred communication with educators which though it demonstrated relationship development staff then addressed to promote more peer relationships. By mid-year there were few children who did not communicate with peers and that had not built strong relationships with one another. By end of year all children had connection with others and initiated communication with educators. This is now embedded. In 2024 a new process of each individual staff member assessing their own interactions with children has been put in place. This will assist staff personally to reflect on interactions and also assist the centre to see which children may be going under the radar. Centre embedded practice is now to ensure that children with special rights have consistent but a few different staff, to support them at different times but they still relate to all staff.



Critical reflection: The staff team through the 2022-23 focus on building a positive culture developed a robust focus on sharing information about relationships with children, families and with colleagues. This was achieved at daily reflection time, staff meetings and on the spot for important issues. The focus was and is still on ensuring that change happens if needed. Children who need time away from one another, children who need a friend, children who prefer to be alone etc. are all monitored by staff. The focus is on ensuring that as each day progresses staff are in touch with the relationships children have. Equity and social justice issues are also discussed such as if there are any concerns around a child being excluded by others and if so, discussing how to manage this in a positive way through our embedded curriculum. Staff have reviewed at daily reflection times different ways to support these children to build relationships and assist children to develop strategies. The outcomes of this work are in the summative reports and data collected on children showing the positive improvement in relationships. There is also analysis of which children should be in a specific group with staff member to maximise learning. For instance, if a staff member has specific experience with children with autism or has a cultural language matching a child, the staff member may be in that group.

Meaningful engagement of parents and/or community: Staff work with families each year who requested changes so that children could be together in the same group but were also proactive in discussing with families where this wasn't in the best interests of the child. There was a strong collaborative approach. In one case siblings started off in one group and for 2023 with parent consultation these siblings were in different groups to better support their learning and wellbeing. This was effective. Staff are constantly monitoring the most suitable group for children and have also made suggestions for parents to change groups so that a child is with other children who speak the same language. The centre initially goes with the parent request for allocated days where possible but is proactive in suggesting change. Staff use their relationships built with children to communicate with families and share what is happening on a day-to-day basis. Employing the Dept speech pathologist for one day per week was a centre initiative to help build relationships with children in 2022 and the work has been ongoing and embedded despite not having this program in 2023. Her support for the book-based program and her one on mentoring and coaching of staff was very effective in supporting staff to interact with children more effectively and focus on PQIP goals.

## Strengths Quality Area 6

Embedded practice: The high numbers of multicultural families result in the centre finding multiple ways of communicating with new families- bilingual workers, current staff who speak a home language, family members who speak English, other parents known to the parent needing support, the preschool BL team and occasionally the campus school has been approached to seek support. One major way of communicating in 2022-23 was the change to class Dojo as the App translates into many languages for parents. A centre form for new families 'About Your Child' ensures that as much information about a child is captured as possible and staff analyse these to use information to support them meeting each child's needs and to ensure that the initial program of learning encapsulates the information collated on the form. During COVID times parents are contacted more by phone to ensure regular communication Seeking, analysing, and acting on feedback is a priority. Parent surveys, Governing Council, Class Dojo, and parent verbal feedback are the main forms of communication for feedback, and this is analysed and used to implement change. Class Do Jo was a parent initiative from 2021. Parents have been supported through the transition process to school by providing information to them, organising meetings as needed, communicating with families about transition and supporting those going through the special options process. The centre has worked with the school to find ways to meet the needs of parents, school and centre for campus visits to the school and have worked with other schools to ensure visits to the centre to discuss individual children. Regular information is provided about community groups and events at the centre and on Facebook. The information is provided in different language where possible such

as the Farsi women's group on site in 2022 which had the flyer in English and Farsi, and these also went on Facebook in both languages. A revamp of the website and Facebook in 2023 resulted in more current communication to the community.

Critical reflection: Staff have reviewed multiple ways to obtain feedback to reflect on whether the parent needs were being met. This includes communicating through family members who speak English, using other parents to connect with their friends (who are parents at the centre), a survey and asking for verbal feedback etc. The varied cultural issues can mean varied values that are navigated by staff, and they critically reflect on this to develop solutions. An example of this is parents wanting children indoors when the weather is different temperatures – some want 21 degrees some 25 degrees etc. The centre then researched best practice, connected with the campus school to view their practice, and contacted the Cancer Council to develop solutions for the varied values. This was successful and parents were satisfied. Staff regularly consider the local community values in decisions made. Staff at the centre who celebrate different cultures are proactive in assessing ways to be involved in supporting children and other staff, for example Diwali. A list of cultural events is drawn up annually to ensure that no celebrations are missed. These are reflected upon and researched in terms of assessing what activities such as dressing up in traditional costumes during book week and on cultural days, cooking or preparing cultural food and art and craft and music can be planned and implemented. that reflects different cultures being embedded in the curriculum. When doing assessments on children's learning skills from staff from different cultures are used to assess children in their home language. Assessment of the child's home language information and the EALD from given to parents assists staff to analyse if a child needs extension or support and provides information so that staff do not make assumptions based on a child's English comprehension and use.

Meaningful connections with families and community. An initiative of a Governing Council member was introducing a Farsi women's group to support them to be more confident in the community and to assist them to connect with the community such as joining the library. Since this time the centre has reviewed ways to support families from different cultural backgrounds. Use of staff from different cultures has been effective in this and they have supported the staff to build knowledge of the cultures represented to best meet family needs. EMS uses a list of home languages, and it is embedded practice for staff to be aware of this and BL staff are utilised to support them whenever possible. The feedback mechanisms noted provide opportunities for staff to ensure they keep up to date with what parents are wanting at the centre. The focus on providing more playgroups in 2022-23 arose from community voice (Governing Council, other parents, and community members) in 2022 and has provided a catalyst for supporting families to connect to the centre and join programs such as occasional care or organise a child's CAFH's check. The centre uses site-generated data to review groups and implement new connections as needed such as from 2022-23 Learning Together playgroups initiative, the previous Farsi Women's group (2022), Hippi Literacy program, Orana (Downs Syndrome Association) playgroup, CAFHS playgroup and a new mothers' playgroup (2022-3). The centre is currently part of the DfE Child Development Check pilot program and also has regular CAFHS checks for children and a CAFHs playgroup occurs 5 times per term.

## Strengths

### Quality Area 7: Governance and Leadership

Embedded practice: When there is COVID different ways of meeting with Governing Council were explored which resulted in a more flexible mode of operating meetings -either in person or online through Zoom and this is now embedded into practice with plans in place to extend this approach to other parent meetings to support parent lifestyles. This allows the centre to have parent input from the Governing Council and provide flexibility in how they participate. Governing Council have had a strong voice in change and have also been advocates for other parents. Many changes have been because of parent input in 2021-22 such improved more relevant communication, stronger connections with EALD families, changes to children's groupings 2022 onwards and establishing more playgroups. For parent feedback including complaints, questions and concerns the centre uses a range of supports and researches information such as SA Gov health advice online, the DfE WHS unit, IRMS unit and Early Years team, the local LET team and the DfE legal team. For example, when there was a parent with a concern about safety, staff reflected on the issue, proactively reviewed what could be adapted, connected with the WHS unit, and discussed this with the Early Childhood Leader and Education Director. Staff review areas of the NQS, and Regulations as needed to solve problems and clarify issues or concerns and use such information to respond to parents queries or issues. There is an extensive focus on finding out information to best provide advice or response even for queries. The same approach applies when staff raise issues such as the 2023 concern about what foods are not safe for children which started a journey of research to then communicating with families about this. The centre regularly seeks ideas on best practice from the local partnership preschools so the strong connection with the Hollywood Lakes and Gardens partnership provides support for leaders in best practice. The centre developed a 'tailored' job and person specifications for ECW's based on the Dept J and P but with contextual information which was approved. This results in staff being clear about their roles and responsibilities and has been linked to the previous work with Thilan Legiers. HR were sought in the past to speak with staff about roles and responsibilities and where needed Dept. expertise in industrial relations or HR matters is sought.

Critical reflection. The centre uses the principles of the philosophy in practice as a foundation for what happens on site. The 2023 review was more extensive taking on views of 2022 – 23 parents, children and community. Staff, child. Family and community advice was sought. This practice will continue as it is reviewed each year. The change in reviewing in mid-year has been effective in gaining perspective from a wider group of parents – some current and some leaving due to mid-year intake. The focus is on ensuring the philosophy document is a living document and not a quick compliance document. It was agreed that it is important to obtain feedback from those who have been in the centre, new families, and community groups and since many of those who developed the philosophy had moved on it was vital that it be reviewed more extensively than in previous years. The changes reflect the children, families, community, and staff over time. Staff reflect on their own learning needs, and this is part of their performance reviews. The focus is ensuring that performance development is linked to the centre PQIP goals, the philosophy, DfE requirements and individual personal improvement staff believe they need. In 2024 staff have been provided with additional time to support them to roll over to the new PDP process. Staff PD has included online training for autism, teaching vocabulary and communication skills, children's speech development, Aboriginal perspectives and sensory processing over the past few years. The centre's focus of a whole site approach to intentional teaching particularly around teaching vocabulary and language through conversations is embedded and in 2024 was reviewed to continue with this due to new staff.

Meaningful engagement with parents and/or community. Governing Council provide feedback to the centre about areas of the centre operations and requesting feedback is a regular part of the meetings. Governing council were asked about a range of aspects such as end of year graduation ideas, occasional care, and preschool days, safe arrivals and departures, finance and fee contributions, sleep and rest procedures and policy and enrolment processes. Adapted policies such as sleep and rest and safe arrival/departure have been made due to new information being presented and new issues to consider. All parents/carers are given opportunity to provide input into policies. At times some parents are asked personally to provide feedback about the centre such as hours of operation to gain ideas for the next year 2023 and the annual parent survey provides more opportunity for this. As a result of feedback hours of children's attendance were changed via a Governing Council decision to extending preschool days to fit in more in with school times, occasional care days and times were changed, and processes around late pick up were put in place. Bilingual staff and family members are used to ensure that all families can contribute to end of year planning where possible. Class Dojo is also a catalyst for providing feedback for change. As parents have the opportunity to comment. Since 202s there have been more opportunities for parent orientation sessions for new families whose children were starting preschool. Also a new process for occasional care orientation has been embedded also. Sometimes the centre accommodates individualised orientation sessions for parents

and guardians to cater for all families' needs. This new flexibility allowed the opportunity to ensure that all families were aware of centre operations and knew where to find information if needed. A more detailed focus on ensuring that people on emergency contact lists are who they say they are, has been put in place to support children's safety with parent support. This included a review of where the sign on sheet should go so that children are kept safe. Liaison with the Dept. NQs consultations has supported the site in many new decisions around child safety and supporting families.

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Parafield Gardens Children's Centre

**Goal 1: To improve children's vocabulary, comprehension, and ability to use appropriate sentence structure in reciprocal conversations.**



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If we explicitly teach tiered vocabulary and elements of a conversation and if we use strategies to develop comprehension skills, we will improve children's ability to engage in reciprocal conversations.

### Success Criteria

Children will:

Initiate conversations with peers and adults.

Engage in conversations on different topics.

Respond appropriately and stay on topic in a conversation.

Respond appropriately to simple and complex questions.

Use an increasing number of tier 1, 2 and 3 words in a sentence/conversation.

Use appropriate sentence structure.

Strive for 5 and aim for 10 + turns of a conversation.







## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<b>Each educator and teacher will build their capacity to explicitly teach elements of a conversation and to use the levels of questions and differentiation effectively.</b>	1.1.2 1,2 1.2.3	Click or tap to enter a date. Terms 1 and 2	All ECWs and teachers participate in PD. Director mentoring role/organising PD/staff meetings.	Range of books of different genres, Word Aware Resource; Story Champs, Phon. Awareness resources, research articles.
<b>Each educator and teacher will plan and consistently implement explicit teaching of vocabulary, correct sentence structure in a</b>	1.1.2 1.2.2 1.2.3 4.2.1	Terms 1-4	All ECW's and teachers –planning targeted focus around texts, vocabulary building. Director engaged in coaching/mentoring role	Planning proformas, Word Aware, Story Champs, books different genres, learning


<b>conversation and strategies to ensure comprehension.</b>			and org staff meetings; staff participation in active meetings/planning/implementation.	resources. DfE new resources suite; Time. .
<b>Each educator and teacher will develop a deeper understanding of how to follow the planning cycle for individual children and put this knowledge into practice.</b>	1.2.1 1.2.3 1.3.1 1.3.2 1.3.3	Terms 1-3	Director – leading process in the planning cycle work; explicit instruction, walk throughs, one on one meetings, organising PD and PDP's with all staff and new teacher mentoring; Educator/teacher involvement in PD and participation in planning cycle activity.	The centre planning cycle proforma and NQS. Time - Closure days/whole group meetings, one on one with director and staff and additional time off floor site funded. Teams, Do Jo and One Note for data.
<b>Each educator and teacher will further their skills in critical reflection of children's play and learning. They will consistently collect and analyse data on children's vocabulary development, conversations and comprehension and other areas of development.</b>	1.3.1 1.3. 2 7.2.2	Terms 1 -4	All staff involvement in using proformas/analysis of observations and other data. Staff participation in meetings; Director/teachers developing tools for data analysis. All staff using assessment data. Planned regular data collection processes for each staff member. Change to more online data collection – state office support.	Assessments – planned focus inc. one minute vocab, growth vocab assessments, ped doc assessments, levels of questions, Mini Markit data and developing other graphing tools. Teams/One Note

**Goal 1: To improve children’s vocabulary, comprehension, and ability to use appropriate sentence structure 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?

<b>Actions</b>		On track	<b>Evidence</b> Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	<b>What are our next steps? Potential adjustments?</b>
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			

**Goal 1: To improve children’s vocabulary, comprehension, and ability to use appropriate sentence structure 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.



## Learning Improvement Plan – Goal 2



### STEP 1 Analyse and Prioritise

Site name: Parafield Gardens  
Children's Centre

**Goal 2:** Click or tap here to enter text.



### STEP 2 Determine challenge of practice

**Challenge of Practice:**

Click or tap here to enter text.

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


Click or tap here to enter text.






### STEP 3 Plan actions for improvement


Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
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.
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.
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.
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.

**Goal 2:** Click or tap here to enter text.

 **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?

<p><b>Actions</b></p>	 On track	<p><b>Evidence</b></p> <p>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><b>What are our next steps? Potential adjustments?</b></p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<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>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>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>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>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>Click or tap here to enter text.</p>

**Goal 2:** Click or tap here to enter text.

 **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
Children will participate in a book-based literacy program at home with a focus on learning new vocabulary and engaging in two-way conversations through activities.	6.2.1	Provision of books for home and online resources via Facebook around literacy in the home. Developing and distributing information for families to engage in conversations around books and online and other experiences with children at home to promote literacy. Developing flyers/videos showing different types of conversation at home.	Terms 2 and 3	Books from Literacy Australia. Resources developed by site. Video consultant. Videos. Website coordinator.	Teacher connection with families. Director coordinating development of information to families. All teachers and educators involved in planning for home-based literacy program. Video consultant putting up videos for families.
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.
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.
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.

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.
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## 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			
<b>Children will participate in a book-based literacy program at home with a focus on learning new vocabulary and engaging in two-way conversations through activities.</b>	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.
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.	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.
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**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

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:

Endorsed by education director

<b>Name</b> Click or tap here to enter text.
<b>Date</b> Click or tap to enter a date.

Signature:



**Government of South Australia**  
Department for Education