



**Saddleworth**  
Early Learning Centre

*Quality Improvement  
Plan 2017*

*Play - Inspire - Learn*

# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



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## Service details

<b>Service name</b>		<b>Service approval number</b>			
Saddleworth Early Learning Centre		Service Approval No: SE-00010867 Provider Number: PR-00006069			
<b>Primary contact at service</b>					
Fiona Mosey, Director					
<b>Physical location of service</b>			<b>Physical location contact details</b>		
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Suburb:	Saddleworth		Mobile:		
State/territory:	SA		Fax:	88474387	
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<b>Approved Provider</b>			<b>Nominated Supervisor</b>		
Primary contact:	DECD Ms Anne-Marie Hayes		Name:	Fiona Mosey	
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Email:	DECD.NQFEnquiries@sa.gov.au		Email:	dl.6672.leaders@schools.sa.edu.au	
<b>Postal address (if different to physical location of service)</b>					
Street:	As Above				
Suburb:					
State/territory:					
Postcode:					
<b>Operating Hours</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Opening time</b>	9.00am	9.00am	9.00am		
<b>Closing time</b>	3.00pm	3.00pm	3.00pm		

# Saddleworth Early Learning Centre

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### Additional information about your service

Saddleworth Early Learning Centre (SELC) is a preschool service operated by the Department for Education and Child Development. As such, the site is open during the South Australian school term and closed during the school holiday periods. SELC is a part-time centre, providing a preschool program each Monday, Wednesday, and alternate Tuesdays.

We value the close-knit culture of our community and enjoy the opportunity to work closely with children's family members and the wider community.

Mid-way through 2015, the town of Saddleworth experienced the loss of the local IGA supermarket as a result of fire. This was the hub of the community and left a large gap in terms of facilities provided to community members, and a considerable amount of grief. The community has rallied together to ensure access to services for all (community bus to transport the elderly to the nearest supermarket, Country Women's Association monthly cooked lunches in the local hall, Australia Post branch expanding its services, to name just a few). At the kindergarten, we are noticing a greater sense of community.

A combined Playgroup with Riverton Kindergarten operates each Thursday morning. This is a new initiative implemented to meet community needs, and using funding to employ an Early Years Teacher to coordinate the Playgroup and support families. Currently, the Playgroup is operating alternately at Riverton and Saddleworth.

Pupil free days are determined on a yearly basis. During 2017 the focus is on Collaborative Reflective Practice. Preschools in the DECD Lower Mid North Partnership met in term 2 to begin the journey. Whilst dates are yet to be set, it is our intention to meet as a Partnership team again, and as a site team.

Car parking is available on Saddle Road, outside the preschool building.

How are the children grouped at your service?

As a preschool service, we have children attending in the year prior to their commencement at school. The children are grouped as one, with an age range between 3.9 years and 5.7 years.

Over a fortnightly period, each child is able to access 30 hours of preschool, as per the Universal Access to Preschool initiative.

As per the DECD policy, we offer early entry to eligible children, and children with additional needs as enrolments allow. In 2017, we have 2 children attending under the Early Entry Program.

# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Fiona Mosey, Director and Nominated Supervisor

# Saddleworth Early Learning Centre

## 2017 Quality Improvement Plan



### Service statement of philosophy

Saddleworth Early Learning Centre's philosophy was developed between the preschool Director, preschool educators, children, Governing Council members and families in 2015. The statement is reviewed annually in March each year by educators and Governing Council members. We are planning on having a more in-depth review during 2018 with the view to condensing and simplifying the current philosophy to better meet family and community needs. Our philosophy is communicated to families and the wider community through informal conversations and newsletters. Educators regularly refer to the philosophy to ensure it reflects our practice. We talk with children about the things we believe are important to ensure they have the best possible time at preschool and to ensure the best possible learning outcomes for them.

#### Our Philosophy

**We believe that each child is individual, unique and important, and has the right to develop holistically to their full potential. We support this by:**

- Providing a curriculum (the Early Years Learning Framework) that allows children to explore, imagine, create, problem solve, take risks, develop independence, socialise, have fun, and play.
- Providing a high quality care and learning environment that is safe, welcoming, happy, supportive, accessible, and caters for the individual needs of children and families.
- Providing opportunities for families and community members to become involved in our programs and services.
- Working together to develop stable, caring and respectful relationships with educators and others.
- Respecting and valuing the cultural and social diversity of children and their families.

**We believe that parents and families are a child's first educators and we:**

- Welcome parents and family members with respect and sensitivity.
- Encourage open communication between educators and parents/carers.
- Respond to individual family needs.
- Recognise and respect the diversity of families.
- Create, support and encourage involvement and participation.
- Provide information about support services available at the site and in the local community.

**We believe educators to be our kindergarten's most valuable resource. In order to provide a high quality program, we:**

- Use a holistic approach.
- Provide job satisfaction.
- Value the skills and knowledge that each individual educator brings to the team.
- Respect the diversity of educators backgrounds and experiences.
- Encourage ongoing professional development opportunities.
- Maintain a safe and supportive work environment.

**We believe that our kindergarten is a valuable community resource and as such we:**

- Build relationships and share information with our feeder schools.
- Build relationships with our Playgroup and our local Family Day Care Providers.
- Build relationships with other community agencies.
- Provide an accessible, flexible and high quality service in response to community needs.

# Saddleworth Early Learning Centre

## 2017 Quality Improvement Plan



### Strengths Summary

Educators view the self-review process as a continuous process happening throughout the year. Information gained from 2016 has been used to inform our planning and practice for 2017. During 2016, we noticed that areas to focus on in 2017 naturally arose. We feel this is very much due to our own embracing and embedding of, the continuous notion of observing the needs of the children, families and community, analysing these needs, implementing strategies and programs, reviewing the effectiveness of strategies and programs, and taking a long-term view of the centre and its role in care and education within a community and organisation.

During 2017, the following plan is in place:

QA 1-3 Term 1 Staff and Governing Council meetings

QA4-5 Term 2 Staff and Governing Council meetings

QA6-7 Term 3 Staff and Governing Council meetings

Families are invited to provide input and give feedback through newsletter items, display boards, Floor-book input, programming web, surveys, and conversations with educators.

Information that is used during reviewing include:

- Discussion based on the ACECQA NQS assessment instrument
- AEDC data and discussion with feeder schools (Saddleworth, Manoora and Auburn Primary Schools)
- Sustainability Audit
- Parent surveys
- Child surveys
- Psychological Health survey
- Statements of Learning written for all children
- Individual Learning Plans
- Partnership Performance Plan
- TROLL data
- Assessment and reporting and transition discussions with feeder schools

# Saddleworth Early Learning Centre

## 2017 Quality Improvement Plan



### QA1 Educational program and practice- Strengths

As a staff team we have looked closely at the educational program and practice at SELC. We are very fortunate to have relatively low enrolment numbers which gives educators the opportunity to get to know each child and their family well.

Our pedagogical practices have been critiqued and refined through attendance at professional development sessions, involvement in staff discussion and professional reading. Our DECD Partnership, the Lower Mid North's focus on Visible Learning and Growth Mindsets has played a large part in enhancing our interactions with children.

The introduction in 2016, of fortnightly curriculum planning meetings has led educators to being more focussed and intentional in the cycle of planning, documenting and assessing children's learning and development. Our curriculum wall map has enabled us to document children's interests, questions and wonderings along with intentional teaching and educator-planned experiences, in a quick and easy manner which we then build on and extend. It also demonstrates to families the inter-connectedness of children's learning. A positive outcome of this curriculum wall map has been in terms of time management. We are much more efficient at documenting 'on the go' allowing us to engage in high quality play and interactions with the children. This reflects our philosophy which states that educators and families believe that the preschools most valuable resource is the staff.

Informal daily conversations during break times and after the children leave for the day, as well as formal planning meetings reflecting on children's learning and wellbeing, ensures that the opportunities provided for children are of high quality and specifically geared to individual children's developmental and learning needs.

Introduction of the See Saw app during 2016 was instrumental in documenting children's learning and communicating this with families. The feedback we have received has been exceptionally positive. During 2016 and 2017, 100% of parents have downloaded this app and are viewing it whenever information is posted.

### QA2 Children's health and safety Strengths

The responsibility to safeguard and promote children's health, safety and wellbeing is a high priority at SELC. Children's health needs are determined upon enrolment and health care plans put in place. A staff induction folder includes children's and staff health needs, and emergency contact details are kept by individual staff members as well as in the attendance record folder.

Our routine and the availability of space for active play and quiet play allow children to make choices about where and what to play. Educators are vigilant in observing children and meeting their physical and emotional needs. The small enrolment numbers mean we are able to touch base with family members on arrival, thus alerting us to any particular needs or issues that may arise.

In the past 12 months we have increased our awareness of, and commitment to, supporting the wellbeing of children, staff and families. A highlight has been becoming a "Kids Matter" preschool. All educators have benefited from the professional development attended as part of staff meetings as well as the numerous resources available on the Kids Matter website and sent to us by the Kids Matter team. We are far more aware of the importance of positive mental health on all members of our preschool community, ways to support and develop children's positive mental health through the curriculum and our interactions with them, and ways in which to identify and support families' mental health.

Educators promote and model healthy eating, working with families to offer easy and nutritious snack and lunch ideas. We implemented a program in 2016 linking recycling and packaged-food. Aspects discussed with children included foods that give us long-term energy, fresh foods and foods which contain natural sugars.

# Saddleworth Early Learning Centre

## 2017 Quality Improvement Plan



### QA3 Physical environment- Strengths

The outdoor environment is a particularly appealing and inviting area which past and present educators and families have devoted much time and thought to. There are numerous play spaces and an emphasis on nature which complements current nature-play methodology.

Regular audits of furniture and equipment are undertaken and followed up as necessary.

Educators put a lot of thought into the design, presentation and organisation of the environment, both indoors and out, to ensure maximum benefit and greater learning outcomes for children, whilst ensuring children and staff are kept safe.

Much discussion has taken place in recent months between staff about supporting children to take safe yet challenging risks. At SELC we ensure that children are given opportunities to take risks, talking with them about the possibilities and consequences of those risks. Informing families of the importance of risk taking has been a priority.

### QA4 Staffing arrangements- Strengths

There are two staff members at SELC for 2017 – a Director and an Early Childhood Worker. Staff are enthusiastic, highly motivated educators who are open to challenges and new ideas. Collectively, we bring a range of skills, knowledge and experiences to the preschool.

During 2016, we implemented a formal, fortnightly staff meeting and curriculum planning session. This has been extremely beneficial in providing dedicated time for staff to engage in critical reflections of the children and the curriculum. We have altered our curriculum planning documentation to make it more time-efficient and accurate. Educators record their reflections during the day, have informal discussions during session times and more formal discussions when the session has ended.

Supervision of children is paramount and we ensure that we are flexible in order to be present in areas of high concentration of children.

Staff increase their own skills through attending professional development opportunities and undertaking their own professional reading.

### QA5 Relationships with children- Strengths

Positive and genuine relationships between educators and children form the basis of all we do at SELC. The low enrolment numbers mean we can get to know each child and their family well. We ensure that the environment during arrival time is set up to facilitate contact between family members and staff members.

The educators at SELC are passionate about their chosen career. We want all children and family members to see and feel this when they enter our preschool. As such, educators enjoy engaging in the children's play and work, actively supporting and extending their learning and development. Interactions are respectful and open, and educators are responsive to children's emotional states and unique personalities. We work hard to ensure every child develops a sense of belonging.

Communication with parents is a two-way process. Our philosophy and our actions demonstrate our belief that parents are their child's first teachers and a vital part of a high quality preschool.

# Saddleworth Early Learning Centre

## 2017 Quality Improvement Plan



### QA6 Collaborative partnerships with families and communities - Strengths

The low enrolment numbers at SELC enable educators to engage with family members on a regular basis. Being a small rural town, we often see children outside of preschool time, thus enabling us to get to know the children and their families on a different level, and enabling us to incorporate community events in our curriculum planning.

We place particular emphasis on supporting the wellbeing of children and families. This is evident in our Kids Matter journey which we began in 2016 and see as an ongoing priority.

During 2017 we have a small and enthusiastic Governing Council who work tirelessly to support the preschool.

We have established alternative methods of communication which meet the needs of those families who do not wish to be a part of the Governing Council. The See Saw app has been a great success, and one which was deemed safe and secure for all children in this age of social media.

Community involvement is continuously being investigated. We have established a parent information area, and am in the process of developing a community directory. Invitations by the Country Women's Association to attend local monthly luncheons are accepted with pleasure.

### QA7 Leadership and service management- Strengths

Evident at SELC is our commitment to continuous improvement. Staff regularly discuss how we can improve. As result, our QIP evolves in a natural way. We plan to review our philosophy during 2017 as it is quite lengthy and not as family and child friendly as it could be.

We spent time during 2016 ensuring the administrative aspects of the preschool such as policy reviewing, work health and safety issues, and storage of records meet national standards. The installation of storage cupboards has enabled us to have a secure area to archive records.

Processes for recording things such as emergency evacuation drills have been improved.

There is an issue with the availability of relief staff at Saddleworth. Relief teachers and early childhood workers are in short supply and high demand! We strive to employ the same relief staff to ensure continuity for the children and families.

The introduction of the See Saw app has streamlined communication with families and supported our desire to become a more sustainable preschool.

# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priorities Summary

Improvement Priority 1: Wellbeing		
Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<b>Goal 1</b> To support children's, staff and families mental health	<b>Strategy 1</b> Continue on our journey as a Kids Matter preschool.	<b>1.1.2, 1.1.3, 1.1.5, 1.1.6 1.2.2, 2.1.1, 2.1.2 3.2.1 4.1.1 5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.2.3 6.2.1, 6.3.1, 6.3.4 7.3.4</b>
	<b>Strategy 2</b> Develop strong links with the combined Riverton and Saddleworth Supported Playgroup.	<b>6.1.2, 6.2.2, 6.3.1, 6.3.2, 6.3.4</b>
	<b>Strategy 3</b> Incorporate the Common Approach training in our practice.	<b>2.1.1 6.2.2, 6.3.2</b>
<b>Goal 2</b> Relationships between educators and children are of the highest quality	<b>Strategy 1</b> Educator participation in the Circle of Security Professional Development.	<b>1.1.5, 1.1.6, 4.2.1, 4.2.2, 4.2.3 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3</b>
	<b>Strategy 2</b> Implementation of the Reflect Respect Relate relationships scale.	<b>1.2.1, 1.2.3 5.1.1, 5.1.2, 5.1.3</b>

# Saddleworth Early Learning Centre

## 2017 Quality Improvement Plan



### Improvement Priority 2: Literacy and Numeracy

Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<b>Goal 1</b> To improve children's oral language	<b>Strategy 1</b> Provide opportunities for children to develop oral language skills.	<b>1.1.1</b> <b>5.1.1, 5.1.2, 5.1.3, 5.2.1</b>
	<b>Strategy 2</b> Use TROLL to collect data on children's oral language at a site and Partnership level.	<b>1.1.4, 1.2.1</b> <b>7.2.3</b>
<b>Goal 2</b> To improve numeracy outcomes for all children	<b>Strategy 1</b> Provide opportunities for children to develop mathematical language and concepts.	<b>1.1.1, 1.1.2, 1.1.3, 1.1.5,</b> <b>1.1.6, 1.2.1, 1.2.2, 1.2.3</b> <b>3.2.1</b> <b>4.2.2</b>
<b>Goal 3</b> To communicate children's literacy and numeracy development to families	<b>Strategy 1</b> Introduce the Indicators of literacy and numeracy to families.	<b>1.1.4,</b> <b>6.1.1</b>
	<b>Strategy 2</b> Development of a literacy and numeracy agreement in consultation with parents.	<b>6.1.2, 6.2.1</b>

# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 3: Sustainability

Goals or Outcomes Sought	Strategies How will we get this outcome	Quality Areas /Elements that will improve
<b>Goal 1</b> Children become environmentally aware and responsible.	<b>Strategy 1</b> Establish a productive preschool outdoor learning environment.	<b>1.1.1</b> <b>3.1.1, 3.2.1, 3.3.1, 3.3.2</b> <b>6.1.2</b>
	<b>Strategy 2</b> Embed sustainable practices and language into the curriculum.	<b>1.1.1, 1.1.2, 1.1.5, 1.2.1,</b> <b>1.2.2, 1.2.3</b> <b>3.3.1, 3.3.2</b>

# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 1: Wellbeing

<b>Goal 1</b> Goal or outcome sought	To support children's, staff and families' mental health						
<b>Strategy 1</b> How will we get this outcome	Continue on our journey as a Kids Matter preschool.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	*	*	*	*	*	*	*
Success Measures	<p>Staff involvement in Kids Matter professional development during staff meetings.</p> <p>Evidence of Kids Matter resources present in the preschool environment and in communication with families.</p> <p>Links with community support organisations are improved, expanded and communicated to families.</p>						
By When	Term 2 (→ embedded in practice)						

## Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

## Recommendations for 2018

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# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 1: Wellbeing

<b>Goal 1</b> Goal or outcome sought	To support children's, staff and families' mental health						
<b>Strategy 2</b> How will we get this outcome	Develop strong links with the combined Riverton and Saddleworth Supported Playgroup.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
						*	
Success Measures	<p>Families from the Saddleworth area attending Playgroup.</p> <p>Playgroup sessions held at Saddleworth on some occasions as determined by the Playgroup Coordinator in consultation with Playgroup families.</p> <p>Playgroup Coordinator and preschool directors attending the SPICE kit training.</p> <p>Regular communication between the Playgroup coordinator and preschool directors.</p>						
By When	Term 2 2017						

## Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

## Recommendations for 2018

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# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 1: Wellbeing

<b>Goal 1</b> Goal or outcome sought	To support children's, staff and families' mental health						
<b>Strategy 3</b> How will we get this outcome	Incorporate the Common Approach training in our practice.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
		*				*	
Success Measures	Director attendance at Common Approach training.  Staff professional development during staff meetings.  Information provided to families via newsletters and See Saw.  Evidence of Common Approach language used in the preschool.						
By When	Term 2 2017 (→ embedded in practice)						

## Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

## Recommendations for 2018

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# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 1: Wellbeing

<b>Goal 2</b> Goal or outcome sought	Relationships between educators and children are of the highest quality.						
<b>Strategy 1</b> How will we get this outcome	Educator participation in the Circle of Security professional development.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	*			*	*		
Success Measures	Evidence of Circle of Security philosophy in interactions between educators and children, and educators and families.						
By When	Term 3 2017						

## Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

## Recommendations for 2018

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# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 1: Wellbeing

<b>Goal 1</b> Goal or outcome sought	Relationships between educators and children are of the highest quality.						
<b>Strategy 2</b> How will we get this outcome	Implementation of the Reflect Respect Relate relationships scale.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	*				*		
Success Measures	Observations taken during term 3 2017.  Information gained from observations analysed, and key recommendations determined.						
By When	Term 4						

## Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

## Recommendations for 2018

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# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 2: Literacy and Numeracy

<b>Goal 1</b> Goal or outcome sought	To improve children's oral language.						
<b>Strategy 1</b> How will we get this outcome	Provide opportunities for children to develop oral language skills.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	*				*		
Success Measures	<p>Children given time on a daily basis to talk with educators.</p> <p>Evidence of 'wait time' enabling children to collect their thoughts and process information before responding verbally.</p> <p>Evidence in the curriculum planning documentation demonstrating that oral language development is planned for.</p> <p>Evidence of rhyme, phonemic awareness, letter sound knowledge, vocabulary, fluency and comprehension on a daily basis.</p> <p>Evidence of growth mindsets and dispositions in our interactions with children, and documentation of children's learning.</p>						
By When	Term 1 2017 (→ embedded in practice)						

### Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

### Recommendations for 2018

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# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 2: Literacy and Numeracy

<b>Goal 1</b> Goal or outcome sought	To improve children's oral language.						
<b>Strategy 2</b> How will we get this outcome	Use TROLL to collect data on children's oral language at a site and Partnership level.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	*						*
Success Measures	<p>Collection of TROLL data in terms 1 and 4 for all children.</p> <p>Discussions held between preschool directors in the Lower Mid North Partnership to analyse data.</p> <p>Evidence of growth mindsets and dispositions in our interactions with children, and documentation of children's learning.</p>						
By When	Terms 1 and 4						

### Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

### Recommendations for 2018

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# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 2: Literacy and Numeracy

<b>Goal 2</b> Goal or outcome sought	To improve numeracy outcomes for all children.						
<b>Strategy 1</b> How will we get this outcome	Provide opportunities for children to develop mathematical language and concepts.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	*		*	*			
Success Measures	<p>Attendance by educators at numeracy related professional development.</p> <p>Educators role modelling the use of mathematical language in all aspects of the preschool.</p> <p>Evidence that numeracy has been explicitly planned for.</p> <p>Learning Stories collected on each child at least once per term with a focus on numeracy.</p> <p>Evidence of growth mindsets and dispositions in our interactions with children, and documentation of children's learning.</p>						
By When	Term 1 2017 (→ embedded in practice)						

### Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

### Recommendations for 2018

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# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 2: Literacy and Numeracy

<b>Goal 3</b> Goal or outcome sought	To communicate children’s literacy and numeracy development to families.						
<b>Strategy 1</b> How will we get this outcome	Introduce the Indicators of Literacy and Numeracy to families.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	*					*	
Success Measures	<p>The language of the Indicators used in learning stories and observations and communicated to families via the See Saw app.</p> <p>Information communicated to families explaining the Indicators and giving practical, real-life examples.</p> <p>Information provided to families on how they can support the numeracy development of their young children.</p> <p>Evidence of growth mindsets and dispositions in our interactions with children, and documentation of children’s learning.</p>						
By When	Term 4 2017						

### Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

### Recommendations for 2018

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# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 2: Literacy and Numeracy

<b>Goal 3</b> Goal or outcome sought	To communicate children's literacy and numeracy development to families.						
<b>Strategy 2</b> How will we get this outcome	Development of a literacy and numeracy agreement in consultation with parents.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
						*	
Success Measures	Agreements have been agreed upon by educators, children and parents and communicated to all families.						
By When	End term 4 2017						

### Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

### Recommendations for 2018

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# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 3: Sustainability

<b>Goal 1</b> Goal or outcome sought	Children become environmentally aware and responsible.						
<b>Strategy 1</b> How will we get this outcome	Establish a productive preschool outdoor learning environment.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	*		*			*	
Success Measures	<p>Plant a kitchen garden with children choosing the types of edible plants and caring for them.</p> <p>Incorporate the principles of Permaculture in curriculum planning.</p> <p>Invite children's and families input on redesigning aspects of the outdoor area to include more food-producing trees.</p> <p>Evidence of regular cooking experiences in curriculum planning demonstrating the cycle of growing food, harvesting food, and using food.</p>						
By When	Term 2 2017 (→ embedded in practice)						

### Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

### Recommendations for 2018

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# Saddleworth Early Learning Centre 2017 Quality Improvement Plan



## Improvement Priority 3: Sustainability

<b>Goal 1</b> Goal or outcome sought	Children become environmentally aware and responsible.						
<b>Strategy 2</b> How will we get this outcome	Embed sustainable practices into the curriculum.						
Links to Elements	QA1	QA2	QA3	QA4	QA5	QA6	QA7
	*		*				
Success Measures	Evidence of the principles of Permaculture in curriculum planning.  Use of the Sustainability Lens in all aspects of the preschool.  Children’s observations and learning stories demonstrate their view of the environment and their place within it.						
By When	Term 4 2017 (→ embedded in practice)						

## Progress Notes and Recommendations

Date	Strategies implemented/ Data & Feedback collected	Analysis

## Recommendations for 2018

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