

2025

Quality Improvement Plan for Ardtornish Children's Centre - 2025

Site number:

4668



Service name

Ardtornish Children's Centre for Early Childhood Development and Parenting

Service address

2 Roder Court St Agnes

Service approval number

SE-00014177

Acknowledgment of Country

We acknowledge the **Kaurna** 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 details

Service name		Service approval number	
Ardtornish Children's Centre for Early Childhood Development and Parenting		SE-00011038	
		Assessment and Rating ID:	
		ASR-00045424	
Primary contacts at service			
Heather Fuss			
Physical location of service		Physical location contact details	
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State/territory	SA	Fax	-
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Approved Provider : Department for Education		Nominated Supervisor	
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Postal address (if different to physical location of service)			
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Suburb	ADELAIDE	Postcode	5001
Educational leader			
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Additional information about your service

The following information will assist the regulatory authority to plan the assessment visit.

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.

Number of operational weeks per Year

40, during school term time

Parking

Street parking is available with local parking restrictions in force. Visitors are advised to be mindful of signage for parking. Any visitor to the Centre who needs access considerations is invited to call the Centre to discuss prior to attending.

Pupil Free Days

We have a pupil free day once per term. Dates are set and approved by the governing council and the education director and advertised to families at least 4 weeks prior to the date.

How are the children grouped at your service?

Preschool children attend 5 days per fortnight. They are booked either Monday, Tuesday and alternate Wednesdays or Thursday, Friday and alternate Wednesdays.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)

Heather Fuss, Nominated Supervisor

Service context

Ardtornish Children's Centre opened in 2014 after a complete redevelopment of the site previously known as The John Frances Clark Memorial Kindergarten. It is situated in the northeast of Adelaide directly next to Ardtornish Primary School. We maintain a positive and supportive relationship with the school that assists in the facilitation of transition and continuity of learning as well as the sharing of resources to the benefit of children across the campus.

Children's Centre's operate a range of programs for children and their families with a focus on early development, parenting, and wellbeing. Kindy is one of the programs we operate and makes up a significant proportion of our client base.

The Centre is full time offering children full day Preschool sessions from 9:00am-3:00pm Monday to Friday.

Each morning the children gather together with educators facilitating a 'welcome circle' based on the Berry Street Education Model for trauma informed practice to support all children to be ready to play and learn.

Occasional Care children attend on an irregular basis and have one 3-hour session at a time. Occasional Care is available for 2-4-year-olds Monday-Thursday morning from 8:30-11:30 and Wednesday from 12:00-3:00. An under 2 session is also available on Thursday from 8:30-11:30. Occasional Care is integrated with the preschool program.

Additional associated Programs include playgroups and a range of parenting programs and seminars; please see termly program for more information.

We partner with other services to provide a holistic approach to children's development. The Children's Centre has ongoing partnerships with CAFHS, Northern Adelaide Midwifery, GP Shared Care, UCWB, podiatry service, Relationships Australia, Sara King EYOT and Learning Together, who operate both baby playgroup and universal playgroup on site with us. Additionally, we offer a Mini-Multiples playgroup for twins, triplets and more.

We partner with a range of different services and the local council in support of children and families. Most recently this included children's participation in an Art Show hosted by Olivia Savage, our local MP.

We are part of the Department for Education Modbury Partnership group- within the Felixstow 2 portfolio, Felixstow 2 Early Years Leaders Network and Children's Centres Leaders Network. We work together with our partnership, portfolio and networks to further share improvement goals for the education experience for children across the Modbury and wider north-eastern Adelaide area. More information is available in our context statement on our website.

Our local community is increasingly diverse. Many of our children and families speak more than one language. We have a small number of indigenous families utilising Centre services including the Preschool. Our cohort of children is increasingly developmentally diverse. Family structures are also diverse including 2 parent families, single parents, care provided by grandparents or other family members and carers. Most of our families are employed with a small number currently between jobs or stay at home parents.

The Centre has a small but active Governing Council that meets twice each term to provide input and accountability to improvement priorities, policy development, facilities maintenance, and purchase priorities.

The Centre is staffed by a full time director, 2.4 FTE teachers and several part time co-educators. Our improvement priorities are centred around children's learning with a focus on positive conditions for learning. The staff team has developed goals collaboratively through critical reflection on what children bring and the possibilities for further learning. We consider AEDC data for a longitudinal approach to both curriculum and other programs offered by the Centre. Our local area historically has recorded high vulnerabilities in the social and emotional domains.

Statement of Philosophy

We believe: All children are competent and capable from birth with the capacity to learn, play and form relationships with others and their environments. The early years are critical for:

- Cognitive development and social learning
- Growing a positive sense of self and belonging, with others and communities
- Enhancing resilience and other enduring and positive dispositions for learning.

Play and relationships are children's primary means of learning in early childhood, and keys to intentionally developing children's knowledge, skills, and attitudes. Children's holistic developmental health and wellbeing is nurtured through experiences that engage, challenge, provide a strong feeling of achievement, and encourage the ability to express emotions respectfully and positively. Importantly, a sense of self-worth and interconnectedness is supported within relationships that are attentive, appreciate effort, can be mutually trusted and provide warmth and belonging (Seligman, 2011). Increasing the child's capacity to make choices and decisions and to influence their world now and in a dynamic future (NQS Element 1.1.6) is a major part of the responsibility we share with families and communities.

We do this by:

- Acknowledging that the best interests and rights of the child are the primary consideration in all decisions, actions, practice, policy, procedure and curriculum planning that affect children individually and as a group (UN, 1998)
- Valuing parents as young children's first and most influential teachers and experts on their children
- Drawing from our communities' strengths and aspirations
- Reflecting the evidence-based knowledge and theory that informs early childhood curriculum and practices in South Australia (including Berry Street Education Model, Early Childhood Australia statement on Play and the Early Years Learning Framework).

Our philosophy is reviewed at the beginning of every year. Currently we are undergoing an extensive critical reflection process with our community to better reflecting on our growing understandings of trauma informed practice and the increasing diversity of our community.

Strengths

Quality Area 1: Educational Program and Practice

Ardtornish Children's Centre provides an educational program that builds on the strengths of children by cultivating their curiosity and providing challenge in learning.

Our play-based intentional learning approach values children's sense of belonging, being and becoming. We recognise the early childhood years are not just preparation for the future but also about the present. Children build on their own identities; their concept of self and their place in the world, they build and maintain relationships with others and through these relationships experience a sense of connectedness; they experience joy and meet everyday challenges. They create, imagine, explore, experiment, and wonder at the world.

We encourage children to share their theories and to deepen their thinking through research and discussion with each other. Our image of the child is a competent and capable citizen, and we invite children to activate their agency through engagement in the Centre and the broader community.

We provide a supportive, flexible, and integrated environment in which children can explore, experiment, discover, create, improvise, imagine, challenge ideas, solve problems, engage in critical thinking, and enjoy being. We critically reflect on the importance of play to engage children, give them a means to facilitate their own learning, practice and build on communication and social skills and consolidate and expand ideas.

We have an embedded planning cycle based on the EYLF V2 that considers each child's strengths and potential. All educators observe for strengths, assess for next steps, and plan and implement experiences that build on from what children already know, can do and understand. We recognise that learning is a social experience and design learning experiences for individual children in a group context. Critical reflection on children's learning and current research informs our learning design through team meeting systems that enable collaborative practice. Each educator is empowered to share their observations, perspectives, and ideas to develop rich and holistic play-based experiences for our learners. This enables the provision of learning experiences that facilitate children's growth and monitoring of each child's learning and reflect our current cohort. In 2024 we have focused on strengthening our processes and building capacity across our team, to ensure multiple perspectives of all educators and families contribute to our shared understandings of each child's interests, strengths and learning goals. This informs our critical reflection as we intentionally plan for our fortnightly cycle.

Families are invited and encouraged to input into their child's learning and collaborate with educators to establish learning aspirations. This is undertaken through formal meetings twice yearly, and through ongoing conversations with families that occur before and after our sessions. We actively seek feedback from families about their child and the transfer of ideas from preschool to home.

We ensure that experiences and the rhythm of our day are child focused and value children's ideas, thinking and interests. This is reflected in our pedagogical documentation through the inclusion of children's voice and reflection on learning.

At Ardtornish, we utilise the Early Years Learning Framework; Belonging, Being and Becoming to plan learning experiences for children balancing the importance of their preparedness for their futures as ongoing learners as well as valuing them here and now.

Strengths

Quality Area 2: Children's Health and Safety

At Ardtornish Children's Centre we take a holistic view of children's learning and development. Open, welcoming, and respectful communications and engagement with families regarding children's individual needs and health care plans build trust and collaboration. Invitations and opportunities for children to learn about their own wellbeing are embedded into our daily curriculum. This includes good nutrition, hygiene, rest, physical activity, sun safety and risk.

We work with our Community and critically reflect on AEDC data to actively plan and implement strategies and develop partnerships with other local services to engage children and families with active lifestyles, early intervention, and preventative strategies. This extends to our wider community including children from birth to preschool age and other local Centres.

Our Partner Services include Northern Adelaide Midwifery, GP Shared care, Early Years OT, CAFHs, Uniting Care Wesley Bowden, Local Podiatrist and Learning Together. We have developed a connection with the Community Development Coordinator from Keithcott Farm Children's Centre to support the further growth of what can be offered to families across the broader community.

Parenting programs offered at the Centre support families and encourage parenting approaches that support emotional wellbeing.

We provide families with information and referrals in both individual and universal ways. We critically reflect on children's individual needs and regularly engage meaningfully with families to ensure that we are meeting children's individual wellbeing needs and supporting them to thrive across all aspects of their development. We utilise a range of communication strategies and embedded practices including learning conversations and planning meetings involving families, Support Services, and children's allied health providers. Interpreters are accessed where needed to support family engagement.

Where children have specific medical needs, we arrange on site training for all educators to ensure that we are providing the best possible care for children. Where appropriate we invite educators from neighbouring sites to join us for training, creating sharing of learning across our local community.

The rhythm of our day has been developed to enable embedded responsiveness to each child. Flexible opportunities are available daily encouraging children to make positive and independent choices for their own wellbeing in a supportive environment. Staff are responsive to children's health needs and approach them with care and respect for children's rights and consent.

We regularly review our infection control protocols, ensuring that they are in line with both health and education directives as well as the needs of our local context.

We present learning about good hygiene using multi modal methods including play experiences, group experiences, daily discussion and verbal reminders, environmental design and environmental print which are all embedded into our learning design and Centre practice. We use a language of risk daily when discussing choices for play and behaviour with children to encourage children to develop awareness of their own safety, confidence in their ability and resilience.

We value children's feelings and their expression of those feelings. We validate big emotions, provide reassurance, and maintain a culture of listening which creates trust, a sense of predictability and safety. Children are supported to develop self-regulation and resilience through strategies based on the Berry Street Education Model for trauma informed practice.

The Child Protection Curriculum is embedded in our programming cycle and the design of our environmental and daily rhythm decisions. We have strong child safety practices in place and ensure all staff members have current training in child protection matters.

Following our last NQS Assessment we received a meeting standard for Quality area 2 and have reflected on our practice through rigorous self-assessment processes and continuously responded to improve our practice in this area.

We recognise the importance of staff wellbeing and its correlation to quality of service and have strong embedded practices that support our team.

Strengths

Quality Area 3: Physical Environment

Our Centre was purpose built, opening in 2014, resulting in a beautiful environment which is inclusive of and supports, challenges and nurtures children. The Centre is light, bright, spacious, and open and has a real sense of calm, supporting us in providing a welcoming environment. Our location near local resources and co-located with Ardtornish Primary School supports meaningful engagement with community and continuity of learning.

We view our environment as the Third Educator, children engage with the environment and develop a relationship with both the natural and built environment. The environment includes a range of resources reflecting the competent child, encouraging participation, creativity, and discovery. As resources are sourced, we consider risk, sustainable sources, local produce, Australian Standards, and indigenous perspectives. Use of loose parts and found objects create endless opportunities for creativity, imaginative play and engineering while encouraging risk taking and the development of dispositions and executive functions. Care and intentionality are placed on the set up of our learning environment supporting engagement, curiosity, and respect for resources.

Together we consider the cultural significance of Kurna Land and ways we can look after it and each other. This consideration extends to spaces within the broader community as we visit our local green space and venture outside of the Centre. We have mapped the design of our environment against the Early Years Learning Framework V2 and Indicators of Preschool Numeracy and Literacy. We regularly reflect on our environment as part of our overall learning design.

Children are given freedom of choice to access outside and inside environments throughout the day made possible by our glass folding doors in the preschool, that completely open. Educators set up the spaces to be child focused. Children have access to areas that support quiet restful play and more active energetic play. The environment is presented to provide a range of learning experiences to suit individual children's interests and learning potential, while remaining flexible and responsive as these change. There are spaces that invite different sized groups as well as individual learning. Displays of children's photos, photos in lockers and family albums promote a sense of belonging.

Integrated Kindy and Occasional care services provide additional opportunities through shared environments.

We have developed meaningful and mutually beneficial relationships with various local services and community groups. These relationships inform ongoing reflection of our environment and support the maintenance of equipment and include The Nature Education Centre, Bird Count, Kidsafe and Tea Tree Gully Men's Shed.

The design of our environment considers accessibility and is reviewed regularly in response to the changing cohort of children. We regularly seek meaningful engagement with governing council, families, clinicians, The Briars and SERU to inform adjustments to the environment to ensure the inclusion and accessibility of all children accessing our programs.

We engage in sustainable practices and share this responsibility with the children and their families. Some of the many initiatives that we have implemented are edible planting areas in the garden for both Kindy and the wider community to access, using rain water, utilising recycled materials for play, Butterfly Garden established across the road in the reserve, visits to the reserve supporting respect for natural environments, solar panels, air conditioners on 2 hour timers, lights have sensors, children's bathroom taps are on timers, coloured bin system, caring for local flora and fauna and kindy pets and engaging with external services in civics and citizenship projects inviting children to exercise their agency.

Our building has dedicated spaces for community activities. We welcome other early years professionals to visit our centre to inspire collaboration in the development of quality educational environments.

Since our last NQS Assessment we have critically reflected on our outdoor environment, including meaningful engagement with children, families, governing council, staff, allied health, and environment consultants. We have made significant improvements including two significant upgrades to our log scramble and dry creek bed areas, that have resulted in a greater natural connection, more challenging gross motor opportunities, greater connection with indigenous perspectives and outdoor spaces that support a balance between rest and physical activity.

Strengths

Quality Area 4: Staffing Arrangements

At Ardtornish we maintain an embedded team culture of ongoing improvement and teamwork. Our team works collaboratively with a multidisciplinary approach to tailor planning for individual children's learning and development and support community engagement and wellbeing. We nurture a culture of respect, recognising each other's strengths and dispositions that enhance our team as a whole. We have established a culture in which we can support each other's professional growth and development through robust discussion, as we challenge and support our improvement.

Staff values, strengths and interests are recognised, and staff are supported to take on leadership roles and projects within the Centre ensuring that everyone feels valued and can contribute meaningfully.

Staff rosters consider and support supervision and safety of children and staff while ensuring human resources are used to their fullest potential. Rostering is regularly reflected on as part of our self-review processes.

We are committed to continuity of relationships for the children, as we recognise this ensures predictability for the children, enhancing their wellbeing. This is also true for our families and educators. Children are grouped and staff rostered to support continuity of relationships between children, families, and educators wherever possible. This includes utilising educators across Kindy and Occasional Care programs. We have a pool of consistent relief staff and endeavour to employ regular relievers who are familiar with the centre, our philosophy and approaches, the children, families, and the team. Our relief staff are encouraged to contribute fully to our children's experiences on the day, including documenting their observations that lead to the learning design.

All educators are supported and encouraged to engage with professional development, research, and higher education. Strong professional development and staff wellbeing practices support each individual team member to grow their professional practice in a safe, supportive environment. Our embedded performance management practices focus on growth, critical reflection on professional practice and mutual respect. Collaborative reflective practice is embedded in our team culture and weekly rhythm through incidental discussion and team meetings.

We often undertake professional learning as a group, taking the opportunity to hear the messages together and then interpret them into our centre's context. This has been valuable as we develop our professional understandings and strategies, but also has been supportive of deepening our culture as a team.

Strengths

Quality Area 5: Relationships with Children

At Ardtornish we are committed to developing warm, responsive, and trusting relationships with each child. Each child is supported to feel secure, confident, and included. Relationships between staff and children are strong, reciprocal, caring and understanding. We understand that children who feel safe and valued will have high levels of wellbeing that enables them to engage with learning and with others.

We invest time to get to know each child's interests, strengths, and family lives. This helps us to know children's contexts and better plan for them. Our team is responsive, passionate, reflective, and sensitive to children's wellbeing. We listen to children's big ideas and big feelings, valuing their voice through many means of communication. Our interactions with children are enhanced by our knowledge of trauma informed practice, from our Berry Street Education Model professional development.

We have embedded processes that empower children to contribute to centre decision making processes. This includes offering suggestions about the resources and equipment available to them, and what they would like to research and learn about. The program offers each child choice, challenge, and support.

We support children to engage with each other and engage meaningfully with the broader community utilising their agency and citizenship. Our natural outdoor learning environment and regular visits to local natural spaces cultivate children's relationship with the environment and other living things through exploration of our interconnectedness.

We actively support strong and positive relationships between children in the centre. Children are supported to use positive behaviour choices in a respectful and caring manner.

Staff are approachable and friendly and readily accessible to children and families. We invite families to input into their child's learning utilising multiple communication methods to suit individual family preferences. We host events for families in the evenings and learning conversations to invite families to engage meaningfully with their child's learning. Learning Conversations are offered in several ways at a variety of times to support working families to contribute to their child's preschool learning and collaborate with educators.

We utilise embedded meeting structures to critically reflect on each child's learning and how our relationship with them and their family supports growth. We value diversity and difference and build caring, secure relationships with children of all ages, abilities, genders, and backgrounds. We consider each child and family's needs and learning style.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

At Ardtornish, we welcome, support, and encourage parents and families to actively participate in all aspects of our Centre. The knowledge, expertise and perspectives of our families is valued by our team and informs and enhances the programs we offer for children and our wider community.

We partner with other agencies to plan and organise a wide range of programs, offering a creche service for many of these to enable family participation. We welcome all families and value their differences, valuing the richness that diversity and difference bring to all members of our community, children, and adults alike.

We value parents' perspectives as their child's first educators and the experts on their children. We actively seek parent input in their child's learning journey, starting with the enrolment process in which family knowledge and aspirations for their child are gathered. We offer a range of communication methods to suit individuals. We regularly seek feedback from families regarding their preferred way of receiving information from our centre and have moved to providing both paper-based and online modes to meet the needs of our families.

We are sensitive to the needs of each family, taking a differentiated approach to ensure we are considerate of their needs, particularly when cultural considerations are required. Our team is committed to developing our own cultural knowledge and competence towards inclusion of all children and families.

Our Governing Council consists primarily of parents and family members who are consulted on and contribute to key decisions for the centre, including the strategic directions and daily operations.

We host a range of interconnected supportive services and parenting programs within our service including health, playgroups, and parenting programs based on the needs of the community determined through reflection of local AEDC data and consultation with families and community groups. Currently these include daily CAFHS clinics, Midwifery Group Practice, GP Shared Care, and an Early Years Occupational Therapist. Additionally, our CAFHS runs an Early Parenting Group. We share the availability of these specialist services with other preschools within the wider geographic area for families to access, ensuring we are benefitting as many children and families as possible.

We critically reflect on outcomes for children and families with partner services and collaboratively consider and respond to feedback from families. An example of this is when families utilizing early parenting group were looking for a first aid course. Through critical reflection across our multi-disciplinary team we initiated a first aid course that runs between early parenting groups to ensure the time is accessible to families who need it. The group was highly successful and we now partner with Royal Life Saving to run sessions every term as well as first aid and CPR in January every year.

Alongside these services, we have several facilitated playgroups to support our local community, including a Learning Together Supported Playgroup, Learning Together Baby Playgroup and Mini Multiple Playgroup. These playgroups provide a safe environment for parents to connect and learn alongside a qualified facilitator and develop their parenting skills. They also form communities of families with similarly aged children, developing their own networks. These groups are very well attended and meet the needs of many families in our community.

We approach families in crisis sensitively and utilise our multidisciplinary team to provide them with tailored wrap around services, referrals and supports. We value feedback from families as an opportunity to critically reflect on our service and grow our practices.

We have developed strong partnerships with Ardtornish Primary, our neighbouring school, supporting transitions for children into the school environment. Prior to children commencing, we have structured conversations to share our knowledge of each child's strengths. For children with special rights there are additional meetings involving Support Services to facilitate a more comprehensive transition process, ensuring supports are in place. For some children an extended transition is developed between the Centre and school to support the child and family. All children receive a Statement of Learning, this is shared with destination schools to enable reception teachers to start to develop their understanding of children prior to them commencing.

Ardtornish welcomes pre-service teaching students and other professionals who are interested in our services' operation and maximise opportunities to learn from others whilst advocating for quality practice in the early years. We work with these groups to develop sustainable practices both within the centre and across the broader community.

Over the past 10 years we have worked collaboratively with a professional association EChO, the Early Childhood Organisation of South Australia, to host visiting early childhood educators who are interested in exploring the Reggio Emilia principles of The Image of the Child and Environment as Third Teacher. Having participated in a long-term project with EChO, alongside a mentor, we feel compelled to share our practices with others. This process has benefitted us as we continue to explore these principles and what they mean within our context and with our current team.

Strengths

Quality Area 7: Governance and Leadership

At Ardtornish we have built a positive and collaborative approach to leadership amongst our team. Although we have a highly experienced leader, we value collaborative leadership and encourage all team members to take opportunities to lead different aspects of our service. This enriches the culture of our team, provides an outlet for the interests and passions of individual team members and builds the capacity of all. Through this approach we have been able to establish processes that ensure that our work is shared, leading to collective responsibility.

We are guided by a philosophy statement that has been developed and enhanced over time through continual critical reflection and is embedded in all aspects of our work. Key to our philosophy are the Rights of the Child and our Image of the Child as competent and capable. These foundational concepts lead us to consider all decisions we make through the lens of rights and competence, when designing our program, to environmental choices, to working with families, to our ways of collaborating as a team.

All team members are encouraged and supported to further their own learning that is identified in Performance Development Meetings. These are strength and growth focused and approached in a differentiated way. The wellbeing of team members is supported for each to contribute their strengths to the service. We have a culture of improvement and research and see ourselves as learners. Our team is committed to developing as individuals and as a team. We have structures in place to share learning from PD opportunities within the team so we can all learn and grow.

Our Quality Improvement Plan is developed collaboratively as a team, identifying strengths and areas for further development. This is informed by our own data sets, including enrolment and learning data, as well as AEDC and feedback from the community and is unique to our centre's identified needs. We are committed to continuous improvement and regularly reflect on the progress of our improvement agenda to ensure our strategies are helping us achieve our goals. The QIP is regularly reviewed to ensure it is a living document for our team and community. Progress is shared with the Governing Council each meeting, and other families and community members on request.

We have strong embedded induction processes that support staff and visitors to develop their relationship with the Centre community and work within and across our multidisciplinary team. We cultivate and value our extensive relationships through meaningful engagement with a wide range of community services including health, professional associations, and local government.

We utilise meeting structures to critically reflect on all aspects of our practice and consult broadly with our governing council, families, co-located school, Department for Education portfolio and partner services when making decisions about the strategic directions and daily operations of the Centre.

The director is supported by the Local Education Team, and line managed by the Education Director. She undergoes performance development processes through this team and is supported to continue to develop leadership skills to further the development of herself and the team. Professional support, operational and pedagogical, for the director and team is provided by the Educational Lead, Early Childhood.

As part of the Felixstow 2 Portfolio, the director frequently connects with other leaders – preschools and schools – across the Portfolio. This includes opportunities for professional learning and for celebrating successes and discussing challenges.

We are currently undergoing a process of critical reflection on our Statement of Philosophy, reflecting on our growing understanding and practice of trauma informed practice, specifically the Berry Street Education Model, and incorporating this into our philosophy in a meaningful way that represents the multiple perspectives of our team and community.

Learning Improvement Plan

Where are we and where do we want to get to? Site name: Ardtornish Children’s Centre - 2025

Wondering: How well do we engage families in children’s learning? Which families are most engaged? Which are least engaged? What strategies can we implement or build on to better engage all families?

Goal: To grow family’s engagement with children’s learning in order to improve outcomes for children

How will we know when we get there: We will see increased family participation through attendance numbers, we will see increased authentic engagement in families contributing their knowledge skills and understanding to our programs, we will see increases in survey results from families in this area and anecdotal evidence from conversations and observations will further evidence progress.

How might we get there?

Actions	NQS Links	Roles & Responsibilities	Resources
<p>Professional Development We will critically reflect on our practice and new learning to grow our shared understandings of children’s learning, engagement and inclusion.</p> <ul style="list-style-type: none"> All teachers and interested co-educators will engage with image of the child workshop in week 0 to critically reflect on our image of the child and how our pedagogy and practice reflects this. Director will engage with portfolio project facilitated by Catherine Hydon focused on exceeding themes. Director will engage with children’s centre leaders project project facilitated by Catherine Hydon focused on children’s centres outcomes framework and our site contextual inquiry question. Staff team will engage in collaborative inquiry to research theories and perspectives on learning and development, critically reflect on what we learn and it’s implications for our pedagogy and practice. See attachment for collaborative inquiry cycle plan. Collaborative inquiry will include critical reflection on the EYLF 2 and engagement with families 	<p>1.1.1 Approved learning framework 1.3.2 Critical reflection 4.2.1 Professional collaboration 7.2.1 Continuous improvement</p>	<p>Director will plan time for meetings and critical reflection. Educators will engage with learning opportunities and cycles of inquiry. All staff will be invited to contribute provocations for team learning and collaborative inquiry as articles, videos or other artefacts relevant to our improvement goal. Staff will share responsibility for taking meeting minutes.</p>	<ul style="list-style-type: none"> EYLF V2 Berry street education model resources and coaching session to be held on the 13/2/2025 Collaborative inquiry structure Image of the child workshop facilitated through Felixstow 2 portfolio by Dannielle Gibson ELEC Children’s Centre inquiry project facilitated by integrated sites team and Catherine Hydon Education Lead Early Childhood-Dannielle Gibson as critical friend Regular Team Meeting Time Children’s Centres outcomes framework DfE strategic plan and associated resources Preschool Position statement Portfolio exceeding themes inquiry project facilitated by integrated sites team and Catherine Hydon

<p>Family Engagement</p> <p>We will increase opportunities for families to provide input and engage with the Centre to support co-construction of the program for individual children with particular focus on children’s individual regulation and engagement preferences</p> <ul style="list-style-type: none"> • Staff will utilise cycles of inquiry to critically reflect on the way we share planning, assessment and opportunities to co-construct curriculum with families • Seek feedback from Governing council and families more broadly about the ways they would prefer we communicate with them and the types of information they would like to receive and trial strategies to build on strong communication practices • Seek feedback from Governing council and families more broadly about the physical environment and their child’s engagement and consider possible changes to continually develop our already child focused space • Consider how we communicate play pedagogy to parents and possible ways to grow this. Possible resources include ECA statement on play and video from Nathan Wallace about play. • Consider how we bring families together to build our community of learners 	<p>3.2.1 Inclusive environment 4.2.1 Professional collaboration 6.2 Collaborative partnerships- Collaborative partnerships enhance children’s inclusion, learning and wellbeing. 7.2.1 Continuous improvement</p>	<p>Director will plan time for meetings and critical reflection. Admin officer will communicate governing council meeting times with our community Educators will engage with learning opportunities and cycles of inquiry. All staff will be invited to contribute provocations for team learning and collaborative inquiry as articles, videos or other artefacts relevant to our improvement goal. Staff will share responsibility for taking meeting minutes. Hannah will lead processes to critically reflect on and build on existing processes for communicating our program with families Katie will lead processes to critically reflect on and build on existing programs and events for sharing learning with families</p>	<ul style="list-style-type: none"> • Governing Council • Family conversations • Collaborative Inquiry process and meeting time • Existing communication strategies including communication pockets and emails • Microsoft forms • Invite families to share their talents with the Kindy • Budget for resources suggested by families to build on existing quality of inclusive practices • Nathan Wallace video on play • ECA statement on play • Family night
<p>Pedagogical Documentation Evidencing Improvement</p> <p>Educators will collect and analyse evidence through pedagogical documentation and the planning cycle alongside a process of collaborative inquiry for the purpose of tracking, monitoring, and adjusting our improvement plans</p> <ul style="list-style-type: none"> • Staff will critically reflect on the way we document educators’ intentionality in the design of the program and how we share this with children and families • Staff will critically reflect on the way we include children and family voice in our fortnightly planning 	<p>1.1.1 Approved learning framework 1.3 Assessment and planning 4.2.1 Professional collaboration 6.1 Supportive relationships with families 7.2.1 Continuous improvement 7.2.2 Educational leadership</p>	<p>Director will plan time for meetings and critical reflection. Educators will engage with learning opportunities and cycles of inquiry. Staff will share responsibility for taking meeting minutes. All educators will engage with regular program evaluation and reflection. All educators will engage in the cycle of planning in ways that are appropriate to their role description.</p>	<ul style="list-style-type: none"> • Strong existing planning and assessment cycle system and artifacts • Children’s and family voice through family conversations and observations in play • Collaborative Inquiry process and meeting time

<p>Improved Teaching</p> <ul style="list-style-type: none"> • Critically reflect on the resources we have and how we use them • Consult with children and families on resources they would like to have to reflect their interests and home lives • Source new and or recycled/repurposed resources to expand on existing connection with children's individuality and family life • Continue to implement Berry Street Education Model to support the inclusion of all children and share information about the strategies with families 	<p>1.1 Program 1.2.1 Intentional teaching 1.2.2 Responsive teaching and scaffolding 1.2.3 Child directed learning 1.3.2 Critical reflection 3.2.1 Inclusive environment 3.2.2 Resources support play-based learning 4.2.1 Professional collaboration 5.1.1 Positive educator to child interactions 5.1.2 Dignity and rights of the child 5.2.2 Self-regulation 7.2.1 Continuous improvement 7.2.2 Educational leadership</p>	<p>Director will plan time for meetings and critical reflection. Educators will engage with learning opportunities and cycles of inquiry. Staff will share responsibility for taking meeting minutes. All educators will continue to grow there understanding of the Berry Street Model and implement the strategies that are contextually beneficially to our children.</p>	<ul style="list-style-type: none"> • Existing system for reflection on resources we have and how to use them • Budget line for resourcing the environment • Education Lead Early Childhood-Dannielle Gibson to support with RRR • Family conversations • Observations of children and children's voice
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National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
<p>Critically reflect with staff, children, governing council, and the broader community to review and enhance the children's Centres statement of philosophy to ensure it reflects the beliefs, aspirations, and values of the current community due to significant changes in our staff team and changing community priorities.</p>	<p>7.1.1 a statement of philosophy guides all aspects of the service 7.2.1 there is an effective self-assessment and quality improvement process in place 6.1.1 families are supported to contribute to service decisions 6.1.2 the expertise, culture, values, and beliefs of families are respected, and families share in decision making</p>	<ul style="list-style-type: none"> • Strategic Planning with ECL • Broad consultation with a range of stakeholders • Collation of Submissions • Redraft of philosophy • Approval of new philosophy • Communication with our community and update of published information 	<p>This project will develop over 2024-2025 and will be intertwined with our improvement priority of self-regulation with thinking about inclusion, reflection on family engagement and our cycle of planning.</p>	<p>Dannielle Gibson Education Lead- Early Childhood Pupil Free Days Reflective practice meeting structures Governing Council Families in our community</p>	<p>Heather will strategically Plan a strategy for reflection with Dannielle to present to the staff team during our pupil free days. Heather will include time for follow up in reflective practice team meetings. Heather will present a summary of progress towards improvement goals to Governing council and invite further feedback. Staff will engage in improvement cycle.</p>