### Parks Children’s Centre Quality Improvement Plan 2015

<table>
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<tr>
<th>Standard/element</th>
<th>What outcome or goal do we seek?</th>
<th>Priority (L/M/H)</th>
<th>How will we get this outcome? (Steps)</th>
<th>Success measure</th>
<th>By when?</th>
<th>Progress notes</th>
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| 1.1.1            | Providing children with multi opportunities to express ideas and make meaning using a range of media sources. | H               | • Increase use of voice output device  
• Investigate mini ipads as a communication device  
• Investigate appropriate APPS for i-pads  
• Use of i-pads to record children’s voice on LS  
• Periodic use of interactive board in GR | Better communication from non verbal children  
Children engaged in technology in open-ended learning  
Learning stories have accurately captured children’s voice in a timely manner. | On going over the year | Term 2—using cameras with children to record shape learning  
Term 2—trail instacollage for writing up learning stories on i-pad. |
| 2.2.1            | Better understanding from children and families about the importance of eating healthy. | H               | • Early in the year implement eat a rainbow program across whole centre  
• A range of new foods to try at shared fruit  
• Planting, harvesting and eating food  
• Information sessions for parents  
• displays | More healthy food choices in children’s lunch boxes  
High involvement of children in planting and caring of fruit and vegetables  
Good participation in community eating programs | On going over the year | Term 2—trail soup packs for families  
- eat a rainbow program in preschool, occasional care and playgroups |
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| 3.1.3            | Improving the indoor space to create an optimum learning environment—looking at Reggio Emilia principles.                                                                                                                                                                      | H               | • Learning about Reggio Emilia principles  
• Planning for use of space and what resources we have  
• Purchasing new resources if required.                                                                                                                                                                                   | Children more engaged and on task in the indoor environment  
Less external sensory triggers—children are able to be better engaged  
Children engaged with more natural resources that provoke higher thinking.                                                                                                                                 | On going over the year | Di, Kaity and Flick to introduction to Reggio principles training May.                                                                                                                                                        |
| 3.3.1            | Educators working together with families to promote sustainable use of resources.                                                                                                                                                                                              | H               | • Develop a sustainability pamphlet  
• PD  
• Establish recycle bins for food scraps  
• Promote strategy across all programs.                                                                                                                                                                                      | Reduce waste  
Centre strategies are implemented with families at home                                                                                                                                                                                               | On going                                                                 |                                                                                                                                                           |
| 4.2.2            | Prioritising time for all educators to meet to review the learning program and improve practice.                                                                                                                                                                              | H               | • Negotiating with staff  
• budget                                                                                                                                                                                                                                                                                                             | All educators have a clear understanding about children’s learning and are improving their practice.                                                                                                                                                               | Term 2             | Term 2—extra time allocated to staff for first big planning meeting.                                                                                         |
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| 6.3.4            | Work closer and better with other agencies in our community in a collective impact approach to improve learning outcomes for children. | H               | • AEDI data, census data - analysis and stories from others  
• Continue with network meetings and agree to what area to work with.  
• CDC to work collaboratively on inner west partnership community planning group. | AEDI data shows a reduction in vulnerability for children  
Families can better access information for services available for their children | On going | May—community group to focus in a collective way on developing literacy skills in children and women.                                         |
| 7.2.2            | Better processes to ensure each educator receives on going feedback about their performance and plans for improvement are developed. | H               | • At least meeting twice a year to review work and set goals.  
• Formal sharing back to staff about PD training  
• Use skilled staff to skill others both formally and informally—utilising OT, Speech Path, Special Ed T  
• Supporting staff to attend PD opportunities | Staff are clear about their roles and are competent in performing them.  
Staff are building on their learning.  
Good engagement of staff to PD  
All staff have opportunities for PD | On going | May—all educators met with Director for feedback and to set goals.                                                       |