



Government
of South Australia

Department for Education
and Child Development

Whyalla Stuart



Kindergarten

Quality Improvement Plan

Whyalla Stuart Early Childhood Centre Kindergarten

2016

Service details

Service name	Service approval number
Whyalla Stuart Early Childhood Centre Kindergarten	SE-00011118
Primary contact at service	Educational Leaders
Lyn Scott Director	Lyn Scott Anne Castle Phyllis Campbell Director Teacher Teacher AFL Cath Wood Teacher IPP
Physical location of service	Physical location contact details
Street: 24 Ramsay Street Suburb: Whyalla Stuart State/territory: SA Postcode: 5608	Telephone: 08 8649 3173 Mobile: 0438816165 Fax: 08 8649 2221 Email Lyn.Scott822@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Lyn Scott Telephone: 08 86493173 Mobile: 0455595058 Fax: 08 86492221 Email: Lyn.Scott822@schools.sa.edu.au	Name: Lyn Scott Telephone: 08 86493173 Mobile: 0455595058 Fax: 08 86492221 Email: : Lyn.Scott822@schools.sa.edu.au

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	09.00	09.00	09.00	09.00	9:00	NA	NA
Closing time	15.20	15.20	15.20	15.20	11:50	NA	NA

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.

This service is linked to the school calendar year and therefore is closed during school holidays. We have 2 children free days a year which are nominated 4 weeks in advance to allow parents time to find alternative arrangements for their children if needed.

There is car parking at the centre for staff but parents mainly park in the streets or on the vacant lot next to the kindergarten. A bus service stops at the local shopping centre across the road from the centre.

The Capacity enrolment number is 55. We are currently operating as a full time site.

Staffing configuration is:

1. 1 FTE Director: 1.0

2. 2.4 FTE Teachers: 1.0 Mainstream
0.6 Inclusive Preschool Program (IPP)
0.8 Aboriginal Family Literacy Strategy

3. 1.7 FTE Early Childhood Workers: 1.0 comprising ECW2 0.6 IPP and 0.4 Mainstream
0.5 comprising ECW1
0.2 – ECW2 Occasional Care Co-ordinator

4. Backfill Universal Access: Teacher 0.2 ECW 0.2

How are the children grouped at your service?

We offer 9 sessions per week, with children entitled to access 15 hours of preschool -attending a combination of full and half days to meet the needs of families.

3 year old Aboriginal and Guardianship of the Minister (GOM) children access 4 sessions comprising 2 full days or 4 x ½ days.

Inclusive Preschool Program (IPP) children access ½ days Monday to Friday, morning sessions.

Children are grouped with staff members according to how many contact hours that member has and statements of learning are written by those staff members responsible.

Occasional Care program is offered on a Thursday – morning or afternoon sessions.

Children requiring additional support are allocated a worker who best suits their individual learning requirements. Children access preschool support during their preschool session.

We also have an additional 0.8 staff member appointed for the Aboriginal Family Literacy Strategy – Tuesday to Friday

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

Nominated Supervisor: Lyn Scott – Director of Whyalla Stuart Early Childhood Centre – Kindergarten

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educator: N/A

Service statement of philosophy

Whyalla Stuart Early Childhood Centre - Kindergarten Philosophy

Whyalla Stuart Early Childhood Centre - Kindergarten believe that :

1. Early Childhood is a significant time for children's growth, learning and development and builds the foundation for lifelong learning. As educators we play a major role in this journey in collaboration with families and community.
2. We are committed to providing a welcoming and supportive environment where children are encouraged to take appropriate risks within a supportive environment. We value children developing the dispositions for learning such as enthusiasm, curiosity, persistence, cooperation and resilience.
3. Warm, caring relationships with each child are fostered so that children feel secure, confident and included. Individual children's wellbeing is a priority.
4. Using play based learning the program includes parent input, staff observations, children's voice and interests with assessments based on outcomes from the Early Years Learning Framework and current Early Childhood theories.
5. As educators we are also on a continual learning journey where we are supportive of each other and committed to ongoing professional development. Individual skills and talents are recognised and valued.
6. We value families as the prime educators of their child and endeavour to support them in their parenting roles. Families are welcomed and encouraged to participate in all aspects of their child's learning within the centre.
7. We foster reciprocal relationships within the Whyalla community allowing for the best outcomes for the children.
8. We celebrate diversity and each child's individuality is catered for, valued and respected.

Therefore

Our vision is to provide a caring, fun, stimulating, learning environment that encourages every child to reach their full potential. We value and respect diversity and the important role that each child's family and community play in children's lifelong learning journey. We acknowledge and appreciate the bond Aboriginal and Torres Strait Islanders have to this land.

"CHILDREN ARE AT THE CENTRE OF EVERYTHING WE DO"

Reviewed in March 2015 by staff, parents and community members.

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children’s learning and development. In school age care services, the program nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.	
	Element 1.1.1	Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child’s learning.
	Element 1.1.4	The documentation about each child’s program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child’s agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.
	Element 1.2.3	Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	<p>Educators collaborate to write the planning document that incorporates all programs running at the centre including I.P.P, mainstream and A.F.L.S. The program is based on staff observations of individual and groups of children; children's voice; family input; collected data and strategic directions of the Whyalla Partnership and DECD. The planning document meets the needs of all stakeholders and is easily accessible to children, staff, families and community members. Staff meet on a weekly basis to discuss, review and inform the planning cycle but the document is a dynamic one that is added to daily to represent the daily learning at the centre. This document is displayed and accessible to children, families and staff. Photographs are an integral part of the document so that it is meaningful and relevant to children and families. There is notable interest in the planning cycle with children and families looking at and commenting on the planning document. An area has been set up with a table and chairs so that families, children and staff can look through these documents at their leisure.</p> <p>As a result of reflection by the staff team, a community book was generated that highlights family and community involvement in relation to the centre. This book is available for all staff, children, families and community members to look at and contribute to. This has been very successful as a reflection tool for staff also.</p> <p>Educators use a variety of methods of documentation including photo outcome sheets, wall displays, observations, project work and communication with families to celebrate learning and share the planning process. Educators are assigned a portfolio of focus children to ensure all children have equal access to the program offered. All educators in our site document children's individual learning and all educators contribute to our ongoing documentation. Children's 'workbooks' are accessible and on display and families often take the time to look through these books with their children. Each child has an ILP, based on information gathered in term 1 and shared with families during yarning time. Yarning Time has been very successful, with educators meeting with each family to celebrate their child's learning, discuss the planning cycle, children's interests and learning goals and any other areas they would like to chat about. These meetings are informal and are as much about building relationships with families as sharing information.</p> <p>Numeracy and Literacy has been a key focus and will continue to be. Staff have attended training and development with PMA association. We have alternated weekly staff meetings to incorporate discussions, reflection and understanding around numeracy teaching and the literacy and numeracy indicators. The planning documents have been changed to incorporate, embed and reflect a numeracy and literacy priority.</p>
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Key improvements sought for QA1

Standard/element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
Identified issue	At a DECD level it has been highlighted that numeracy and literacy needs to be a priority in children's learning and development. At a DECD, partnership and site level we are working to address this throughout all levels of schooling. 2015 was a year of familiarisation of the numeracy and literacy indicators. During 2016 the indicators will be used as a framework

for collecting data on each child's development and progress in literacy and numeracy. This will inform practice and be embedded in the planning cycle.

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	When?	
Standard 1.2 Element 1.2.1	<p>Increased capacity for educators to understand, teach and support numeracy and literacy development in young children.</p> <p>Data is collected and reported on using the framework of the numeracy and literacy indicators.</p>		<p>Numeracy learning through play based experiences and meaningful data collected in context</p> <ul style="list-style-type: none"> Identify specific outcomes for weekly planning and discuss strategies to ensure maximum learning potential. ILPs for every child with specific outcomes for numeracy and literacy Data collected through meaningful experience <p>Staff to attend T&D – Numeracy, especially that as part of the partnership priority</p> <p>Ongoing reflection at staff meetings on a fortnightly basis.</p> <p>Provide Statements of Learning with Literacy and Numeracy Outcomes for each child transitioning to school.</p>	<p>Planning document</p> <p>ILPs for each child completed</p> <p>Observations, learning journey, photo evidence collected for every child.</p> <p>Staff accessing relevant TD</p> <p>Statements of learning reflecting literacy and numeracy indicators completed.</p>	<p>2016</p> <p>Term 2 2016</p> <p>2016</p> <p>Term 4 2016</p>	

Quality Area 2: Children’s health and safety

This quality area of the *National Quality Standard* focuses on safeguarding and promoting children’s health and safety.

Quality Area 2: Standards and elements

Standard 2.1	Each child’s health is promoted.	
	Element 2.1.1	Each child’s health needs are supported.
	Element 2.1.2	Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<p>Physical activities are promoted on a daily basis to encourage fine & gross motor activities. These activities include bikes, ball games, obstacle course, stilts, push along toys, trampolines etc.</p> <p>The centre promotes both inside and outside play at all times throughout the day and the natural play space encourages a wide range of physical play experiences.</p> <p>We have received several community Grants from OPAL which we have used to promote children's health and wellbeing in partnership with families. This has included: a cooking program based on healthy snack ideas where we made a recipe book for children to take home; purchasing of equipment for physical activity such as tramps, scooters, balls; family excursions to local play spaces such as the local pool, Wild Dog Hill and the beach; end of term parties focussed on physical activity and healthy snacks.</p> <p>We accessed S A Health – Zena Wingfield – Aboriginal Health Promotion Officer, who funded and provided resources for us to run 'Eat A Rainbow' program over seven weeks with the children. This finished with a finale where families were invited to come and share 'Eat A Rainbow' food and look at photos of each weekly event.</p> <p>We have continued our vegetable garden and shared its produce with families. This involved an excursion to the local garden shop to purchase seedlings and talk about all the wonderful vegetables we can grow.</p> <p>Staff have accessed training and development relating to nature play, outdoor education and the benefits of acceptable risky play to child development. Staff continue to reflect upon, discuss and manage risk/benefit and physical play.</p> <p>A couch has been donated and we have some bean bags/cushions in a quiet corner. The children can access books and the Ipads in this area to rest. This has been very popular and provided a space for children to have some much needed quiet time away from the busy explorative learning that occurs. The IPP room has been accessed regularly for quiet time – by choice of the children.</p> <p>We now access Food bank and get a regular supply of fruit ,vegetables and bread. We have encouraged children to access this with sharing of fruit and cooking sessions. Providing a weekly supply of fruit and veg for families to take home has been successful. Families can now send fruit to kindy for snacks. Children also accessed fruit on a regular basis as it was always readily available. Children and families have also tried fruits and vegetables they may not have had before for example dragon fruit, lychees etc.</p>
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**Standard/element
2.2.1**

Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.

Identified issue

While we do not provide food for the children we do promote healthy eating at the centre. This can be quite challenging however due to the prevalence of pre-packaged convenience foods that are marketed as healthy but are often high in sugar and fats. We are finding that more families are sending pre-packaged foods such as muesli bars, 'fruit bars', fruit tubs etc.

Key improvements sought for QA2

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	When?	Progress notes
<p>Standard 2.2 Element 2.2.1</p>	<p>An increase in families that provide food that is consistent with the Australian Govt Guidelines and/or Dietary Guidelines for Children and Adolescents.</p> <p>Resources for families on healthy eating and where to get more information.</p> <p>Children showing an awareness of healthy lifestyles and good nutrition.</p>	<p>M</p>	<p>Promotion/Information for families re -healthy food choices: Newsletter info Displays Notes to families Renaming 'snack time' and culture of snack time</p> <p>Food bank – to provide regular, readily available fruit for families and children to access</p> <p>Including information about 'healthy eating' in the program – intentional teaching and making the most of teachable moments. Exploring the 'Paddock to Plate' idea of where does our food come from? Growing, using and sharing our own vegetables and fruit.</p> <p>Special programs – eg 'Nude Food" week. Using Sip and Crunch program. Healthy Ears.</p>	<p>Less packaged foods that are high in fat and sugar being brought in for snacks and an increase in fruit/vegetables as snacks for children.</p> <p>Healthy lifestyle education and information being included in the program.</p> <p>Information for parents displayed, newsletters.</p> <p>Continued development of our vegetable garden. Planting seasonal vegetables. Harvesting, cooking with and sharing our own produce</p>	<p>2016</p>	

Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<p>The centre prides itself on ensuring it is aesthetically pleasing, inviting and organised. Educators ensure that it promotes a sense of belonging to all who utilise the centre. Educators provide real resources to extend children's natural curiosity and for children to positively interact with their environment. Real resources are sourced from recycling/donations. Equipment, furniture and resources are maintained and cleaned on a regular basis. A large in depth clean is undertaken at the end of each term.</p> <p>We have large indoor and outdoor spaces. There are purpose built and natural shaded areas outside.</p> <p>Educators set up the inside and outside environments from based on children's voice, observations and data collected.</p> <p>Educators provide opportunities for children to grow and care for vegetable gardens and potted plants. Biodiversity and all living beings are respected at the centre and we talk to children regularly about conserving nature and the importance of living creatures in our environment. Boxes, paper waste etc. are recycled.</p> <p>Children are encouraged to take ownership at the centre and are actively involved in cleaning tables, packing away and looking after resources. At lunch times children are encouraged to clean up the lunch area themselves – rubbish away, clean the tables, lunch boxes away etc. Child sized brooms and rakes are available for children to help sweep and rake bark chips.</p> <p>Staff have accessed TD on Wipe Out Waste. This also included resources to use with children. We attended the excursion for children which explained reduce, reuse, and recycle. We continue to recycle using the Council recycling system.</p>
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Key improvements sought for QA3

Standard/element 3.3.1	Sustainable practices are embedded in service operations.	
	Identified issue	We produce a lot of waste through pre-packaged snack packets etc. At the moment we are not separating organic and paper/plastic waste.
Standard/element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained	

Identified issue

While the premises are safe and well maintained, the processes need to be more thoroughly documented and the STAR system needs to be up to date to reflect this.

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	When?	Progress notes
<p>Standard 3.3 Element 3.3.1</p>	<p>For the centre to become more proactive in developing sustainable practices.</p> <ul style="list-style-type: none"> • Reduce waste to landfill • Recycle organic waste • More efficiently recycling materials such as yoghurt containers, cardboard • Increase use of sustainable resources • Reduce use of resources where possible <p>Educators consistently conducting safety checks and monitoring the maintenance of buildings and equipment and recording this information.</p>	M	<p>Recycling project – re packaged snack foods, nude foods, sip and crunch, waste audit</p> <p>Separate organic /paper waste</p> <p>Education and information for children and families</p> <p>Educators to reduce use of resources such as paper, photocopies, laminate</p> <p>Purchase of sustainable resources</p> <p>Scheduled safety checks. System in place to record information. STAR system updated – use funding to release Director to do so.</p>	<p>Completion of project and reduction in waste sent to landfill.</p> <p>Increase in recycling and organic waste being used.</p> <p>Information in newsletters and displayed and increased awareness shown in families.</p> <p>Purchase of sustainable resources.</p> <p>Increase in reporting in regards to OHSW</p>	Term 2 2016	

Quality Area 4: Staffing arrangements

This quality area of the *National Quality Standard* focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Quality Area 4: Standards and elements

Standard 4.1	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Quality Improvement Plan for QA4

Summary of strengths for QA4

Strengths	<p>Staffing is arranged to maximise learning opportunities with priority given to working with individual children as well as groups of children. Staff are always available at the commencement and end of sessions to greet and farewell children and families – this supports effective communication with children and families.</p> <p>Staff have opportunities at staff meetings, planning meetings and throughout the day to have conversations about children’s learning and development, pedagogy and centre practices to improve practice and further develop our knowledge, beliefs and understandings. Staff are flexible and willing to adapt and change interactions, routines and practices to meet children’s and family’s needs. Staff have engaged in discussions/reflective practice on a regular basis. Topics have included numeracy/literacy, intentional teaching, the roles of the teacher in an effective play based curriculum, behaviour coaching, children’s needs and development, curriculum and planning cycle.</p> <p>Staff work together really well and we foster an environment of support, respect and friendship with each other. A sense of humour is valued. Staff have a high level of Cultural Competence and this is reflected in our everyday interactions with each other, families and children – staff are genuinely open and respectful of all ways of being and doing.</p>
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Key improvements sought for QA4

Standard/element 4.2.1	Professional standards guide practice, interactions and relationships	
Identified issue	<ol style="list-style-type: none"> 1. The current family information booklet needs to be updated and more user friendly for families. 2. A staff handbook needs to be developed that communicates clearly the services philosophy, policies and procedures, ethical and codes of conduct. Staff can then access these documents to guide professional conversations about day to day practices at the centre. This will assist relief, casual educators and students to belong as part of the team and have a shared understanding of how the centre operates 	

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	When?	Progress notes
Standard 4.2 Element 4.2.1	A handbook for new and existing educators and students that includes: <ul style="list-style-type: none"> • the statement of philosophy • the code of ethics • position descriptions • professional standards that apply to educators. 		Current staff handbook to be developed and readily used by staff	Staff handbook completed	2016	
	Families seeking a place at the service are provided with easy-to-read information about how the service operates and what it can provide		Current Family Information booklet to be developed and readily available to families.	Handbook completed and available for families.	2016	

Quality Area 5: Relationships with children

This quality area of the *National Quality Standard* focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<p>Educators take the time to develop positive reciprocal relationships with children and families which allows for meaningful interactions and supports learning together. Staff team ensure that there is a staff member available to be primary carer for those children who have problems with separating and various strategies are used to settle children at the centre. Children are supported to develop friendships that support their belonging at the centre.</p> <p>Interactions with children are easy going and happy and educators engage in conversations with children about their families, interests and experiences inside and outside the centre. Staff consistently respond to children who need their attention or help and engage in children's play.</p> <p>During 2013 and 2014 educators attended Professional Development on Rational Emotive Behaviour Education (REBE) with Giulio Bortolozzo and aspects of this program were implemented with children. Educators also accessed Professional Development –123 Magic, Emotional Coaching, Kinesiology – Brain Development Exercises. All of these programs have helped support children to develop their capacity to manage their own behaviour and respond to other people's behaviour.</p> <p>Staff at the centre have worked hard to promote a sense of belonging and ownership at the centre and will continue to do so – this has included the planning format that children are involved in, community books and family days.</p> <p>The routines of the centre have allowed children the time to engage in play experiences with the least amount of transition times.</p>
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Key improvements sought for QA5

Standard/element 5.	Relationships with children
Identified issue	Engage with the Kids Matter program.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	When?	Progress notes
<p>Standard 5.1 Standard 5.2</p>	<p>The implementation of the KIDS MATTER program</p>	<p>H</p>	<p>Educators to access Professional Development on Kids Matter</p> <p>Implement Kids Matter components 1 and 2</p>	<p>Completion of Kids Matter components 1 and 2</p> <p>Educators access and complete the Training and reviews for components 1 &2</p>	<p>Term 2 – 4 2016</p>	<p>.</p>

Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Quality Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths

Educators work hard to create a welcoming environment and establish meaningful relationships with families. This has ensured better partnerships, genuine conversations and relationships with families. This has meant that we have gained more effective, shared information about children, their learning and development.

After our first assessment we identified that we needed to record our community and family interactions more effectively. After some T&D in this area we established the WSECC Family and Community book which has highlighted the great work we do in this area. Out of this however we identified that we could improve our practice in encouraging families to be more involved in activities at the centre. We therefore changed our end of term celebrations to include families and now have family fun days. We asked parents what type of activities they would enjoy, what days would be suitable and asked for feedback from families. We have found that this has allowed staff to get to know families in a more relaxed, genuine way. In addition to this we increased opportunities to showcase children's learning for families with performances, graduation ceremonies etc. We have also had various displays within the community to showcase children's learning.

We use the mobile phone more regularly to keep families in touch, send out reminders and encourage attendance. This has had positive outcomes and gives another opportunity for communications to occur regularly.

A sense of community has developed with staff and families sharing both good and hard times with each other. We have recently had two cases of parents of children pass away and staff attended these funerals and supported the children through these difficult times. This was greatly appreciated by both families. We also celebrate and share new additions to families when babies are born and provide emergency care sessions to support families when needed.

We also encourage families to stay for as long as needed to settle their children and have worked with several families over an extended time to transition children to kindy successfully.

Governing Council meetings were well attended and much more effective in 2015 year compared to previous years.

Key improvements sought for QA6

Standard/element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions
	During self review we have identified that we need to increase opportunities for families to contribute to the operation of the centre and be involved in an advisory, consultative and decision making role.

Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	When?	Progress notes
Standard 6.1 Element 6.1.2	Families able to contribute to QIP and development and review of policies and procedures		Discuss, review and update QIP at Governing Council meetings Involve families in review and update of policies and procedures.	Governing Council minutes Policies reviewed and updated with family/ Governing Council consultation	2016	

Quality Area 7: Leadership and service management

This quality area of the *National Quality Standard* focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service’s operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.

Quality Improvement Plan for QA7

Summary of Strengths

Strengths

At Whyalla Stuart Early Childhood Centre - Kindergarten there is a professional environment that promotes life-long learning.

A great amount of professional learning has been accessed by staff over the past three years and this has been documented in our Community Book. This provides the opportunity for families to see what staff are accessing, why they are absent from the centre and where new ideas come from and why. E.g. research based. At the end of the year the Community Books are stored for easy access by children, staff and families. Educators continue to reflect and review their teaching practices and pedagogies and select appropriate professional development to enhance current skills and knowledge.

There is a culture of trust and openness where educators continually reflect on practices for continual improvement. This is done through staff meetings, planning meetings and daily conversations. Educators are genuinely interested in current research and reflect on how this informs our practice.

Every effort has been made to provide continuity of staff and cohesion at the centre through some difficult times of late. Staff have friendly, open relationship and this is enhanced through social get togethers such as end of term dinners, lunches and fun things such as footy tipping.

The education leader is truly dedicated to a service of excellence and accountability.

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Key improvements sought for QA7

Standard/element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly
Identified issue	Policies and procedures need to be updated and reviewed and readily available to all stakeholders

Improvement plan

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	When?	Progress notes
Standard 7.3.5	Updated and reviewed policies and procedures available to staff and families: health and safety policies and procedures, including: <ul style="list-style-type: none"> • delivery and collection of children • excursions • refusal of authorisation for a child to leave the service • dealing with infectious disease • dealing with medical conditions • emergency and 	m	Review policies in place Consult gov council Update policies Access DECD intranet for information	Policies and procedures reviewed and updated.	2016	

	<p>evacuation</p> <ul style="list-style-type: none"> • health and safety, which covers: <ul style="list-style-type: none"> – nutrition, food and beverages, dietary requirements – sun protection – water safety – the administration of first aid • incident, injury, trauma and illness • a child-safe environment • staffing policies and procedures, including: <ul style="list-style-type: none"> • a code of conduct • determining the responsible person present • the participation of volunteers and students • relationships with children policies and procedures, including interactions with children • service management policies and procedures, including: <ul style="list-style-type: none"> • governance and management of the service, and confidentiality of records 					
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	<ul style="list-style-type: none">• enrolment and orientation• payment of fees• dealing with complaints.					
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