



Australian Children's  
Education & Care  
Quality Authority

## **Appendix 2:** Quality Improvement Plan template

March 2015

## Service details

<b>Service name</b>	<b>Service approval number</b>
Ardtornish Children's Centre for Early Childhood Development and Parenting	SE-00014177
<b>Primary contact at service</b>	
Heather Fuss and Catherine Ayles (Directors)	
<b>Physical location of service</b>	<b>Physical location contact details</b>
Street: Saarinen Avenue Suburb: St. Agnes State/territory: SA Postcode: 5097	Telephone: 82649828 Mobile: 0400400652 Fax: 83953601 Email: Heather.Fuss794@schools.sa.edu.au
<b>Approved Provider</b>	<b>Nominated Supervisor</b>
Primary contact: Department of Education and Child Development Trish Strachan – Head of Child Development Telephone: 08 82263463 Fax: 08 82260159 Email: trish.strachan2@sa.gov.au	Name: Heather Fuss Telephone: 82649828 Mobile: 0400400652 Fax: 82953601 Email: heather.fuss794@schools.sa.edu.au
<b>Postal address (if different to physical location of service)</b>	
Street: 2 Roder Court Suburb: St. Agnes State/territory: SA Postcode: 5297	

## 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	8.30	8.30	8.30	8.30	8.30		
Closing time	15.00	15.00	15.00	15.00	11.30		

### Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

Access to the site is via the main entrance, which is off of Saarinen Avenue, adjacent to the Ardtornish Primary School.

There is a Children's Centre staff car park out the front of the building.

We have two pupil free days a year, neither is booked as yet.

Currently the Director role is shared. Heather Fuss is the nominated supervisor and substantive director. She is currently working 0.6 until the end of the year.

Heather is at the centre Wednesday through Friday. Catherine Ayles is the director 0.4. Catherine is normally the full time teacher at the centre and is therefore on site five days a week.

How are the children grouped at your service?

Preschool children are aged 3.8 to 4.8 years of age. Preschool children attend up to 5 sessions per week. Each session is 3 hours long. Some children stay all day and utilise our lunch care program. Each morning the children are separated into small groups where educators work according to individual children's needs and abilities, with the direction of the children.

Occasional Care children attend on an irregular basis, and have a 3 hour session at a time. Occasional Care is available for 2 to 4 year olds on Tuesday and Wednesday AM and PM and Thursday AM. One under 2 session is also available on Thursday AM. These times run at the same time as preschool.

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

Nominated Supervisors/Preschool Directors – Heather Fuss and Catherine Ayles (shared leadership)

## Service statement of philosophy

Please insert your service's statement of philosophy here.

### What We Do

The Ardtornish Children's Centre works in partnership with local families and the community to support the learning needs of all children in a high quality and accountable preschool education, parenting and child development focused service.

Ardtornish Children's Centre works to bring together government and non-government services in education, care, health, community development and family support to enable optimal development of all young children in the community.

### How We Do This

We provide a safe and secure environment in which children and families can grow and learn. The centre implements and provides a strength and play-based curriculum incorporating the developmental progress of the individual. Our Centre is staffed by professional, friendly and caring people. We endeavour at all times to use local community members and organisations assets to enhance individual children's potential, while recognising their current skill levels and prior learning.

Our Centre is guided by National Quality Standards and our children's programs are based upon the Early Years Learning Framework document (EYLF), which aims to provide children with a wide range of experiences from which they learn, develop skills, become social beings and establish positive attitudes about themselves as learners.

### We Believe

The increasing pace of technological change and the challenges facing our planet and societies mean the children of today will be operating in an environment quite different from that which we experience now. Increasing the child's capacity to make choices and decisions and to influence events and their world (NQS Element 1.1.6) is a major part of the responsibility we share with families and communities.

Much research supports our belief in the importance of the early years. It is a critical period for cognitive development and social learning, for developing a positive sense of self, enhancing resilience, and ultimately providing a sense of wellbeing.

Children's wellbeing is nurtured through experiences that fully engage, that provide a strong feeling of achievement, and encourage the ability to express emotions respectfully and positively. Importantly a sense of self-worth is developed within relationships that appreciate effort, can be trusted and provide warmth and belonging (Seligman, 2011). We regard play as an extremely important means for learning in early childhood, and actively develop children's knowledge, skills and attitudes through play.

We extend our respect and advocacy for childhood through connections and collaboration with local and broader communities. We build community partnerships to access opportunities and to strengthen continuity and transitions for children and families. The Children's Centre is a unique place designed expressly for young children and their families.

Fundamental to our approach is a commitment to working with families who we recognise as young children's first and most influential teachers. We welcome and encourage family and carer information regarding children's interests, strengths and abilities, and will in turn, share our thoughts and goals. We support families in their parenting role, and endeavour to understand and work with their values and beliefs about child development. We value family and community responses to the work we do as a part of our commitment to the ongoing development and improvement of our program.



## Summary of Strengths

### Summary of strengths for QA1

<b>Strengths</b>	<p><u>Children's Learning and Development</u></p> <ul style="list-style-type: none"><li>- Children's learning folders. Individual Learning Plans for each child are established in 1<sup>st</sup> term and reviewed 3 times throughout the year in accordance with the Early Years Learning Framework (EYLF). Educators provide families with a statement of learning in 4<sup>th</sup> term that contains information about the child's achievements and learning journey over the year as well as supporting their transition to school. We offer parent interviews in term 3.</li><li>- We get to know each child and their strengths, abilities and interests</li><li>- Planning and decisions about children's daily experiences and routines are made collaboratively and support each child's individual needs</li><li>- We ensure that experiences and routines are child focused and demonstrate that we value children's ideas, thinking and interests</li><li>- We support every child's participation in the program</li><li>- We document and share children's learning effectively.</li><li>- Children's voice is evident and valued and represented in their own learning goals and program.</li><li>- Children are given opportunities for spontaneous play and time to practice and refine their skills</li><li>- Flexible integrated learning; Children from Preschool and Occasional Care have the wonderful opportunity to engage with each other in an integrated site. Children are generally only separated into different spaces at group times to allow the children to engage in specific, age-appropriate targeted learning. However, this is always flexible, allowing opportunities for Occasional Care children to engage in the preschool groups and vice versa. We value the opportunities and experiences this can provide all children's learning and development.</li><li>- Play-based intentional learning; we value children's sense of belonging, being and becoming. Children's right to feel a sense of belonging and of being in the here and now. 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. Becoming recognises that the early years are a time of rapid and significant change in a child's life and reminds us that we are not just preparing children for school, although this is important, but also for a life time in which they can be active participants in their world. At Ardtornish we utilise the EYLF three B's (Early Years Learning Framework; Belonging, Being and Becoming) to plan learning experiences for children recognising the importance of their preparedness for school and their futures as well as the here and now. We aim to provide a supportive environment in which children can explore, experiment, discover, create, improvise, imagine, challenge ideas, solve problems, engage in critical thinking and enjoy being. We recognise 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. For example, when children listen to stories and sing songs they begin to make sense of sounds, language and print concepts and water play assists to form the basis for understanding volume and the behaviour of different states of matter.</li><li>- Extensive recording of children's development – Observations, photographs, focus children, Individual Learning Plans (ILP's), conversations</li></ul>
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- with children and families, small group experiences, Preschool Support and Bilingual Support Folders with ongoing observations and planning.
- Staff support children's development of independence and sense of autonomy through lunch routine, snack routine, sunscreen, hats, water bottle, hand washing etc.
  - Small groups support us to include Children's voice in our programming decisions. They are child lead and therefore engaging. We start by asking children 'What would they like to do, make or learn about?' –Our small group process is stimulating, age-appropriate and of significant interest to the children.

#### Environmental Sustainability

- The materials at our making table use recycled materials that children bring from home, for this purpose
- Families often donate toys that they no longer need
- Children have opportunities to connect with our outdoor environment and nature in many ways including involvement in the garden and visits from native animals and birds

#### Family and Community Involvement

- The TV in our foyer shows children and families photos of what the children recent learning experiences, which supports children communicating and sharing their learning.

## Summary of strengths for QA2

### Strengths

#### Children's Learning and Development

- We practice effective hygiene and embedded education about appropriate hygiene practices. Children are assisted to understand the importance of washing hands before eating food/lunch by established routine, visual reminders to wash hands on snack table and reminders from educators
- Children put on their own sunscreen – sense of independence, agency and sun safe.
- Healthy eating and physical activity are embedded in the program for children

#### Environmental Sustainability:

- Implementing our Healthy Eating Policy, which supports less waste and litter

#### Family and Community Involvement

- Open, welcoming and respectful communications with families regarding children's individual needs and health care plans

#### Effective Leadership and Management:

- We manage children's individual health needs effectively
- We ensure that our emergency procedures are up to date and practiced regularly
- Families are notified of pertinent health information including infectious disease notices displayed notifying families as needed and anaphylaxis information displayed.
- Policies about sun safe, healthy eating, interactions with children and the parent complaint procedure are utilised at the centre. These policies are distributed to families at induction and available on site and via our website.
- We have a work health and safety committee that meets three times per term and reports to staff and Governing Council
- Staff perform daily visual safety inspections and constantly monitor the environment for unacceptable risks

## Summary of strengths for QA3

### Strengths

#### Children's Learning and Development

- Our environment; our new, purpose-built centre, which creates a beautiful environment which 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.
- We have flexible learning spaces
- Being located on the same campus as our main feeder school
- Children given freedom of choice to access outside and inside environment. Very accessible through our glass doors in the preschool, that completely open up.
- Educators set up the space to be child focused. Children have access to areas that support quiet restful play and more active energetic play.
- The environment is set up to provide a range of learning experiences to suit individual children's interests and learning potential. There are spaces that invite different sized groups as well as individual learning.
- Our name tag board promotes a sense of belonging
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#### Environmental Sustainability

- Vegetable Patch
- Worm Farm
- Using rain water – recycling
- Butterfly garden, across the road in the creek was established a few years ago, and involves ongoing projects to sustain.
- New building – Solar panels, air conditioners on 2 hour timers, preschool air conditioners turn off when the sliding doors open, rain water tank, irrigation, light have sensors, children's bathroom taps are on timers.

## Summary of strengths for QA4

### Strengths

#### Children's Learning and Development

- Continuity of educators is maintained at a good level
- Educators are qualified and engage in ongoing training and development to improve practice and better support children's learning
- Educators are passionate about their work and children's learning and wellbeing
- Educators are responsive to children's needs
- Educators and other member of our staff team work together to provide high quality outcomes for children

#### Environmental Sustainability

- Staff all on same page with wanting consistency regarding sustainability; staff agreement and positive proactive attitude

#### Effective Leadership and Management

- We communicate with each other and show respect for each other's strengths and interests
- We maintain educator to child ratios at all times
- We are flexible and supportive of each other's needs
- We value diversity and difference
- Staff share development through incidental discussions/spontaneous sharing and planned meetings. We nurture a culture of respect

#### Family and Community Involvement

- Staff are approachable and friendly
- We use a variety of modes of communication to suit the differing needs and preferences of our families, including pigeon holes, emails, Facebook and conversations.
- Staff value input from families and are responsive to feedback

## Summary of strengths for QA5

### Strengths

#### Children's learning and development

- Interactions with each child are warm, responsive and build trusting relationships
- Each child is supported to feel secure, confident and included
- Staff acknowledge that the child's safety and wellbeing is paramount.
- Relationships between staff and children are strong, reciprocal, caring and understanding. Staff take the time to get to know children's interests, strengths, family lives. Staff are responsive, passionate, reflective and sensitive to children's wellbeing.
- We build caring, secure relationships with children of all ages, abilities, genders and backgrounds.
- We engage in children's play, conversation and learning
- We support children to understand how their actions affect others and to make positive behaviour choices
- We utilise the 'You Can Do It' program to support children's social and emotional wellbeing, including Gabby Get Along, Ricky Resilience, Connie Confidence, Persistent Pete and Oscar Organisation.
- Staff are accessible to children.
- Staff utilise positive body language, friendly communication, are gently spoken and spend quality time with children. Children initiate interactions with staff.
- Staff support children's developing communication and conflict resolution; Assertive speech is encouraged i.e. 'Stop, I don't like it'. Staff support children to understanding their own emotions, display empathy for others, and recognise the impact of their actions on others.
- Staff provide support for children's emotional needs in a respectful and caring way. We support children to develop understanding that it is ok to experience a range of emotions and how to respond to those emotions appropriately. We respect children's feelings, help children identify them and allow them to feel and work through their emotions where ever possible. We avoid distracting children when they are distressed and instead support the development of resilience by providing strategies for self-management.
- Staff support children to make positive behaviour choices in a respectful and caring manner
- Staff role model treating everyone equally.
- Staff listening to the child's voice.

## Summary of strengths for QA6

### Strengths

#### Children's learning and development

- We listen to parent voice, through child profile forms, informal and formal discussions, parent opinion surveys, comments on their child's Individual Learning Plans, opportunities to visit for special occasions such as special visitor's day and governing council.

#### Environmental Sustainability

- We have an existing relationship with NRM (National Resource Management) and plans for NRM to visit during a staff meeting and support us in setting further goals around Sustainability.
- Tea Tree Gully Council relationships already exist, to support with bins and recycled materials.
- John's relationships with the school/grounds committee is strong and reciprocal, which supports with caring for our environment and working together, for example on the butterfly garden across the road and with the school food garden.

#### Family and Community Involvement

- Staff's knowledge of families, siblings and the history of the centre is deep and welcoming
- Staff Great each child by name
- Families are all invite to special events within the preschool calendar and the community program
- Families are invited to share their experiences with the children and centre
- Parent opinion surveys; determines how to support the family's needs and improvements they would like to see within the centre
- A minimum of eight governing council meetings are held throughout the year and the governing council corresponds via email in between these meetings
- Our Children's Centre program includes parenting programs, information sessions, support sessions and is reflective and responsive to the needs of the community (see program attached)
- Families are involved in decision making
- Families are involved in planning for their child's learning
- Families are welcomed to the centre and encouraged to actively participate in the program
- Families are assisted to access other services including health care
- Families are supported in appropriate ways in times of tragedy
- The local council is invited to represent on our governing council
- We have strong relationship with local preschools
- We work closely with the local school to support children's transition
- We have a community Noticeboard
- Our Community Development Coordinator has strong relationships with many local services and organisations including local library, family day

care, University of South Australia, Childcare services and TAFE, he attends our local community services forum

- We work closely with our Community Development Coordinator (CDC) and Family Services Coordinator (FSC) to promote a sense of community and to access local services and they work very closely with our community
- We now have a Family Services Coordinator
- Distribution lists include different email lists to email information to groups of people involved in a variety of programs at the centre including preschool, occasional care, yoga groups etc.
- We have positive relationships with services across the Ardtornish campus including school, out of school hours care and playgroup
- Members of our governing council also sit on other councils across the campus
- The school has invited us to use a number of their resources including the library and regularly invites the preschool children to attend school events.
- We invite a number of university students to complete their practicums with us every year

#### Effective Leadership and management

- Strong, reciprocal relationships with the Ardtornish Primary School. Ongoing conversations throughout the year regarding children with special needs, improving our transition processes and working together.

## Summary of strengths for QA7

### **Strengths**

#### Children's learning and development

- Planning meetings are valued and effective for planning and reviewing curriculum and practice
- Data in a range of forms drives the development of our curriculum

#### Family and Community Involvement

- We have a small but effective and involved governing council
- Newsletters, at least 3 times a term. Communication pockets, parent interviews, learning folders, email, telephone conversations, website, noticeboard, informal discussions, TV foyer, Facebook.
- Parent concerns are addressed quickly and respectfully

#### Effective Leadership and management

- There are opportunities for shared decision making and for all staff to take on leadership roles in various ways
- Priorities are established collaboratively
- Our financial systems received excellent feedback from our last audit
- Our Administration support worker works in a number of roles across the centre and consequently has strong working relationships with a large number of children's, families and staff.
- We have a regular meeting schedule for various teams working in the centre

Key improvements sought for Children's Learning and Development

<p><b>1.2.2</b> <b>1.1.6</b></p>	<p>Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning. Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.</p>	
	<p><b>Identified issue</b></p>	<p>Our Partnership priorities and the self-assessment review identified an opportunity for improvement in executive functioning and intellectual stretch intentionality, as well as literacy and numeracy intentionality in the curriculum and planning.</p>
<p><b>4.2.2</b></p>	<p>Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.</p>	
	<p><b>Identified issue</b></p>	<p>The self-assessment review and staff discussions identified that we would like to see more involvement and communication from across all areas of our Children's Centre staff team, in regards to children's learning and development.</p>
<p><b>6.2.1</b></p>	<p>The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.</p>	
	<p><b>Identified issue</b></p>	<p>The self-assessment review identified a need to improve our centres cultural competence.</p>
<p><b>6.3.2</b></p>	<p>Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.</p>	
	<p><b>Identified issue</b></p>	<p>Our Partnership priorities and discussions with the school identified that there is room for improvement in the area of transitions both from child care, home or occasional care to preschool and from preschool to school.</p>

Improvement Plan

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Strategies)	Success measure	By when?
1.2.2	Improve educator capacity to identify and provide intentional learning for executive functioning and literacy and numeracy development.	<ul style="list-style-type: none"> <li>- educators to attend professional development focused on executive functioning</li> <li>-Create visuals choice board to use on our store room and shed, so that children know what is available and can make choices about what they need for their art and craft creations or they would like to play with. Children will know exactly what is available.</li> <li>- Project where each small group is allocated a budget to spend on whatever the children negotiate. Children are provided with catalogues to order from and work together to buy some things that they would like to play with at preschool.</li> <li>- Making learning more visible and intentional with displays and small group projects.</li> <li>-Staff training to support understanding about outdoor play and why we want children to be risk takers; independence, resilience etc.</li> <li>- Trialling the literacy and numeracy indicators – staff training around this new resource.</li> <li>- Reflective practice through journals and professional development meetings.</li> </ul>	<ul style="list-style-type: none"> <li>- Children’s Voice will be more evident, in planning and observations. – perception data</li> <li>- Children’s pride, confidence; dispositions for learning. This will be evident through staff observations, photos, parent feedback and surveys</li> <li>- Reflect, Respect, Relate (RRR) scale will show significant increase in children’s levels of openness/risk taking, using domain 3 of the active learning environment scale.</li> <li>-staff feedback through professional development processes. - Perception data. Staff will indicate an increase in their understanding of intentional teaching and executive functioning</li> </ul>	Continual; monitor and review
4.2.2	Increase whole team awareness of educational curriculum and programs	<ul style="list-style-type: none"> <li>- The Family Services Coordinator and Community Development Coordinator will do some meet and greet in the foyer, at least fortnightly, before or after the sessions, to engage with families and build connections.</li> <li>- Recording Community Development Coordinators observations from programs such as twilight play and gardening, into children’s portfolios.</li> <li>-FSC and CDC are invited to attend all professional development activities, reflective practice discussions and planning meetings</li> </ul>	<ul style="list-style-type: none"> <li>- Positive feedback and areas for improvement identified from parent surveys and staff opinion surveys.</li> <li>- Increase in the number of observations recorded from all staff.</li> </ul>	Continual; monitor and review

6.2.1	Strengthen the centre's cultural competence	<ul style="list-style-type: none"> <li>- 'Just One Thing' nomination form, will provide information about families willing to share something with the centre. Then following up by inviting these families into the centre to share their culture/occupation/stories</li> <li>- Utilise child profile forms to identify families who celebrate other cultures and invite them in to share with the children.</li> <li>- Identity Dolls; a photo of every child is included in a frame or on pop-sticks for the children to utilise within their play, for example in the block corner or with the doll's house.</li> <li>- Children sharing about their families, by being provided with an A4 poster where they can add photos, comments and drawings, which recognises all families and supports children's sense of identity and belonging.</li> <li>-Continue to apply for support from bilingual workers</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in 'Just One Thing' responses compared to last year's responses.</li> <li>- Positive feedback and areas for improvement identified from parent surveys and staff opinion surveys.</li> <li>-anecdotal observations of children</li> <li>Level of participation and effort from families in take home activities</li> </ul>	Continual; monitor and review
6.3.2	Improve children's wellbeing around transitions	<ul style="list-style-type: none"> <li>- Connect with the reception teachers and invite their classes to visit and have a play</li> <li>- Organise to have a 'Buddy Class', with a year 2 class so that our children make connections with some of the older children from the school and will still be in the same playground as those children when they go to school.</li> <li>- Occasional Care Identity Web for gathering information about children, which will then be shared with the preschool staff when those children are due to transition to preschool</li> <li>-Re-introduce our tent or tee pee for quiet times. Working with the children to decide where a good place to put the tent would be and negotiating the rules for the tent and appreciating its purpose.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect, Respect, Relate (RRR) scale will show significant increase in children's levels of wellbeing, using the Happiness and Satisfaction domain in the wellbeing scale.</li> <li>- Positive feedback and areas for improvement identified from parent surveys and staff opinion surveys.</li> <li>- Feedback from teachers at school</li> <li>- Children's comments</li> <li>Observations of children</li> </ul>	Continual; monitor and review

Progress Notes:

At the end of 2014, all Children's Centre staff conducted the Level 2 scan's to identify their views on the centre's strengths and areas for development. These were then compiled to show the staffs views as a whole site, and this is how we began to identify some strengths and issues. From this, all staff met at a staff meeting and were giving the opportunity to work together in small groups to identify some strengths, issues, strategies and success measures for our big picture priorities.

- Whole staff meeting end of 2014, Professional Development Day with Pam Lutze, our Early Childhood Leader about the Self Review process and developing our QIP and better utilisation of the RRR document.
- Implemented the level 2 scans
- Review of the old QIP and development of the new process for continued improvement

- Development of the Professional Development Template
- QIP review at our first staff meeting in 2015.
- Displayed QIP for staff
- Purchase of new pin up boards to display our new QIP for families
- Governing council meetings – approved QIP and invited to contribute to it, once it is displayed.
- Using child profile forms to choose what activities to put out in the first few weeks of the year. Therefore providing activities and experiences based on children's interests and strengths, to support with transition, separation and their sense of belonging.

Key improvements sought for Environmental Sustainability

3.3.1	Sustainable practices are embedded in service operations.	
	<b>Identified issue</b>	The self-assessment review identified a need to reduce our centre's waste and increase our recycling and composting capacity.
3.3.2	Children are supported to become environmentally responsible and show respect for the environment	
	<b>Identified issue</b>	The self-assessment review identified that there is room for improvement with our sustainability practices and the children, staff and families sense of ownership, engagement and responsibility for such things.

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Strategies)	Success measure	By when?
3.3.1	Reduce waste across the whole centre.	<ul style="list-style-type: none"> <li>- Intentional teaching about what can be recycled and composted</li> <li>- ‘Litter less lunches’ program with children, bringing in healthy eating discussions and reducing plastic and waste in lunches and snacks</li> <li>- cooking sessions with families and children to support education and consequently reduction of waste</li> <li>- Litter audit Wipe Out Waste (WOW) run by KSAB</li> </ul>	<ul style="list-style-type: none"> <li>-Amount of waste/plastic in lunches and craft excess in reduced based on staffs perception data.</li> <li>-Quick staff assessment of percentage of waste/plastic at snacks and lunch times</li> <li>- WOW data</li> <li>- Observations of children’s conversations and knowledge</li> </ul>	Continual; monitor and review
3.3.2	Increase children, families and staff’s understanding and practices in regards to environmental sustainability responsibilities.	<ul style="list-style-type: none"> <li>- Coloured bins for all rooms within the children’s centre, as well as for lunch and snacks in preschool that match the council colour-coded bins Red; rubbish, Green; compost/garden and Yellow; Recyclable.</li> <li>- Get our own electricity meter to better monitor our usage, as at the moment the electricity is recorded through the schools meter and the school invoices us and therefore this is not a very clear picture of what we are utilising.</li> <li>- Children’s/staff involvement and ownership; whole centre approach, which will provide consistency of practice</li> <li>- Parent/family education and engagement with recycling, gardening, waste reduction etc.</li> <li>- Healthy eating policy review– encouraging children and families to bring healthy snacks and lunches</li> <li>- Site Environmental Management Plan with</li> </ul>	<ul style="list-style-type: none"> <li>- Children trying new foods; perception data</li> <li>- Electricity usage decreases</li> <li>- Money saved when depositing bottles and cans</li> <li>- Observations of how efficient and correct the use of the 3 bins have been</li> <li>- Number of parents engaging in programs such as litter-less lunches, gardening, tree planting and vegetable picking</li> </ul>	Continual; monitor and review

		<p>the National Resource Management (NRM)</p> <ul style="list-style-type: none"> <li>- Deposit bottles and cans at the Recycling Depot</li> <li>- Tree planting day and vegetable picking with families and children</li> <li>- 'Eat a Rainbow' Program – healthy eating that encourages children to eat different foods and introduces children to new fruits and vegetables</li> <li>- Animal Conservations – native animals from the animal library to learn about how our conservation contributes to the animals and their habitat.</li> <li>- Tea Tree Gully Council relationship; asking them to provide us with tree trunks when the council are cutting down a tree, for children to use as seats.</li> </ul>		
<b>3.3.2</b>	Children's sense of ownership for the preschool environment.	<ul style="list-style-type: none"> <li>- Children's explicit involvement in planning for the garden; being led by the children.</li> <li>- Children's awareness of plants in our garden – being mindful of avoiding damage to plants; looking after our environment</li> <li>- Rain gauge installed for the children to monitor and learn about to reduce water waste</li> <li>- UV rate using the Bureau of Meteorology website (BOM) with the children so that they can appreciate sun safety on a deeper level and ensure they are wearing their hats and sunscreen throughout the days where the UV rate is above 3.</li> <li>- Raise awareness of our collage and construction with children– reusing again and again.</li> <li>- Use of natural materials for play in our</li> </ul>	<ul style="list-style-type: none"> <li>- Children checking and commenting on rain gauge monitor</li> <li>- Observations of children in the outdoor space e.g. respect for our plants and taking care not to damage them</li> <li>- Observations of children using language about UV rate and why we need hats and sunscreen etc.</li> <li>- Observations of children carefully choosing collage materials to use and placing the unused one's back in the trays and not in the bins.</li> </ul>	Continual; monitor and review

		outdoor area e.g. bark, logs, twigs, leaves (small parts) - Considering a birdbath in the garden with the children - Nature play – visits to wet areas to explore, take risks, learn about environment, observations, discussions		
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Progress Notes:

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- Implemented the level 2 scans
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- Displayed QIP for staff
- Purchase of new pin up boards to display our new QIP for families
- Governing council meetings – approved QIP and invited to contribute to it, once it is displayed.
- Using child profile forms to choose what activities to put out in the first few weeks of the year. Therefore providing activities and experiences based on children's interests and strengths, to support with transition, separation and their sense of belonging.
- Quality Improvement Plan (QIP) review at our first staff meeting in 2015.
- Governing council meetings – approved QIP and encouraged to add to it, once it is displayed.
- Children picking vegetables with John and taking seeds home to plant.
- Conversations with parents are increasing and children are sharing about their vegetable patch and the gardening they have done each day to look after their environment.
- Photographs are being displayed on the TV in the foyer on children engaging in the garden.

## Key improvements sought for Family and Community Involvement

6.1	Respectful supportive relationships with families are developed and maintained	
	<b>Identified issue</b>	6.1.3 The self-assessment audit and conversations with our DECD partners have identified that we could be promoting our services more effectively and more widely.
6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected	
	<b>Identified issue</b>	<p>6.2.1 The self-assessment audit identified that there are areas in which we could get to know our families better. Some families have very little contact with staff and our processes to keep them informed and ensure they are able to participate in planning for their child could be improved.</p> <p>6.2.2 Our attendance data has indicated that involvement in Children’s Centre community programs has sometimes been low and that it is often the same families who are involved in multiple activities. This means that we are potentially not reaching some families.</p>
6.3	The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing	
	<b>Identified issue</b>	6.3.1 Our self-assessment audit identified that there are services that our families would benefit from having involved with or partnering with the centre
4.2	Educators, co-ordinators and staff members are respectful and ethical	
	<b>Identified issue</b>	4.2.2 The self-assessment audit indicated that some site information has become compartmentalised and that staff teams need a mechanism for sharing information when appropriate especially regarding families at risk

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?
6.1.3 6.2.2	Increase level of access to services and information offered at the centre	<ul style="list-style-type: none"> <li>• Utilise our Facebook page to promote services and information available at the centre.</li> <li>• Promote our Facebook page via our newsletter and web page and our web page via our Facebook page and newsletter</li> <li>• Gift seeds to families in order to encourage interest in the centre and centre priorities (this also relates to environmental sustainability)</li> <li>• Utilise our smart television display to promote centre services and information on site</li> <li>• Update current displays to ensure that they are meaningful to our family's needs</li> <li>• Distribute Just one thing nomination to families to nominate activities that they would like to be involved in</li> <li>• Send out Children's centre program to families</li> <li>• Update our preschool family information book, create one for occasional care and publish both on our web site</li> <li>• Provide opportunities for families to learn about the "You can do it program" used in the preschool service</li> <li>• Display centre operating information so that it is visible from outside the front door</li> <li>• Review ways that we promote our centre and services and implement actions that will increase coverage</li> <li>• Host an open day/community opening</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment data-we will see an increase in expected preschool and occasional care enrolments for 2016</li> <li>• Attendance data- we will see a significant increase in attendance at various community programs</li> <li>• Parent survey data will indicate that all parents are utilising at least 2 sources of information</li> <li>• Conversations with families will indicate a growing interest in additional programs offered at the centre- anecdotal data</li> <li>• Just 1 thing responses will increase from last year</li> <li>• Transition participation- the majority of children going to Ardtornish Primary will access at least two transition visits</li> <li>• Facebook data will indicate an increase in views and likes</li> </ul>	Continual monitor and review

6.3.1	Strengthen our partnerships with the community	<ul style="list-style-type: none"> <li>• Continue to work on ongoing projects with Ardtornish Primary School including buddy class</li> <li>• Staff to have opportunity to participate in Common interest Partnership with directors and educators from other local sites</li> <li>• Ensure that members of our DECD Partnership are aware of services and resources available at our site and encourage them to share this information with their families and educators</li> <li>• Collect data relating to services that community families need or want and provide them where possible</li> <li>• Host an open day/community opening</li> </ul>	<ul style="list-style-type: none"> <li>• Transition participation- the majority of children going to Ardtornish Primary will access at least two transition visits</li> <li>• Feedback from our Buddy class will indicate that all involved parties feel that the pairing is valuable</li> <li>• Increase in services in the centre and feedback from services in the centre will indicate that services are benefiting from their relationships with our centre</li> <li>• Staff anecdotal feedback on levels of interaction with local community members will indicate an increase in staffs knowledge of our partners</li> </ul>	
6.2.1 4.2.2	Improve our knowledge of individual families	<ul style="list-style-type: none"> <li>• Review our current collective knowledge of families accessing our services and determine actions to get to know families we know little about</li> <li>• Utilise FSC and CDC information as well as enrolment information, child profile forms when engaging in our focus child process in order to better know the child as part of a family</li> <li>• Review our processes for updating</li> </ul>	<ul style="list-style-type: none"> <li>• Focus child data, Enrolment data and Child profile forms will include more comprehensive information about families</li> <li>• ILP will have increased levels of family input</li> <li>• Interviews will be requested by families with more frequency</li> </ul>	

		<p>families of their child's activities within the preschool and occasional care programs</p>	<ul style="list-style-type: none"> <li>• Surveys response from families will increase and indicate that families feel connected with the centre</li> <li>• Conversations with families will indicate that they feel connected to the centre</li> <li>• Staff perception data will indicate an increase in Staff knowledge of families</li> </ul>	
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Progress Notes:

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## Key improvements sought for Effective Leadership and Management of the Centre

7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community	
	<b>Identified issue</b>	7.1.2- The self-assessment audit identified that our induction handbook requires updating 7.1.5- The self-assessment audit identified that records of DCSI clearances could be stored better to improve accessibility
7.2	There is a commitment to continuous improvement	
	<b>Identified issue</b>	7.2.1- Review of our 2014 QIP and the self-assessment audit identified that our Philosophy statement has room for improvement and would benefit from more input from children and families. In addition the leadership team has identified a need to develop a centre vision statement to drive our decision making processes. 7.2.2- Staff professional development processes and the self-assessment audit identified a collective need to build upon our ability to articulate our practice 7.2.3-A whole team professional development session allowed us to identify new ways of ensuring our QIP is a living document and accessible to all stakeholders.
7.3	Administrative systems enable the effective management of a quality service	
	<b>Identified issue</b>	7.3.5- The self-assessment audit identified that many of our policies and procedures are due for review 7.3.1- Our self-assessment audit identified that there is significant room for improvement in our data management practices 7.3.4- Professional development processes and grievance procedure data has indicated that there is need for staff to have an opportunity to revisit the grievance procedure
2.1	Each child's health is promoted	
	<b>Identified issue</b>	2.1.3- Professional conversations with our partnership sites have identified potential for some additions to our practices to better support children's hygiene
2.3	Each child is protected	
	<b>Identified issue</b>	2.3.2-The self-assessment audit has identified that many of our hazard identification and management practices are due for review.

		2.3.3- The self-assessment identified that our emergency management processes are due to be revised
4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	<b>Identified issue</b>	4.2.2- The self-assessment audit identified that although our staff team works very well together we could improve our practices to become more consistent and effective 4.2.3- Professional development processes have identified that staff confidence and recognition of group and individual successes could be built upon

Improvement plan

Standard/ element	What outcome or goal do we seek?	How will we get this outcome? (Steps)	Success measure	By when?
7.2.1 7.2.2 7.2.3 7.3.5	<p>Build on our existing review and improvement practices</p> <p>Continue to develop our Philosophy Statement to better reflect our centre practice and beliefs in a succinct way</p>	<ul style="list-style-type: none"> <li>• Review policy and procedure review documents (including the purchase policy)</li> <li>• Provide families with information about National Quality Standards (NQS)</li> <li>• Provide regular opportunities for staff to meet and reflect on our practice through a questioning approach</li> <li>• Implement use of NQS review and recording tool provided by Pam Lutze</li> <li>• Review our roles and responsibility document</li> <li>• Engage staff and community in reflective practice in order to improve our philosophy statement (i.e. utilising a belonging tree. This also relates to QA6)</li> <li>• Leadership team to develop a vision statement to guide our decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Staff, child, Governing Council community anecdotal feedback is positive and reflects an increase in overall involvement in our review processes</li> <li>• Staff will have increased confidence utilising the self-review process and the number of staff inputs will increase. Staff each attend at least 4 reflection sessions</li> <li>• All staff will attend at least 7 whole team meetings</li> <li>• QIP progress notes will be regularly updated</li> <li>• Surveys and anecdotal evidence from all stake holders will indicate that the philosophy reflects what they want from the centre and our practices</li> </ul>	Continual monitor and review
7.1.2 7.1.5 2.1.3 2.3.2 2.3.3	<p>Build on our existing practices to improve the health and safety outcomes for children and staff</p>	<ul style="list-style-type: none"> <li>• Update our induction folder including descriptions of our processes</li> <li>• Complete outstanding Business Manager tasks and ensure all tasks are being completed in a timely manner</li> <li>• Create a new file for copies of DCSI clearances</li> <li>• Implement a more efficient recording mechanism for emergency drills</li> <li>• Ensure that all staff are aware of the protective</li> </ul>	<ul style="list-style-type: none"> <li>• Incident, first aid and hazard data will indicate a reduction in safety issues</li> <li>• The number of risk assessments completed will increase</li> <li>• Business manager will indicate all tasks complete in a timely manner</li> <li>• Emergency drill record will show</li> </ul>	Continual monitor and review

		<p>practices document and how to interpret it in their practice</p> <ul style="list-style-type: none"> <li>• Perform an Material Safety Data Sheet audit and update information as needed</li> <li>• Improve our recording practices for risk assessment</li> <li>• Produce a toy washing roster</li> <li>• Review and update our illness and injury procedure and recording mechanisms</li> <li>• Display a daily safety check list for the outdoor area</li> <li>• Display hygiene posters in appropriate areas</li> <li>• Update our details with Police Security</li> <li>• Ensure all building defect notices have been lodged</li> <li>• Review staff training and expiry dates and produce a training plan</li> <li>• Investigate whether children washing their hands on entry to the site is possible and helpful</li> <li>• Ensure that there is a preventative maintenance plan in place at the end of the building defect period</li> </ul>	<p>that emergency drills occur every term and are then reviewed by staff and the Work Health and Safety (WHS) team</p> <ul style="list-style-type: none"> <li>• Anecdotal evidence will indicate that everyone feels safe here</li> </ul>	
7.3.1	<p>Improve our data management practices to make data storage and access more efficient</p>	<ul style="list-style-type: none"> <li>• Review our archives with respect to the DECD policy on records management and dispose of unnecessary documents appropriately</li> <li>• Ensure that our inventory is up to date and accessible</li> <li>• Review our current ICT facilities and request support from ICT services to make changes to meet the needs of the centre</li> <li>• Develop an ICT file storage procedure</li> <li>• Review the way we are recording information relating to children's toileting, first aid, meal times etc. and make any appropriate changes</li> <li>• Review our filing system with respect to the DECD policy on records management and dispose of unnecessary documents appropriately</li> <li>• Ensure that an up to date document register is included in the induction folder</li> <li>• Review and ensure the accessibility and security of</li> </ul>	<ul style="list-style-type: none"> <li>• Quantity of info stored on site is reduced to only what is necessary and useful</li> <li>• Staff perception data indicates that information is easily accessible</li> </ul>	<p>End 2015</p>

		<p>information stored on site</p> <ul style="list-style-type: none"> <li>• Develop a means to ensure that access to the centre diary is available to all staff; possibly electronically</li> <li>• Provide ICT and Email support to staff as needed</li> </ul>		
4.2.2 4.2.3 7.3.4	Build on our existing positive and productive staff culture to ensure that our team is consistent, effective and confident	<ul style="list-style-type: none"> <li>• Plan staff social events to support team building and networking</li> <li>• Implement staff incentives for excellent practice</li> <li>• Develop meeting norms for regular team meetings</li> <li>• Provide staff with an opportunity to revisit the grievance procedure to ensure all staff are familiar with appropriate responses</li> <li>• Display photographs of staff team</li> <li>• Implement processes to set agendas prior to meetings</li> <li>• Build on our practices relating to staff peer assessment and support</li> <li>• Create an achievement wall to celebrate our successes</li> <li>• Review and implement improvements to our inter staff communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Staff perception data will indicate that this is a positive environment to work in</li> <li>• Anecdotal observation will show staff working together in small groups and teams</li> <li>• PMI data indicates that staff are celebrating each other's successes and recognising strengths</li> <li>• Grievance data indicates that any grievances are resolved appropriately and in a timely manner to the satisfaction of all involved</li> <li>• Attendance at meetings is high</li> <li>• Professional Development Plans indicate that staff are progressing towards their goals and that they are updated at least termly</li> </ul>	Continual monitor and review

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- Set up a process for new enrolments or newly identified children with asthma or allergies or any special medical needs. Jo, the administration worker will display a sign, where the staff sign in which says 'New medical information – please check'. This notice will sit there for a week, to ensure all staff has had a chance to see the notice and then check the new forms. Staff will be able to check the medical records by looking on the fridge in the preschool. This was a decision made by all staff at our last staff meeting
- Staff are provided with an opportunity to meet for a short time after the preschool session has finished each week. We engage in reflective practice guided by the NQS guide.

