



Quality Improvement Plan, Strengths and Exceeding Themes

2022



Prospect Community Early Education and Care

A:32 Olive Street, Prospect, SA, 5082 | E: director@prospectcc.com.au

SERVICE DETAILS

Approval number: SE-00010819	Primary contact at Service: Kerri Smith
Physical location of Service Street: 32 Olive Street State/territory: SA Suburb: Prospect Postcode: 5082	Physical location contact details Telephone: 0883443066 Fax: Mobile: 083443066 Email: director@prospectcc.com.au
Approved Provider Primary contact Kerri Smith Telephone 0883443066 Mobile 083443066 Email director@prospectcc.com.au	Nominated Supervisor Name Kerri Smith Telephone 0883443066 Mobile 083443066 Email director@prospectcc.com.au
Educational Leader Name Kylie Parker Telephone 0883443066 Mobile 0883443066 Email bookings@prospectcc.com.au	Name and position of person(s) responsible for submitting this Quality Improvement Plan Kerri Smith, Centre Director Kylie Parker, Assistant Director Ranjana Pershad, Early Childhood Teacher (Primary ECT)

Opening hours

	Open	Close
Sunday	Closed	Closed
Monday	07:00	18:30
Tuesday	07:00	18:30
Wednesday	07:00	18:30
Thursday	07:00	18:30
Friday	07:00	18:30
Saturday	Closed	Closed

Additional information about our Service:

Open 51 weeks of the year - closed only between Christmas and New Year.

Parking restrictions apply in Olive Street during school terms.

Access to two car parks available in school car park.

Closed on Public Holidays

Grouping of children at the Service:

Vaughn: 0 - 2 year old

Hepburn: 2 - 3 year old

Redmond: 3 - 4 year old

Whinham: 4 - school age

Contributors:

Our Team of amazing Educators:

Amitaben , Andi, Andy, Antonia, Ayleen, Bella, Brittney, Brooke, Catherine, Li, Christine, Courtney, Dimitra, Jamie, Julie, Jully, Kallie, Kany, Katie, Liz, Maddylin, Natalie, Sarika, Shauna, Steph, Tammy, Tina.

and our supportive and dedicated Management Committee:

Emma (Chairperson), Anna, Kathrin, Colleen, Cassandra, Paola,

Learn, play & grow with us

SERVICE STATEMENT OF PHILOSOPHY

We aim to provide quality care for children, which allows them to reach their full potential, which in turn complements care within the family and supports parents/caregivers, Educators, and the community.

VISION

A centre where children, their families, and Educators flourish.

VALUE STATEMENT

Excellence: We demonstrate professional and educational excellence, by continuously improving our curriculum, practices, and relationships

Inclusion: We value all individuals and embrace diverse backgrounds, beliefs, and cultures

Community: We recognise the interconnectedness between our rooms, our families, our local community, and the community of educators

Sustainability: We deliver a service that is environmentally, financially, and socially sustainable

PRIORITIES

There are five priorities which will guide management efforts and activities to achieve the vision. Each priority area has a specific focus and aim for what can be achieved in the life of this five-year strategic plan.

Curriculum & philosophy: We will develop, use, and refine an educational philosophy to provide the best outcomes for our children and opportunities for our educators.

Governance: We will review the current governance framework, documenting and streamlining practices and processes to ensure the service is operationally, environmentally, financially, and socially sustainable.

Community engagement: We will strengthen our partnerships with families, local schools, community organisations and businesses, because the centre, our educators and families are an important part of the local community.

People & Place: We will ensure our educators are trained and supported, and our children and families are welcomed in a stimulating, safe, learning environment.

Marketing: We will promote our service to families and the local community, to foster engagement and build sustainability.

VISION FOR RECONCILIATION

Our vision is:

- To build strong relationships with Aboriginal and Torres Strait Islander people within the community, bringing diverse groups together to learn from one another and grow together towards a shared outcome.
- To strengthen respect, actively value Aboriginal and Torres Strait Islander perspectives, foster belonging, and create unity amongst all.
- To acknowledge and recognise the histories and cultures of Aboriginal and Torres Strait Islander Elders and Traditional Owners past, present and emerging.

ACKNOWLEDGEMENT OF COUNTRY STATEMENT

We acknowledge that the Lands that we meet on today are the traditional Lands of the Kurna people and we respect Kurna people's spiritual relationship with Country. We also acknowledge the Kurna people as the custodians of the greater Adelaide region and that recognise that their cultural and heritage beliefs are of continued importance today.

We pay our respects to Aboriginal and Torres Strait Islander Elders of the past, present and emerging.

APPROVED LEARNING FRAMEWORK- EYLF

We believe that the provision of a warm, nurturing, and secure environment will support children's learning, and in turn contribute to a solid foundation for life-long learning.

We will ensure a curriculum is followed which is proven to support, enhance and develop all children to the highest potential. With this in mind, our service will commit to the Australian Early Years Learning Framework (EYLF).

As written in the EYLF, from before birth children are connected to family, community, culture, and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

As a service we commit to themes as written in the EYLF to the concepts of Belonging, Being and Becoming and will be guided by these in our provision of high quality care.

BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

BELONGING

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood, and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

BECOMING

Children's identities, knowledge, understandings, capacities, skills, and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and meaningful change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society

https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

IN RELATION TO CHILDREN

Each child is important and has individual needs and rights. We believe that children have a right to:

- always feel and be safe, physically, and emotionally
- be unique and express their ideas, creativity, and feelings naturally and freely
- a nurturing, learning environment which develops and extends their talents and adopts principles of equal opportunity and social justice

- a harmonious and well balanced programme which fosters the development of the whole child through the development of physical, social, intellectual, and emotional skills.
- participate in all aspects of the curriculum in both indoor and outdoor learning environments
- Be included in the provision of curriculum, play and learning and modifications undertaken wherever necessary to ensure all children can equally access the service

We encourage:

- a sense of self-worth
- the formation of stable, caring relationships with Educators and other children
- the development of independence and personal responsibility
- an awareness and understanding of differences in culture, language, gender, age, needs and ability
- the development of problem-solving negotiation and self-help skills
- an awareness of and respect for our environment

IN RELATION TO PARENTS, CAREGIVERS AND FAMILIES

We believe to best support the service parents/guardians in their role, we as primary caregivers and educators will:

- welcome all families into our centre
- encourage their involvement and participation in all aspect of the service, including Philosophy, principles, policies, and procedures
- respect and accommodate their child-rearing practices wherever practical
- exchange information with parents/guardians about their child
- provide information about available children's' and family services
- ensure critical reflection is undertaken to ensure high quality provision of service and a culture of reflective practice is in place

IN RELATION TO COMMUNITY

Our Centre will:

- promote awareness and knowledge of the need for and value of quality childcare

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- participate with other community groups, agencies, and services to share resources, and develop a support network
- endeavour to remain aware of and respond to, where possible, the changing needs within our community
- be sensitive to the wider range of social and cultural backgrounds of the community it serves.

IN RELATION TO EDUCATORS

To ensure provision of quality childcare our Educators will:

- recognise children as individuals and understand their needs
- provide a stimulating environment through developmentally appropriate programmes
- work as a flexible member of a team
- will be sensitive to the needs of families and the community, and be able to respond to these needs through open communication
- will ensure the provision of a high quality curriculum following a cycle of planning, implementing and evaluation

In return management are committed to providing:

- encouragement for, and access to, professional development
- opportunities to be involved with decision making in relation to the overall operation of the service
- an environment which is supportive of the individual worker, especially in relation to their physical, professional, and emotional needs, beliefs, and values.
- ensure suitably qualified Educators are employed
- employ a sufficient number of Educators to ensure the provision of high quality care and education
- ensure educators employed at the service have been fully inducted into the service and understand the philosophy and mission of our centre

CHILD SAFE ENVIRONMENT

The United Nations Convention on the Rights of the Child (UNCR) outline that children and young people have a right to be safe and cared for, no matter where they are or who they are with. Children have the right to be protected from violence, abuse, or neglect. When working with children and young people, it is important to understand children's rights and needs.

We are advocates for children and have a strong commitment to child safety and establishing and maintaining a child safe environment. Our Child Safe Environment Policy embeds a culture of safety and wellbeing within our service to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

Our Service has a legal and ethical responsibility to provide a safe and friendly environment where all children are respected, valued, and encouraged to reach their full potential. Children's safety is paramount, and we aim to take all practical steps to protect children from harm, ensuring a healthy and safe environment. Our Service provides children and staff with an environment free from the use of tobacco, alcohol, and illicit drugs.

Children and young people always have a right to be safe and protected. All educators and management have a legal and moral duty to protect children from harm. It is essential when working with children to be aware of indicators of harm and be able to recognise and report concerns regarding suspected harm or protection concerns. Staff are given information and training about child protection law and any obligations they have under that law. To comply with legislation and provide a child safe environment, educators will keep up to date with child protection requirements and adhere to our Child Protection Policy. (reg 84).

Nominated supervisors and persons in day-to-day charge must complete a course in child protection approved by the Regulatory Authority on an annual basis. All staff must refresh their knowledge about mandatory reporting each year.

Detailed in more length in Policy 2.12 Child Protection and Policy 2.13 Child Safe Environment

WELLBEING

According to the World Health Organisation, adults spend approximately one third of their lives at work. Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. A range of workplace determinants can have a negative or positive impact on the health and wellbeing of an employee. Within our Service, we are committed to promoting a positive work environment where the health, safety and wellbeing of our employees is acknowledged and supported.

Wellness is more than just an active process of becoming aware of and learning to make healthy choices for our mental, physical, and social needs to ensure our body is maintained and works efficiently. Wellness is “about our overall state of wellbeing that enables us to live and function at our best.” (Queensland Government, 2019, Healthier. Happier. Workplaces).

We believe in providing a healthy workplace that values and enhances the health and wellbeing of our employees. Promoting wellbeing can help prevent stress and create a positive working environment where individuals and organisations thrive. ‘A healthier workplace means everyone wins.’ (Queensland Government, 2019, Healthier. Happier. Workplace).

Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. Such sustained work demands can have an impact on the wellbeing of employees. A Wellness Program may help individual employees overcome specific health-related issues. Our Service will encourage employees to create a shared vision to develop a Wellness Program that reflects and addresses the needs of our current staff and creates a wellness culture. Management and staff will co-develop a policy and procedures that supports the health and wellbeing of employees.

Detailed in more length in Policy 4.7 Staff ‘wellness program’

SUSTAINABILITY AND ENVIRONMENTALLY RESPONSIBLE

Our Service encourages the awareness of environmental responsibility and implements practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. We practice and promote sustainability through reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats.

We believe in educating children about being environmentally responsible which is promoted and supported through daily practices, resource, and interactions. Sustainable practice is encouraged within the Service and community, assisting children and families to become advocates for a sustainable future.

Teaching and learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the Service, rather than being a tokenistic 'theme' that is investigated every now and then. Our Service is committed to protecting our environment to ensure a sustainable future for our children. This involves Educators, children and families working together to protect our environment as we educate children about the importance of being environmentally responsible within our everyday practice.

Detailed in more length in Policy 3.2 Environmentally Responsible

CONTINUOUS IMPROVEMENT

As a service we are committed to seeking opportunities for continuous improvement:

As an educator through professional development,

As a centre through provision of care and reflective practice,

As a business through sustainability in action,

As a participant in our community.

National Quality Standard **Quality Area**

1

educational program and practice



A program helps children
to learn and develop.
Educators engage
children in quality
learning experiences.

STRENGTHS:

As per our Mission Statement:

We will facilitate learning through play and exploration by providing a safe, nurturing and developmentally appropriate environment where social interactions are encouraged.

We will support Educators and families through training and development opportunities.

Management and Leadership have a proven commitment to the ongoing professional development of our educators including (but not limited to):

- Paid attendance at staff meetings
- Paid attendance at team meetings
- Paid attendance at Staff Development day – professional training
- Paid attendance at Educational Program development training
- Paid attendance at Professional development conferences/workshops
- Paid attendance at First Aid course
- Paid attendance at Asthma/Anaphylaxis training
- Providing opportunities for community engagement with regular visits from ECH Walkerville – Day Program
- Providing opportunities for community engagement with excursions to ECH Walkerville – Day Program
- Providing opportunities for community engagement with visits to Labrina Village aged care facility
- Providing opportunities for community engagement with excursion to Labrina Village Aged care facility
- Providing opportunities for community engagement with fortnightly excursions to local library
- Providing opportunities for community engagement with 'buddy' visits to Prospect Primary School – Reception – Year 2 classes
- Providing opportunities for community engagement with 'buddy' visits to Rosary School – Reception – Year 3 classes
- Providing opportunities for community engagement with Out of School Hours care/Vacation care

- Providing pick-up service from local school after transition visits for Kindy children at end of year
- Dedicated programming space for Educators
- Dedicated programming hours each week for Focus Educators in each room
- Information nights held for parents with Occupational Therapy students from Flinders University attending
- Information nights held for parents with 'Eatability' / Motivate Kids representatives
- Information night for parents with 'Schoolapedia' representatives
- Information night held for parents with Speech Therapists

EXCEEDING THEMES

1.1 Program: The educational program enhances each child's learning and development

1. Practice is embedded in service operations:

- All team members including room Educators, the educational leader, and Centre Director demonstrate a sound understanding of the requirements of standard 1.1, each of the concepts and the elements, with a commitment to high-quality practice at all times.
- All educators collaborate with the educational leader to make curriculum decisions, including the organisation of daily routines and the development and implementation of a purposeful educational program that maximises learning outcomes, reflects and builds on the knowledge, strengths, ideas, culture, abilities, and interests of each child.
- All educators, the educational leader and Centre Director are able to communicate how their approach to decision-making connects to the Early Years Learning Framework and enhances learning and development for each child, the service philosophy and supports the service's broader vision for quality.
- This approach to curriculum decision-making aligns with the service philosophy and demonstrates a strong commitment to the principles and practices of the EYLF

2. Practice is informed by critical reflection

- The service's approach to curriculum decision-making demonstrates ongoing discussion and reflection by all educators and is informed by current recognised guidance.
- Any change to the service's approach to curriculum decision-making is understood by all and implemented appropriately.
- All educators, the educational leader, and coordinators regularly discuss and reflect individually and with each other to ensure that the program considers the circumstances and rights of every child at the service, the changing cultural diversity within the centre and of the broader community including Aboriginal and Torres Strait Islander histories and cultures, the theoretical and philosophical influences on their curriculum decisions and how these have impacted on decision-making.
- Service has undertaken the process for writing of a Reconciliation Action Plan through Narra Gunna Wali and currently undertaking process of rainbow tick

Accreditation to ensure the voices of the Aboriginal and Torres Strait Islander and LGBTQIU+ communities are heard

3. Practice is shaped by meaningful engagement with families, and/or community

- The service's approach to curriculum decision-making reflects the unique geographical, cultural and community context of the service, welcomes, respects, and draws on the voices, priorities and strengths of the children and families at the service, reflects a strong commitment to meaningful, regular engagement with families and the community
- All educators meaningfully engage and collaborate with children's families and/or the community to develop a child-centred educational program.
- Educators regularly communicate with parents/families about the educational program and children's evolving knowledge, strengths, ideas, abilities, and interests. • Educators actively seek out the voices, perspectives, and views of children throughout the day to develop a child-centred educational program and enhance children's learning and development.

1.2 Practice: Educators facilitate and extend each child's learning and development

1. Practice is embedded in service operations

- All team members including Educators, the educational leader and Centre Director demonstrate a sound understanding of the requirements of standard 1.2, the concepts and elements, with a commitment to high-quality practice at all times.
- All educators respectfully respond to each child's ideas and play in order to extend their participation, learning and development.
- Educators support each child in choice and decision making throughout the day.
- All educators and the educational leader are able to communicate how their educational practice connects to EYLF, the service philosophy and supports and extends each child's learning and development.
- Our commitment to supporting children's learning and development aligns with service philosophy and to the principles and practices of the EYLF.

2. Practice is informed by critical reflection

- The service is committed to continuous discussion and reflection in order to support children's learning and development in line with service philosophy, policies, and procedures.
- Any change to the service's approach to facilitating and extending children's learning and development is understood by all and implemented appropriately. Discussions and reflections take place across the year to ensure children are fully supported in maximising their learning and development potential.

3. Practice is shaped by meaningful engagement with families, and/or community

- The unique geographical, cultural and community context of the service is reflected in the children and families that use our facility, which is reflected as the same as the data obtained from the AEDC.
- All educators engage with children's families and/or the community to facilitate and extend children's learning and development and ensure the voices, perspectives and views of children are heard. The cultures, beliefs and family values can be seen and heard across the centre in our approach to high quality care and education of children.

1.3 Assessment and planning: Educators and co-ordinators take a planned and reflective approach to implementing the program for each child

1. Practice is embedded in service operations

- All team members including Educators, the educational leader, and Centre Director, demonstrate a sound understanding of the requirements of standard 1.3, each of the concepts and elements, with a commitment to high quality practice at all times. Educators engage in planned and spontaneous critical reflection to amend the design and implementation of the program and work collaboratively to evaluate each child's learning and development as part of an ongoing assessment and planning cycle.
- Educators engage and collaborate meaningfully with children's families to inform them about the educational program and their child's participation, learning and development.
- Our commitment to assessment and planning consistently aligns with our philosophy, the principles, and practices of the EYLF and is reflected in program documentation.

2. Practice is informed by critical reflection

- Practice is informed by discussion and critical reflection on past incidents and is informed by current recognised guidance.
- Any change to the service's approach to assessment and planning is understood by all and implemented appropriately.
- Team members regularly reflect on and consider whether their approach to assessment and planning supports the best outcomes for children and identify and implement opportunities to strengthen practices.

3. Practice is shaped by meaningful engagement with families, and/or community

- The unique geographical, cultural and community context of the service welcomes, respects and draws on the voices, priorities and strengths of the children and families.
- All educators seek out the voices, perspectives, and views of children and draw on this input in ongoing assessment and planning.
- All team members collaborate and engage with families in respectful and culturally safe ways to ensure that children's learning and development outside of the service is incorporated into the assessment and planning cycle, through continuous engagement with families using short form surveys, open dialogue, email, and face to face meetings.
- All team members consistently engage with families and the community about their child's progress in ways that are tailored to individual families' circumstances and ways of connecting with others.

Quality Improvement Plan 1.1.1

Approved learning framework:

Issue:

Improved documentation of Critical discussions

Rating Priority: A - High

Date: 31/03/2021

Desired Outcome:

to have better and more standardised way of recording information of conversations had with parents.

Strategies:

discussion at staff development day

implementation of a reflections/discussions folder

review after one month

review after three months

By Who:

Educators in room responsible.

Director to have oversight

By When: 30/03/2022

Quality Improvement Plan 1.1.2

Child-centred

Issue:

We will determine the best approach to curriculum for our service through community engagement, identifying what is important to key stakeholders.

Rating Priority: A - High

Date: 09/02/2021

Desired Outcome:

to have written our own centre philosophy of curriculum - the "Prospect way"

Strategies:

- Outline the exclusions from the curriculum i.e., don't want
- Seek family's curriculum priorities
- Engage with staff and families to gather information and inform development of philosophy
- Develop foundational philosophy

By Who:

Management Committee and via delegation Centre Director and Educational Leader

By When: 24/02/2023

Quality Improvement Plan 1.3.2

Critical reflection

Issue:

Including Voice of the Child in Vaughn (birth - 2 years)

- how do we achieve this?

How do we document this?

what does it look like at other services?

Rating Priority: B - Medium

Date: 06/09/2021

Desired Outcome:

To have an increased visual of Voice of the Child in Vaughn.

To actively seek and document voice of the child for reflection in Vaughn

Strategies:

- network with other educators

- network with other services

- trial and error

- discussion with families

By Who:

All Vaughn Educators

By When: 06/09/2022

Quality Improvement Plan 1.3.3

Information for families:

1. Issue:

Chinese families translation of documents and support to be fully involved in centre learning and sharing opportunities

With borders shut across 2020/2021 we had a higher number of multi-generational families in the service with high level interaction. We wanted to ensure that during an already stressful time these families were fully supported by our service.

Rating Priority: A - High

Date: 06/07/2020

Desired Outcome:

To have documentation written up which is easily accessible for families and educators.

to ensure a consistent approach to care for our community of Chinese families

Strategies:

Have Chongning Li work with each room to develop a list of translations to help support interactions in each room.

To ensure Chongning Li works equally across all rooms of the centre and can support each family.

By Who:

Each room of Educators

Chongning Li

By When: 30/07/2021

Completion: 30/07/2021

Evaluation:

Families aware of the translation of documents and records.

Chongning Li consistently translating documents for families

Chongning Li working with all families sand the community has a strong awareness of our service - arriving asking for "Educator Li".

Quality Improvement Plan 1.3.3

Information for families:

2.1 Issue:

STRATEGIC PLAN 2021-2023

We will find opportunities to promote the benefits of early education.

Rating Priority: A - High

Date: 09/02/2021

Desired Outcome:

To have promotion of the early childhood sector and the benefits for all children's learning and development.

to see through the promotion of high quality care and education in the sector.

Strategies:

- Promote the positive sides of Early Education including via blog, sharing information
- Marketing and promotion of the centre.
- Informing parents and the wider community of the benefits of children attending care.
- Survey parents on why families have chosen Prospect – Use to promote
- Improved definition of community centre to highlight value proposition

By Who:

Management Committee and via delegation Centre Director and Educational Leader

By When: 24/02/2023

National Quality Standard **Quality Area**

2

children's health and safety



Children's health, safety and wellbeing are prioritised and promoted.



STRENGTHS

As per our Mission Statement we will facilitate learning through play and exploration by providing a safe, nurturing and developmentally appropriate environment where social interactions are encouraged.

We will support educators and families through training and development opportunities.

We show our commitment to this by:

- Providing First Aid training for all educators
- Providing Asthma/Anaphylaxis management training for all educators
- Regular Emergency Invacuation drills throughout the year
- Regular Emergency Evacuation drills throughout the year
- Regular maintenance checks and clean-up/clean out of materials, resources, equipment
- Ongoing maintenance of centre – building and yards
- Committed team of maintenance workers
- Large Commercial Shade umbrella installed in Whinham
- Bali hut shade structures in all yards
- Sunsmart policy in place since the programme inception
- Hats worn year-round; sunblock applied September-May.
- Daily checklists for Indoor/outdoor environment
- Risk management forms completed for Incursions/visitors to the centre
- Risk management forms completed for Excursions
- Risk Management assessments undertaken across the centre in a multitude of areas
- 'First Aid for Kids' incursion held on a yearly basis for Whinham children
- Consent forms for incursions/excursions signed by parents, with full information given for all events. Family volunteers encouraged to attend all events.
- Health/dietary needs form completed by parents on enrolment. Any concern or requirement is followed up by Director and/or Bookings Officer and Kitchen staff. Forms can be translated as needed, set of forms available in Chinese, and used regularly.

- Ongoing communication with parents regarding health/support needs of their child/children
- Provision of foods/meals catering to specific dietary/health requirements occurs daily. System in place to monitor allergies and additional dietary needs with thorough labelling system in place.
- Ongoing communication with allied health therapists coming into centre to support health/care needs and plans of children. Therapy can be undertaken in the service and the centre will self-fund any additional support as needed.
- Training for educators and cooks regarding specific health care/dietary needs
- Upgrade of animal enclosures in all yards to ensure the animals also have the highest quality of care and nurturing
- Regular maintenance and cleaning of animal enclosures and fish/turtle tank, with specialists employed to clean and maintain aquariums and regular vet appointments for furry animals.

EXCEEDING THEMES

2.1 Health: Each child's health and physical activity is supported and promoted

1. Practice is embedded in service operations

All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 2.1, each of the concepts and elements, with a commitment to high-quality practice at all times.

Educators have a full and thorough awareness of the needs of each individual child and will adjust across the day to the daily routine for the room or the individuals to meet these needs.

The service actively promotes healthy eating through the delivery of high-quality meals by trained cooks. The menu is reviewed every month and is created each cycle – it is not on a rotation and checks are in place to ensure variety, including days with strict limitations on meals. For example, due to anaphylaxis we are committed to being dairy free on the 2 days the child attends across the centre.

The service is committed to healthy physical activity and participates in weekly dance and yoga classes with professional instructors. Across the remaining portions of the week the educators maintain the levels of activity and make use of all learning environments and resources.

Children participate in cooking, self-serve and making their own healthy choices. These are incorporated into the learning programme and form part of our everyday routines. Dental visits occur at least annually, and where possible every 6 months.

The Whinham children participate in First Aid classes annually.

The centre records all accidents, incidents and near misses and has a proven commitment to informing parents.

Open discussion, reflection and review is had with families. Patterns are tracked and changes are implemented as required.

Service has a proven commitment to maintenance and safety to ensure a safe environment for children to play and learn.

Information sessions are held for parents, links shared via social media and email, pamphlets, and advertising available in the centre and at any time if requested information for families on any health topic will be sourced and provided.

2. Practice is informed by critical reflection

Educators, the educational leader, and the Director, ensure the child's health needs are a part of continuous critical discussion and reflection.

Meetings and discussions are held within the room, with families, allied health professionals, experts in the field and through networking. Any issue that is raised or an improvement to practice identified will have a resulting change implemented.

If an incident arises, full review will be undertaken, and systems put in place to minimise the risk identified.

Educators are aware of changes and why they have been implemented and make the necessary adjustments to the delivery of service in the room.

Educators all have an understanding and awareness of the need for critical reflection and review and that best practice may dictate change.

Educators are aware of and able to discuss why changes are made, how the changes came about and the impact on the learning and care within the service and any impacts as a result to the delivery of service.

3. Practice is shaped by meaningful engagement with families, and/or community

Educators are aware of the rights and dignity of the child and ensure the child's voice is heard.

The child has a say in their care and health decisions where practical and are supported in their right to privacy and dignity within the guidelines of health needs.

This is evident in the inclusion of all children and that no child is left out or behind. The educator's, staff, management, and families are regularly involved in discussions regarding health needs such as toileting, meal deliver, sleep need and early intervention

2.2 Safety: Each child is protected

1. Practice is embedded in service operations

All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 2.2, each of the concepts and elements, with a commitment to high-quality practice always.

All educators ensure that children are supervised effectively as a priority and are aware of the needs of all children to always ensure each child's safety.

Staffing across the day is at levels which ensure a consistent and thorough approach to supervision occurs. Lunch breaks and programming have committed staff coverage and educators employed specifically for this role.

Educators are committed to ensuring a child's safety and protection and are aware of their legal and moral obligations to do so.

Educators maintain current training in child protection and the service commits to pay for the training and attendance of all staff.

Staff undergo specialised training in aspects of WHS and all staff are aware of the importance of identifying hazards. A dedicated team of professionals are available for repair and maintenance work as required, both under lease agreement and direct hire by the centre.

Educators identify and respond confidently to changes in the service environment throughout the day, adjusting practice where necessary to ensure that children are safe and effectively always supervised.

Staff are aware that at any time they can seek help or assistance from staff and leadership within the service and that we are as committed to staff safety as we are to the safety of children.

Educators are aware of all safety plans and procedures and drills for lockdown and evacuation are regularly undertaken.

Educators are committed to including this as a part of their programme and practice with the children under the learning frameworks.

The service shows a commitment to practice in safety and emergency management through the regular visits by emergency personnel, SES and first aid training sessions for the older children.

Risk assessment is a vital part of the service and occur across the centre covering a multitude of risks and hazards,

2. Practice is informed by critical reflection

Regular and consistent reflection is undertaken of children's safety and health needs to ensure best practice.

Medical and dietary records reviewed at a minimum monthly.

Training undertaken as needed on any new or specific health issue.

Changes implemented as required, if through discussion and research, current information, or practical ways to implement a mitigation care found – e.g., labelling of food items.

Supervision regularly discussed and any concerns with staffing levels or rosters are addressed immediately.

Commitment to being *with* the children has led to the employment of additional staff and during COVID, extra cleaning staff employed during the day as well as evening cleans. This ensures staff are with the children, effectively supervising and not away from children undertaking errands.

Layout and use of learning environments discussed as a part of our commitment to ongoing improvement and ensuring change occurs as needed.

When environments are reconfigured attention is paid to any new hazards or supervision issues that may arise as a result.

Any change to the service's approach to supporting and promoting children's safety are understood by all and communicated with families and other stake holders as necessary

3. Practice is shaped by meaningful engagement with families, and/or community

Ongoing communication is maintained with families regarding children's health and safety needs.

Open and clear communication is the best way to support children's needs and to ensure their safety.

Communication may be thorough one on one discussions, emails, signing approval – for example menus – or in small groups/round table.

All feedback, grievances or concerns raised by parents are fully heard and reviewed.

Families will always be made aware of any outcome, change or policy review as a result of their discussions.

Quality Improvement Plan: 2.1.3

Healthy lifestyle: Written weekly menu

Issue:

Cultural food to be embedded in menu

Rating Priority: A - High

Date: 05/07/2021

Desired Outcome:

To have authentic / traditional meals cooked by people of those cultures - E.g., Li cooking authentic/traditional Chinese food, Kany and Sarika cooking authentic/traditional Indian food.

Strategies:

Kany, Sarika and Li to have guest cooking spots in the kitchen and to devise menu for the day

At next staff development day to review the year celebrations and determine where we can incorporate authentic meal provision

Cooks to attend courses on different cooking styles

Approach parents for input on meals and help in kitchen with support from centre based cooks

By Who:

Cooks - Catherine and Maddylin, Centre Director, All room Educators

By When: 05/07/2022

Evaluation:

Guest Cooks well received:

Li - 21.12.21 and 28.09.21

Kany - 10.11.21 and 16.09.21

Quality Improvement Plan 2.2.1

Sun protection management

Issue:

Shade structures - from Assessment and Rating 2017 report

Rating Priority: A - High

Date: 31/03/2017

Desired Outcome:

To increase the number of shade structures and the provision of shade in the service

Strategies:

Install new shade structures across all yards.

By Who:

Centre Management to fund

By When: 28/01/2022

Completion: 20/08/2021

Evaluation:

16.01.20 Vaughn has new Bali hut style installed over soft fall

25.11.20 Redmond has refurbished existing shade structure

18.08.21 - Whinham has new shade sail umbrella installed in yard

National Quality Standard **Quality Area**

3

physical environment



Welcoming indoor and outdoor spaces enable children to play, learn and develop their knowledge and skills.

STRENGTHS

- Ensuring all available space is fully used outside and inside for the purpose of education and care.
- Specific learning space have been created to meet learning outcomes under the frameworks: "Sustainability alley" is our most current learning space for the whole centre. This used to be unused space, but now children can go into this learning space and the focus in on the environment and sustainability. Planting plants/cutting, learning about taking care of our centre animals, collecting the animal's food, picking herbs, recycling, storage for planting equipment. This learning space will be used for a variety of learning experiences such as Hands on, group times, a place for reading and discussions topics.
- We have upgraded shaded structures to ensure sustainable use of materials and installed new Bali hut style shade in each room and in 2021 installed a large new shade umbrella in Whinham. This is additional to the natural shade provided by our many trees and ensures the provision of plenty of shade for the children to play under.
- Animal enclosures have all been upgraded during 2021 to improve our commitment to environment and sustainability. This has also had the added benefit of providing extra safety from predators, shade and space for our Rabbits, Chickens and Birds. We have also included plants and resources to ensure our pets also have access to natural pants and stimulation.
- Sandpits are refilled regularly, checked daily for hazards and function as a multi-use learning environment through the addition of decks, water courses or pillows.
- We create a homely environment by keeping neutral colours on our walls, floors, and tables. We introduce colour by cushions, rugs, wall hangings, children's photos in frames and plants.
- We reflect on the learning spaces and discuss any changes, listening to the voice of the children and ensuring benefits for them prior to purchasing required resources and implementing the change.
- Indigenous resources and displays are a part of the overall aesthetic of the centre and incorporated into all aspect of our service. This includes Acknowledgement of Country display, words in welcomes and kitchen sign, books, music, toys, crockery, and homewares.

- Families home cultures are also introduced and embedded into our service by ways of resources- books, games, activities, songs, cushions, rugs, wall hangings, pots, bowls, water jugs, plates.
- Resources that become damaged or worn are removed from circulation and a replacement is procured.
- We ensure a smooth transition between the inside and outside learning environments using toys and activities across all spaces, making use of plants inside and both quiet and active spaces available in all learning areas.
- Regular preventative maintenance throughout the centre and all repairs undertaken in a timely and efficient manner
- Upgrading or upcycling has occurred to all cupboards, shelves, new kitchenette in Vaughn and new storeroom giving the centre plenty of accessible and usable storage space.
- Children learning environments are kept clean, with safety checks conducted on all indoor and outdoor spaces, professional cleaners contracted nightly and additionally through the day during the first quarter of 2022 to assist with COVID risk mitigations.
- Our learning environment offers the children to access a well-stocked range of resources for spontaneous, self- directed learning and scaffolding of their play.
- Indoor, outdoor play access throughout the day with each indoor space opening onto their own yard.

EXCEEDING THEMES

3.1 Design: The design of the facilities is appropriate for the operation of a service

1. Practice is embedded in service operations

- All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 3.1, each of the concepts and elements, with a commitment to high-quality practice always.
- Every learning area across the service, both indoor and outdoor has been designed to ensure full access by all stakeholders.
- During the major redevelopment and upgrade of the service consideration was given to ensure inclusivity and access and that all children and families could be full participants all aspects of the education and care provided at our centre.
- Every learning area across the service, both indoor and outdoor, offers access to multi use resources, including fence panels that are interactive play spaces, chicken coops and bird aviary built into fence line, mini yard with rabbits, role play in sandpits, cubby houses inside and out, decking, quiet and active space, built and natural environments.
- Every learning area across the service, both indoor and outdoor has been used to ensure maxim learning environments for children. Front nature garden used as a special play area, side lane in process of being made into sustainability alley, old access yard turned into an internal storeroom.
- Staff undergo specialised training in aspects of WHS and all staff are aware of the importance of identifying hazards. A dedicated team of professionals are available for repair and maintenance work as required, both under lease agreement and direct hire by the centre.
- Every learning area across the service, both indoor and outdoor is under a maintenance schedule and are regularly audited. Any repair or replacement is undertaken in a timely manner and the service has both DECD and private contracted maintenance and repairers to undertake work.
- A substantial budget is committed annually to repair, upgrade, and replacement within the service across general, building and gardens.
- Educators are aware of how the design of the service can be suited to all learners and the multiuse resources within the service.
- All educators and children have a say in design and use of areas as do parents.
- Parents with special skills are invited to assist in the planning, design, and implementation of the learning spaces.

2. Practice is informed by critical reflection

- Every learning area across the service, both indoor and outdoor are subject to ongoing reflection and review.
- Records are kept on where incidents occur and if patterns have been determined. In the event of incidents forming a pattern change is made accordingly to best meet the needs of the children, staff, and families.
- In the event of a major incident occurring change is swift and acted on accordingly – hazards are identified and acted upon. If an incident occurs and change is required all educators are aware of and involved in discussion accordingly. Options are considered and the needs and safety of the child are prioritised.
- When a child with additional needs enrolls at the service ongoing communication is maintained with the family regarding the child's needs. At orientation discussion is undertaken to determine if changes are required or resources are needed to be purchased. The centre self-funds any requirements.
- Educators are committed to ensuring a child's safety and protection in the learning environments across the centre and are aware of their legal and moral obligations to do so.
- The service commits to pay for the training and attendance of all staff if there is a determined need for any professional development to ensure the inclusion of all children in our care.
- Educators identify and respond confidently to changes in the service environment throughout the day, adjusting practice where necessary to ensure that children are included and safe in all aspects of the care and education service.
- Staff are aware that at any time they can seek help or assistance from staff and leadership within the service and that we are as committed to staff safety as we are to the safety of children.

3. Practice is shaped by meaningful engagement with families, and/or community

- Ongoing communication is maintained with families regarding children's inclusion in the service and any changes needed to ensure their health, safety, and full inclusion.
- Open and clear communication is the best way to support children's needs and to ensure their inclusion.
- Communication may be thorough one on one discussions, emails, small groups/round table and consulting with professionals as required.

- Families have been involved on the establishment of the yards and play and learning spaces and participate in the sourcing, selection, and implantation of elements within the learning spaces.
- All feedback, grievances or concerns raised by parents are fully heard and reviewed. Families will always be made aware of any outcome, change or policy review as a result of their discussions.

3.2 Use: The service environment is inclusive, promotes competence and supports exploration and play-based learning

1. Practice is embedded in service operations

- All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 3.2, each of the concepts and elements, with a commitment to high-quality practice always.
- Children can make choices as to where and how they play and learn within the service. The centre is highly resourced and ensures children have choice in selection and use and then multiple children can interact in the same environment at once without having to wait for a lengthy time. Wherever practical and waiting times are need, e.g., swing, then opportunity for engagement with other activities are available at that time.
- Every learning area across the service, both indoor and outdoor, demonstrate a committed approach to the use of space and resources that is inclusive, purposeful, creative, and flexible, and enhances learning and development outcomes for all children.
- All educators can communicate how the environments are inclusive, flexible, and accessible for all children and where and why adjustments are made.
- All educators can explain the service commitment to learning through play and how we facilitate this.
- The service environment can be adapted across any part of the care day to ensure inclusivity and active involvement by all children within the play and learning spaces of the service.
- The service is committed to our environment and teaching the children environmental responsibility through the use of centre pets across all rooms, vegetable gardens, fruit trees, natural learning spaces, recycling, water tanks, use of natural light and timer taps.

- The service also includes performers across the year with a sustainability and environmental approach for example Amazing Drumming Monkeys and Professor Planet.
- The service commitment to the using of inclusive learning spaces is reflected in a reciprocal way between philosophy, mission, priorities, aims and actions of the educators.

2. Practice is informed by critical reflection

- The service commitment to the using of inclusive learning spaces for play based learning in a manner that supports a commitment to environmental responsibility is reflected in our ongoing discussions, research reflection and review in groups, as a subcommittee and in policy.
- All Educators, Leadership and Management have the same commitment to ensuring an inclusive, play-based learning environment that demonstrates supporting environmental responsibility and is understood and implemented appropriately by each member of the team.
- Educators participate in ongoing reflection and undertake professional development as needed to support and ensure each child's inclusion and learning and development within our learning environments throughout the centre.
- Educators have regular and ongoing discussion on the learning environments and how they can be adjusted to best meet the needs of all children in our care.

3. Practice is shaped by meaningful engagement with families, and/or community

- Ongoing communication is maintained with families regarding sustainability and environmental responsibility.
- Families are encouraged to offer input and assistance where practical, and Educators will seek input from families with known skills and /or interests in sustainability and environmental responsibility.
- Our Reconciliation Action Plan includes reference to inclusion and sustainability. Families were encouraged to have input on this document and specific input was sourced from a member of our community who is recognised for their work in Reconciliation, mentoring and sustainability, of which we were extremely fortunate to have had this opportunity.

- Families have been involved on the establishment of the yards and play and learning spaces and participate in the building of gardens, planting of trees, donating of edible plants and trees, upgrading of animal enclosures and care for the pets themselves.
- Communication may be thorough one on one discussions, emails, small groups/round table and consulting with professionals as required.
- All feedback, grievances or concerns raised by parents are fully heard and reviewed. Families will always be made aware of any outcome, change or policy review as a result of their discussions.

Quality Improvement Plan 3.1.1:

Fit for purpose Grouping children, indoor and outdoor spaces

Issue:

Forming connection with local Elder in line with RAP item - Curriculum

Rating Priority: A - High

Date: 30/06/2021

Desired Outcome:

Our goal is to connect and seek input from the Indigenous community, to guide us with our curriculum planning. Officially establish the RAP committee and ensure they actively participate in all future meetings. Further seeking information and input from staff outside of the committee, through team meetings. We will assess our resource list to see if it is appropriate and adequate for our curriculum plan.

Strategies:

Andi to contact local indigenous organisations and seek input from an Elder.

By Who:

Andi B

By When: 31/03/2022

Quality Improvement Plan 3.2.1

Inclusion support plans and programs

Issue:

To develop a more formalised approach to our Individual Learning Plan (IEP) to ensure documented personalised and targeted learning and support for children within the service can be accessed

Rating Priority: A - High

Date: 04/10/2021

Desired Outcome:

A formal document designed to support Individual Learning Plans for children who require them.

Currently the process is undertaken - it is not formally documented to a high enough degree.

Strategies:

Review assorted styles of documentation

Design a style that meets the need of our service community

By Who:

All Lead Educators, Educational Leader and Director

Parent input sought

By When: 30/06/2022

Quality Improvement Plan 3.2.1

Provision of inclusion for children

Issue:

We recognise each child is different and has their own life experiences. We endeavour to help them understand difference through access to resources and participation in learning and sharing.

Rating Priority: A - High

Date: 09/02/2021

Desired Outcome:

All children and families feel value, welcomed, and included.

Strategies:

- Explore partnership with paediatric Allied Health Provider
 - o Support early identification of children's needs
 - o Develop staff skills and knowledge on additional needs and child development
- Create opportunities for engagement with diverse local groups
- Ensure culturally appropriate and inclusive service-related information and resources are provided
- Invite families for story telling

By Who:

Management Committee and via delegation Centre Director and Educational Leader.

By When: 24/02/2023

Quality Improvement Plan 3.2.3

Environmentally responsible: Natural elements

Issue:

In line with our Values Statement: Sustainability – we will deliver a service that is environmentally, financially, and socially sustainable, we want to see Sustainability Alley to be fully implemented and up and running.

Rating Priority: A - High

Date: 26/07/2021

Desired Outcome:

Sustainability Alley to be a place where children can learn and be involved with environmental work, such as:

- * potting plants
- * growing cuttings
- * recycling
- * upcycling
- * animal care

in a dedicated space.

Strategies:

Make use of the area created alongside eastern wall of the building with new fencing installed between building and school playground.

Create a dedicated area for animal care, potting and plant care

By Who:

Sustainability Subcommittee: Ayleen, Katie, Li, Steph, Tammy

By When: 26/07/2022

Quality Improvement Plan:

3.2.3 continued: Sharing information with families

Issue:

To engage the children in focussed Sustainable education to promote the environment

Rating Priority: A - High

Date: 29/03/2021

Desired Outcome:

To have a designated and focussed area for educational learning on sustainability and the environment

Set up a committed "Sustainability Alley" between Vaughn and Whinham, making use of the space and allowing children to participate in learning experiences

Strategies:

Installation of rainwater tanks and pump

installation of potting benches

installation of vertical gardens

installation of pet needs storage areas

By Who:

Sustainability Subcommittee, Management and Director

By When: 31/03/2022

Quality Improvement Plan: 3.1

Additional checks Ventilation and natural light

Issue:

Skylight in Hepburn is very bright and causes additional heat.

At sleep time there are concerns regarding the brightness and heat.

installed by DECD approximately 2019.

Rating Priority: B - Medium

Date: 12/04/2021

Desired Outcome:

To engage DECD Facilities Management to determine if this can have a tinting applied to reduce the high sun concerns

Strategies:

Contact DECD via facilities management

By Who:

Kerri Smith

By When: 31/01/2022

National Quality Standard **Quality Area**

4

staffing arrangements



Children's learning and development is supported and enhanced by responsive and qualified educators.



STRENGTHS

As a management team we are aware that our greatest asset is our staff team of Educators and support workers. Without them we could not provide the highest quality care in Early Childhood Education.

We are committed to our team of Educators and will endeavour to support each person as an individual and a member of our service team.

This commitment is proven through:

- Reciprocated commitment by staff to centre
- committed staff team with an average 10 years of service
- Focus Educators on set shifts, rotations, and rooms
- Three staff minimum in each room undertaking curriculum planning
- Staff supported to upskill qualifications – 6 staff in last 3 months completed new Diploma qualifications upgrading their existing original Diploma. This commitment to currency of qualification supports both educators and children in our care.
- Commitment to provision of high level staff working conditions through a process of negotiation and offer with Enterprise Agreement currently under review
- above award pay conditions and leave entitlements and higher than required staff ratios
- professional development paid for by the service – course and attendance
- staff requirements fully covered and paid for by the service– First Aid training, Working with Children Checks, Child safe Environments training
- committed team of maintenance support workers and cleaners on contract to ensure health and safety of workers
- retention of Working Rehab, an organisation focused on occupational health and safety and recovery from injury. This shows our service commitment to the health and wellbeing of our staff.
- All staff are able to request flexible work arrangements to ensure their personal needs are met alongside our professional's
- Management has a commitment to ensure the mental wellbeing of our employees through an Employee Assistance Plan

EXCEEDING THEMES

4.1 Staffing arrangements: Staffing arrangements enhance children's learning and development

Exceeding theme 1: Practice is embedded in service operations

- All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 4.1, each of the concepts and elements, with a commitment to high-quality practice at all times.
- At all times, our priority is to ensure familiarity and continuity of care for children within our high-quality learning and care environment. To do this we have a commitment to set rosters, rotations, and a focussed primary educator team.
- The Management, Director and educators are able to communicate how the organisation and continuity of educators enhance children's well-being, learning and development and can demonstrate awareness of how decisions are made about the organisation of educators across the service
- The system of a committed roster of primary educators ensures the establishment and ongoing success of secure relationships with children and families
- Our commitment to our staff team and the reciprocal commitment to our service aligns with our philosophy, policies, and procedures.

Exceeding theme 2: Practice is informed by critical reflection

- The service is committed to continuous reflection and discussion to ensure high quality staff are retained and their knowledge and skill sets are consistently updated and evolve in line with service philosophy, policies, and procedures
- Discussion and reflections take place across the year to ensure staff are fully supported in their needs for the changing landscape of early childhood education and care
- The service is committed to a positive culture of change and evolution to ensure we remain at the forefront of our profession. This is driven by reflection, discussion and researching current trends in the early childhood sector and networking with other early childhood professionals.

Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community

- the unique geographical, cultural and community context of our service is reflected in the organisation and continuity of educators.
- Our educators welcome, reflect and ensure the voices, priorities and strengths of the children and families at the service are heard
- family input is sought and implemented on ways to support their child's learning and development at the service.
- Opportunities for collaboration with family and community is an integral part of the service's approach to organisation and continuity of educators.

4.2 Professionalism: Management, educators and staff are collaborative, respectful, and ethical**Exceeding theme 1: Practice is embedded in service operations**

- All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 4.2, each of the concepts and elements, with a commitment to high-quality practice at all times.
- All interactions between educators and all stakeholders in the service community are respectful and promote a positive atmosphere within the service and our wider community.
- All educators actively seek to support one another, offering opportunity to gain new knowledge, skills and experience from each individual that makes up the team of professionals within our service
- All educators and support staff actively seek opportunity to promote, collaborate with and recognise each other's skills, knowledge, and experience within the sector
- Our commitment to acknowledge our staff professionalism and the reciprocal commitment to our service aligns with our philosophy, policies, and procedures.

Exceeding theme 2: Practice is informed by critical reflection

- the unique geographical, cultural and community context of our service is reflected in the organisation and continuity of educators.
- Practice is informed by critical reflection and thorough review of past incidents, to ensure opportunity for all members of the service team, to work together to share and learn to enable a growth mindset

- Practice is informed by current recognised guidance and the service's code of conduct and the ECA code of ethics.
- Team members reflect on ethical issues that arise in the service, to consistently identify and implement opportunities to strengthen practice.
- Educators reflect collaboratively on curriculum delivery within their room teams, in staff meetings and with Educational Leader and Director
- Decision-making processes are informed by professional standards, including the service's code of conduct and ECA code of ethics.

Exceeding theme 3 - Practice is shaped by meaningful engagement with families and/or the community

- the unique geographical, cultural and community context of our service is reflected in the organisation and continuity of educators.
- family input is sought and implemented on ways to support their child's learning and development at the service.
- Our service team recognise diversity as a strength and work together ensuring a culture of inclusiveness and sense of belonging for all children, families, and the community, including cultivating a deep respect for Aboriginal and Torres Strait Islander through our commitment to our Reconciliation Action Plan and the LGBTQI+ community through our commitment to the Rainbow Tick.
- All members of the service team commit to implement culturally sensitive communication, support, and engagement with families.
- Decision-making and problem-solving in regard to ethical issues that emerge within the service environment are informed by the voices of families and the community.
- Educators build relationships with families and members of the community that include the exchange of ideas and best practice.

Quality Improvement Plan 4.1.2:

Continuity of staff - Staff rosters indicate continuity

Issue:

COVID impacted staffing

Staff needing to take leave due to COVID exposure potential

Staff on leave following vaccinations

Staff taking leave due to observable signs of illness

Rating Priority: A - High

Date: 08/11/2021

Desired Outcome:

Consideration to be given as COVID changes arise in regard to the appropriateness of Agency staff and the potential for exposure from other services.

Strategies:

To closely monitor COVID exposure sites, with particular emphasis on childcare / early education / early childhood activities

By Who:

Kerri Smith and Management

ONGOING REVIEW

By When: 30/06/2022

Quality Improvement Plan 4.2.1

Projects and teamwork

Issue:

Reconciliation Action Plan

We have formalised our RAP and submitted it to Narra Gunna Wali.

We need to ensure completion of each Action within the plan and meet the timeline as set out.

Rating Priority: A - High

Date: 06/04/2020

Desired Outcome:

Completion of all existing points and to progress the plan to the next stage of reconciliation.

Strategies:

Follow all steps as listed in our RAP.

By Who:

Reconciliation Action Plan Subcommittee

Ranjana

Andi

Kylie

Kallie

Brooke

By When: 29/12/2023

Quality Improvement Plan:

4.2.2 continued: Educator's qualifications

Issue:

Currency of Qualifications

Rating Priority: B - Medium

Date: 06/01/2020

Desired Outcome:

To have all staff who undertake programming, and any additional staff member who so desires, to upskill to the current recognised Diploma of Early Childhood Education and Care

Strategies:

Support any staff who so desires to enrol and undertake the bridging studies to upskill to the current recognised qualification.

To cover the cost of the study package

To encourage staff to attend online and in person courses
to offer a buddy and mentor system amongst the students

By Who:

Centre director and Management to facilitate

Educators who wish to gain current qualification

By When: 30/06/2022

Evaluation:

Six staff undertook the opportunity to upskill for an outdated Diploma to the current Diploma

Only three staff do not have current qualification as offered by RTOs

National Quality Standard **Quality Area**

5

relationships with children



Positive and trusting relationships with educators help children to play, learn and develop.

STRENGTHS

As per our Values - Inclusion: We value all individuals and embrace diverse backgrounds, beliefs, and cultures and our VISION we will provide a centre where children, their families, and Educators flourish.

We are committed to forming strong bonds and secure, respectful relationships with children and this is evident by the following statements.

To ensure the formation of strong bonds and secure connections, our centre seeks document information on a child at enrolment and orientation, and again throughout their time in care, which are all translated as required:

- Detailed enrolment form
- Cultural Information form completed for each child
- Profile for Care for under two children
- Programming feedback forms
- Toilet Training Form
- Sleep and Rest form child's interests, likes and dislikes
- favourite toys, books, games, and foods
- patterns of sleeping and resting (soft toy, story, song/music)
- particular words, phrases, or visual cues that the parent uses to communicate with their child
- friends or relatives attending the service
- siblings, pets and loved ones in their life
- feeding/eating routines
- home language
- behaviour strategies that may be used at home

We ensure we seek and discuss any required children's Medical Plans, including

- children's medical condition requiring an individual health care plan to be developed

- confirmed diagnosis/disability
- asthma plans
- allergy plans
- anaphylaxis plans
- As required each child's file includes all information and recommendations received from any support professionals or agencies being consulted (assessments, medical plans, required adjustments, equipment, routines, environment)

If at any time staff will require additional, training support or resources to ensure the child is included and participates fully in all aspects of the programme, this is undertaken by the centre.

The centre self-funds any additional support the child may need and collaborates directly with any therapist or allied health professional as required.

Aspects of our philosophy appear throughout the centre in visual displays and in our newsletters, communications, website, and emails to families.

Our Centre is committed to inclusive practices and has a published Reconciliation Action Plan through Narra Gunna Wali and is undertaking LGBTQI+ accreditation through Rainbow Tick

Our Centre is committed to assisting children and supporting active participation in early interventions, through centre based participation in therapies

Procedures support educators to:

- implement and use a range of strategies to enable children to express their emotions in positive ways,
- set up inclusive learning environments providing adequate space and a range of activities which may challenge and inspire children support children's independence to make choices and decisions promoting a powerful sense of identity for the child
- positively guide challenging, inappropriate, or unacceptable behaviour in a way that maintains the rights and dignity of each child to ensure continuous improvement is evident

- Our service is committed to ongoing professional learning and will seek out opportunities to further develop knowledge and skills around inclusive practice

Curriculum Planning:

- Child programmes are displayed individually to encourage family interaction and focus on their child
- Programme and evaluation translated where possible, with particular focus on Chinese families.
- opportunities are provided for play and relaxation based on individual children's strengths, interests and needs.
- Educators have undertaken ongoing staff development on acknowledging and encouraging children for managing their behaviour positively
- Educators are expected to use positive, respectful language, tone, volume, facial expressions, and gestures when communicating with children and supporting them to do the same in their interactions with others as a way of role modelling and reciprocal behaviours

Wall displays

- Children's identity clearly evident through homestyle photographs in frames around room, artwork on display
- Family trees, belonging trees in use across centre
- Books on display in rooms for ease of access and for families to see what we have available
- Use children's home language to describe the learning that has occurred during the day- cooking, art, building - learning stories, programmes, evaluations and room based forms translated into home languages where possible
- Auslan signs and braille included in displays for families
- Acknowledgement of County on prominent display in main room

The rights of each child is respected and upheld

- the dignity of the child is always considered within the service
- Staff have an awareness of the UNC on the Rights of the Child

- Staff have an awareness of the ECS Code of Ethics
- Children's privacy and confidentiality is consistently maintained, and staff have regular and ongoing discussions on how to ensure this
- Children's self-regulation is always a consideration and resources are additionally purchased if needed to assist a child - fidget toys wobble board, weighted cushion etc.
- resources and children's books available across the service on diversity and difference/similarities and being treated equally and without bias
- Whinham and Redmond children visits to OSHC during school holidays preparing for Kindy and school transition for following year
- children from other rooms assisting with support and settling of siblings
- planning group experiences in the diary
- information gathered from families in a variety of ways to ensure a comprehensive approach to care is achieved
- Children are fully immersed in the curriculum and when modifications are made all children participate with the modification to create a culture of acceptance and inclusion
- the program demonstrates how planned and spontaneous experiences support children to develop and practice the skills

Behaviour Guidance is supported by the following:

- Resources are available in numbers to ensure minimal clashes occur over resources. At times, these incidents may be unavoidable, and all educators have undertaken training in behaviour guidance to best support children as they navigate self-regulation, conflict resolution and resilience.
- Educators work closely with families to establish consistent and secure partnerships to help guide a child's behaviour. Continuous support offered in leadership and between colleagues.
- Ongoing communication maintained with families on behaviours and interactions to best support each child.
- Families are involved at each step in the guiding and recording of a child's behaviour with open access to any documentation kept ensuring communication is clear, open, and professional with all members having clear guidelines and expectations.

Educators use positive based behaviour guidance strategies such as:

- establishing positive relationships with all children
- promoting and modelling appropriate behaviours
- carefully considering the physical environment, program structure and routines
- positive reinforcement by acknowledging sound choices or behaviours
- aiding in problem solving
- redirecting poor behaviour that could cause injury or harm to a child or others
- discussions with children at group times and as required as incidents happen.
- In older age groups undertaking group decision making discussions on room guidelines and acceptable behaviours, as well as what to do if you are concerned by another child's behaviour
- Supporting children in managing conflict constructively and empathetically

EXCEEDING THEMES

5.1 Relationships between educators and children: Respectful and equitable relationships are maintained with each child

Exceeding theme 1: Practice is embedded in service operations

All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 5.1, each of the concepts and elements, with a commitment to high-quality practice always.

Staff are committed to forming strong bonds and respectful relationships with children, this will ensure they are given every opportunity at our centre to develop a lifelong love of learning and a powerful sense of identity and self.

Every child in our service is given the right to feel secure, confident, and included respecting the dignity and worth of each. Our staff are committed to the protection of children and have strong moral obligation as well as legal to do so.

All educators can explain how their relationships with children are guided by an understanding of and commitment to, building trusting relationships which engage and support each child to protecting and ensuring children's rights.

Interactions across the service demonstrates the educators' commitments to forming reciprocal strong bonds and ensuring each child feels values, included, supported, and heard.

Exceeding theme 2: Practice is informed by critical reflection

The interactions within the service highlighting the strong bonds and secure connections formed are evidence of the service commitment to ongoing reflective practice. Educators critically reflect on their interactions in small groups, at staff and team meetings and as individuals. Staff are encouraged to form peer networks and to attend professional development to further enhance these skills and knowledge.

The educational leader and Director share research, documents and provocations as starting points to guide reflection and the individuals own commitment to self-development. Staff are supported to seek assistance and further their own knowledge and the centre funds any reasonable request to do so.

If at any time an incident occurs leading to discussion on our interactions and relationships with children a thorough and complete review will be undertaken, and all stakeholders will be involved to inform practice and make change where needed.

All educators will be informed of any changes required and made and the reasons as to why, whilst ensuring the child's right to privacy and confidentiality.

The service is committed to inclusive practice and ensuring all children feel the same sense of belonging. To ensure this the service has committed to implementing a Reconciliation Action Plan through Narra Gunna Wali for our Aboriginal and Torres Strait Islander community and undertaking Rainbow Tick Accreditation to actively demonstrate support our LGBTQI+ families and educators.

Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community

Our service families are encouraged to be involved in the shaping of our interactions and relationships with children and to raise any questions, concerns, or feedback and to share with us ideas for implementation. Families are encouraged and supported to share with us cultural and personal customs, beliefs, and values to ensure the child feels that the service is an extension of home and that we are all a part of the village raising the,

Families are invited to participate in surveys across the year to ascertain their current attitudes and values and if the service is meeting expectation and where (if any) improvements can be made. The information is fed back to parents as are any changes as a result of the surveys. Over the years substantial improvements have been made to the service following parent suggestions - to the environment, staffing, community engagement and centre offerings. We have a commitment to seeking feedback and acting on it.

Families are surveyed annually and asked if they feel included in our community and information is sought on what we could do to ensure this occurs consistently and by all on our service community. Discussions can be held at any time with a parent if they have concerns regarding staff interactions with children and immediate action will be taken.

5.2 Relationships between children: Each child is supported to build and maintain sensitive and responsive relationships

Exceeding theme 1: Practice is embedded in service operations

All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 5.2, each of the concepts and elements, with a commitment to high-quality practice always.

All service staff are committed to role modelling and supporting children to form positive bonds and interactions with one another. Children are supported to feel included and a sense of identity as to their place in our community of learners. Staff ensure positive interactions can be encouraged and maintained through the provision of a high-quality curriculum offered with care and guidance from qualified educators.

Children are supported to regulate their own behaviours and interaction whilst expressing their feelings, thoughts, emotions and ensuring their own personal rights and dignity. Children's communication and development is considered during conflict resolution and children are supported to respond appropriately and work with the other children and educators in care. Families are included in formal and informal discussions regarding this as required.

All educators can clearly explain their role in supporting children and assisting and encouraging them to become active participants in their own regulation and social interactions.

All interactions and curriculum is guided by the principles and practices of the approved learning framework and consistently aligns with the service's philosophy, policies, and procedures, including the behaviour management/guidance strategy.

Exceeding theme 2: Practice is informed by critical reflection

Children's interactions are the focus of critical reflection as a part of our ongoing commitment to high quality service provision. Staff will seek to understand and support children's interactions when concerns are raised and will look to current research, practice, policy and atheoretical approaches as needed. Any professional development required will be funded by the service to ensure the children are being set up for success.

Leadership is available at any time to discuss and work through any issue that may arise, to offer guidance and support to educator's and families and the child as well. Confidentiality and the rights and dignity of the child are maintained at all times and the end goal is always for the child's success in forming and maintaining positive peer interactions and relationships.

Any change to the service's approach to supporting children to build and maintain sensitive and responsive relationships is understood by all and implemented appropriately following discussion and reflection.

Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community.

The service regularly holds information evenings for parents to support our commitment to building strong relationships between children and providing opportunities for parents to attend workshops on supporting this collaboratively.

Families are invited to be a part of the service through Management and Governance, volunteering, sharing skills and knowledge, or through sharing aspects of home – language, culture, and celebration. This supports a child's sense of belonging and worth and gives the children opportunity to share and learn from one another.

Families are invited to participate in surveys across the year to ascertain their current attitudes and values and if the service is meeting expectation and where (if any) improvements can be made. The information is fed back to parents as are any changes as a result of the surveys. Over the years substantial improvements have been made to the service following parent suggestions - to the environment, staffing, community engagement and centre offerings. We have a commitment to seeking feedback and acting on it.

Families are aware that the service has an open door policy and if they have any concerns regarding children's interactions in our service that the matter will be dealt with in an efficient and timely manner with confidentiality maintained at all times

Our families were approached for feedback and discussion on the services Reconciliation Action Plan undertaken with Narra Gunna Wali, ensuring support for our Aboriginal and Torres Strait Islander community.

Families will be invited to join a subcommittee for our Rainbow tick Accreditation supporting our LGBTQI+ families and staff.

Quality Improvement Plan 5.1.2

Rights of the child (UNC)

Issue:

Reconciliation Action Plan development

Rating Priority: A - High

Date: 17/02/2020

Desired Outcome:

to have a Reconciliation Action Plan formalised and implemented by the service

Strategies:

To complete the process through Narra Gunna Wali

To involve parents in the development and review

To involve while centre community in its implementation

By Who:

RAP Subcommittee

By When: 30/12/2022

Completion:

Evaluation:

RAP was submitted 10.12.21 through Narra Gunna Wali

Quality Improvement Plan: 5.1.2

Rights of the child (UNC)

Issue:

Rainbow Tick Accreditation

Rating Priority: A - High

Date: 15/11/2021

Desired Outcome:

To achieve Rainbow Tick accreditation in support of our LGBTQI+ families and educators and our wider community

Strategies:

To follow all process under Rainbow Tick

By Who:

Rainbow Tick Sub Committee

By When: 15/11/2023

Quality Improvement Plan 5.2.2

Self-regulation

Issue:

Ensuring parents are aware of what can happen in a day in care and what we will actively do for the child and family. Ensuring clear and consistent communication which is open and professional.

Rating Priority:

Date: 01/12/2020

Desired Outcome:

To have each room write up the positives and negatives of care in a group long day care setting. to ensure families are aware at times things can happen, bites may occur, fights might happen, etc. however we will take a proactive approach and always keep families informed.

Strategies:

Each team of educators to write up a document to share with families as they undertake orientation, enrolment, and transition and across the year as needed.

By Who:

Each team of Educators

By When: 15/12/2020

Completion: 11/12/2020

Evaluation:

Well received by families.

Great reflection tool for Educators to have had a clear look at what can occur in their room and how they will work with families

National Quality Standard **Quality Area**

6

collaborative partnerships with families and communities



Services partner with families and communities to enhance children's learning and wellbeing.



STRENGTHS

We understand the value of having strong partnerships with families and communities to develop children's inclusion, learning and wellbeing as they transition through our service into school life.

As in stated in our Value Statement:

Community – we recognise our interconnectedness between the rooms, our families, our local community and the community of educators.

We show our Commitment by:

Having a Buddy System with our two local schools (Prospect PS and Rosary). Whinham Educators and children will either go to the school and visit a set class or the primary class will come to us.

These visits are set up when Covid Restrictions allow and are in consultations each Term with our Educator and Teachers.

ECH and Labrina Village will visit with a small group of their clients. These visits are set up when Covid Restrictions allow.

Strong relationship with our local Council. Liz Gunn Community Engagement Officer will contact us when needing assistance to reach out to local families.

We have been the recipient of several local Council Awards- including Community Services Award 2020 (presented in 2021).

Visits with local businesses and had someone talk with the children about their business. Coles, Post Office, Bunnings.

Strong reputation with Universities, High Schools and RTO (AITT in particular) with ongoing requests for students to undertake placements with us:

Uni - Teaching, Occupational Therapy, Physiotherapy, Speech

Schools – Vet Child Care, Students

AITT – Students studying Diploma

Trinity College students come to do their Community Involvement here. Students and Teachers cleaned and planted new plants and do some painting for us.

We hold regular Parent information sessions on relevant current topics. Our Uni Students also hold an information session on their Profession.

We have a Sharing Station at the entrance of the building. Families donate go goods (Books, toys, clothing, fruit (when allowed Fruit Fly restrictions)) for our families take.

We have a Grab and Go Basket in the foyer for families to grab a quick snack if they have forgotten their breakfast of morning tea.

Regular Community Dinners held at the service for families and extended community. (See our video on the Tablehood Facebook page also Photo Book in foyer)

We are recognised with DCP as offering High Quality care, they will contact us to see if we can help with families

Recognised with our Chinese Community as we get families ringing with specific request for “Educator Li”

Families are encouraged to come to talk to the children about their careers.

Cultural Information form is given to all families, asking if they can share their cultural celebration with us.

Whinham children had pen pals overseas. We asked families to provide connections to families, friends, schools from their hometown and circle of community.

We sought family input for our “Welcome Sign” Foyer and “Food sign” outside from Kitchen in other languages/word, braille, and sign

Regularly have Police, SES, Ambulances, Fire trucks coming to the services.

Parenting pamphlets available in foyer

Educator’s having regular discussions on how to engage regular family and community enrolment

Gowrie SA Training approached Kerri and Kylie to undertake a talk on how to engage community (Community Dinner) – cancelled due to COVID

Utilizing Survey Monkey to gauge parent feedback on a variety of topics across the year

Ensured parent involvement with our RAP through targeted approach of families with a vested interest in RAP.

Having parent involvement with the installation of our Edible Plants gardens, which are planted in Redmond and the front garden.

Undertaking a coffee van at our service for families that completed brief survey to receive a free drink.

Staff encouraged to critically reflect on all aspects of the service written and verbally. Lead Educator is available for discussion at any time.

Voice of the child considered at all times and how we can be active participants in the community for them and with them

EXCEEDING THEMES

6.1 Supportive relationships with families: Respectful relationships with families are developed and maintained and families are supported in their parenting role

Exceeding theme 1: Practice is embedded in service operations

All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 6.1, each of the concepts and elements, with a commitment to high-quality practice always

The service is committed to ensuring strong bonds are formed within our service community and that there are reciprocal benefits to all stakeholders. Our service is committed to supporting our community of children, families, educators, early childhood networks and neighbourhood community. In turn we are shown support and have an acknowledged positive reputation within the community as a whole.

Supportive relationships are formed from orientation and enrolment onwards. Leadership seeks to offer full support to families, with particular focus on any additional need – medical, dietary, or family based. Educators and Leadership will endeavour to go above and beyond in whatever way practical to ensure families have our full support as a part of the village raising their child.

Educators participate in regular and continuous discussions on a child's learning and development, social progress, and ways we can best support them as individuals, as a part of a group and as a member of their family. We do this through the following of policies and procedures, as well as a commitment to inclusion and child protection and open and clear communication.

Our service commitment to supportive relationships with families is evident across all aspects of our centre and is acknowledged by parents and families.

Exceeding theme 2: Practice is informed by critical reflection

Families are encouraged to engage with the service and participate in discussions and feedback on all aspects of their child's care and development during their time at our service. We welcome parent inquiries and be available to ensure their needs are addressed and wherever practical met.

Any change to the service's approach to supporting families and the building and maintaining supportive and responsive relationships is understood by all and implemented appropriately following discussion and reflection.

The service has an ongoing commitment to seeking input from families and reflection is used to drive change and implement innovative ideas, this has been evident in the way surveys are conducted and how feedback is actively sought from our community of families. This has led to an increase in their participation at the service and has given opportunities to further enhance children's and families' engagement within the service delivery.

Families are aware of their importance to the centre and the true meaning of our service being a Community based early education and care service.

Educators have a complete understanding of the importance of community, how it reflects in our service and how we are committed to supporting our families and building positive and meaningful relationships with them all.

We are committed to our diverse families sense of belonging and the reciprocal supportive relationships that can be formed. Our service has a proven commitment to supporting Aboriginal and Torres Strait Islanders, members of the LGBTQI+ community and our multi-cultural families who attend our service.

Staff discussion and professional development is reflective of our approach to offering an inclusive and non-biased curriculum and full participation within our service. Staff are encouraged to consider their own personal bias, values and self-awareness and the impacts these can have in service delivery. Discussion is had one-on-one, in small groups as a part of room and team groups and as individuals.

Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community

Our service actively seeks to engage families in the forming of strong relationships within the service – this is evident through events held at the centre, parent evenings, use of the front nature garden and share station as meeting points, clear, open, and friendly communication within the centre, allowing parents to also be comfortable and open to engagement from other families within our service community.

Assistance is given to families in forming connections and allowing for the development of friendships between families, for example families who have recently moved from interstate, families with similar health or medical needs, children who have formed friendships and introduction being made between families.

Leadership is committed to seeking and providing information for specific family needs and arranging support networks for them and following up to ensure their needs have been met.

Educators approach families for input into the service and to participate in the delivery of curriculum, for example through parent visitors, talking about their

careers bringing in a special skill or knowledge base, sharing and reading with the children.

Educators build and maintain community partnerships that support and promote parenting and family wellbeing and proactively and respectfully engage with families to support their parenting and family wellbeing circumstances and priorities.

6.2 Collaborative partnerships: Collaborative partnerships enhance children's inclusion, learning and wellbeing

Exceeding theme 1: Practice is embedded in service operations

All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 6.2, each of the concepts and elements, with a commitment to high-quality practice always

Our service has a commitment to our wider community and forming a network of reciprocal relationships to promote and enhance our provision of a high quality care and education service.

The service has strong ties with members of our local neighbourhood and support local families wherever practical. Community Dinners have proven a success in bringing people together and strengthening ties.

For the past, several years we have participated in inter-generational visits with two local aged care facilities – ECH Walkerville and Labrina village and have been fortunate to have visits there as well as our regular guest coming to the centre. These are well received by all stakeholders and a wonderful program to be a part of.

We have strong connection to our local council and have been recognised for our work in a commitment to community and volunteer capacity by them as well. Our older children have regular library excursions, walking up and participating in morning talks and activities. We have also been fortunate in forming strong connection to two local Primary Schools and an OSHC service.

We have a committed approach to child's lifelong love of learning and support transitions to Kindy and school wherever practical. Families are aware of our openness to reach out the teachers who will be involved in the child's next stage of learning and development and we can also assist in collection of children during school visits.

The service is well regarded by Allied Health professionals and two university programmes for allied health students in our commitment to supporting families and students and forming connections for them as well. This also demonstrates our

commitment to lifelong learning, and we have a continuous commitment to supporting students in our service.

Exceeding theme 2: Practice is informed by critical reflection

We are committed to our diverse families sense of belonging and the reciprocal supportive relationships that can be formed. Our service has a proven commitment to supporting Aboriginal and Torres Strait Islanders, members of the LGBTQI+ community and our multi-cultural families who attend our service.

Staff discussion and professional development is reflective of our approach to offering an inclusive and non-biased curriculum and full participation within our service. Staff are encouraged to consider their own personal bias, values and self-awareness and the impacts these can have in service delivery. Discussion is had one-on-one, in small groups as a part of room and team groups and as individuals.

Our service is committed to ongoing reflection and after each community event an evaluation and discussion is undertaken on the success of the event and where improvement could be made if required.

Leadership continually reflects on opportunities for community involvement and how families can be better supported through engagement within our community or the wider community. A commitment to researching innovative approaches, businesses, professionals, and organisations in our local area who may be able to support families is evident in our interactions.

Educators have an awareness of how the services commitment to community and building supporting relationship has benefits to the children in our care and the development of a curriculum with reciprocal community partnerships. Educators can communicate how this commitment to engagement within our community influences the design and delivery of the educational program and supports children's learning, wellbeing and enables full participation in the program for every child.

The services approach and commitment to community links is embedding in all aspects of the service philosophy, policies, and procedures.

Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community

Our service demonstrates a commitment to building and sustaining reciprocal relationships with community groups, including mutually beneficial partnerships that make connections and give back to the community. It is our desire to implement our RAP and form strong connections with local Elders.

Our service actively seeks to engage families in the forming of strong relationships within the community – this is evident through attendance at events held at the centre, parent evenings, use of the front nature garden and share station as meeting points, clear, open, and friendly communication within the centre, allowing parents to also be comfortable and open to engagement from other families within our service community.

Our commitment to community and involving our families in all aspects of the service delivery is shaped through ongoing discussions, listening, seeking of feedback, and truly understanding the needs of our families.

Quality Improvement Plan 6.1.3

Families are supported - Communication with families

Issue:

STRATEGIC PLAN 2021-2023

We will share information and resources with families and the community

Rating Priority: A - High

Date: 09/02/2021

Desired Outcome:

To have clear and open communication between family to centre and centre to families.

To have a clear expectation of the information desired and how to best provide it.

Strategies:

- Map current methods for information sharing between educators and families
- Engage with educators and families to assess current methods and consider any gaps
- Confirm how information will be shared moving forward

By Who:

Management Committee and via delegation Centre Director and Educational Leader

By When: 24/02/2023

Quality Improvement Plan 6.1.3

Community support and resources

Issue:

Rainbow Tick Accreditation

Rating Priority: A - High

Date: 15/11/2021

Desired Outcome:

- To achieve Rainbow Tick accreditation in support of our LGBTQI+ families and educators and our wider community

Strategies:

To follow all process under Rainbow Tick

By Who:

Rainbow Tick Sub Committee

By When: 15/11/2023

Quality Improvement Plan 6.1.3

Community support and resources

Issue:

Reconciliation Action Plan

Rating Priority: A - High

Date: 17/02/2020

Desired Outcome:

To complete the process through Narra Gunna Wali

Strategies:

To involve parents in the development and review

To involve while centre community in its implementation

By Who:

RAP Sub Committee

By When: 10/12/2021

Quality Improvement Plan 6.2.2

Access and participation - Evidence of referrals

Issue:

FROM STRATEGIC PLAN

We recognise each child is different and has their own life experiences. We endeavour to help them understand difference through access to resources and participation in learning and sharing.

Rating Priority: A - High

Date: 09/02/2021

Desired Outcome:

CENTRE VALUE UPHELD:

Inclusion – we will genuinely support, include, and respect the individual

Strategies:

Explore partnership with paediatric Allied Health Provider

Support early identification of children's needs

Develop staff skills and knowledge on additional needs and child development

Create opportunities for engagement with diverse local groups

Ensure culturally appropriate and inclusive service-related information and resources are provided

Invite families for story telling

By Who:

Management Committee Strategic Plan 2021 - 2023

via delegation to Educators

By When: 24/02/2023

Quality Improvement Plan 6.2.2

Inclusion policy

Issue:

STRATEGIC PLAN 2021-2023

We recognise each child is different and has their own life experiences. We endeavour to help them understand difference through access to resources and participation in learning and sharing.

Rating Priority: A - High

Date: 09/02/2021

Desired Outcome:

All children and families feel more than included, they feel the same and a part of the service

By way of definition included, means that something has been changed to enable participation - we want it to just "be".

Strategies:

- Explore partnership with paediatric Allied Health Provider
 - o Support early identification of children's needs
 - o Develop staff skills and knowledge on additional needs and child development
- Create opportunities for engagement with diverse local groups
- Ensure culturally appropriate and inclusive service-related information and resources are provided
- Invite families for story telling

By Who:

Management Committee and via delegation Centre Director and Educational Leader

By When: 24/02/2023

Quality Improvement Plan 6.2.2

Individual support plans and meeting minutes

Issue:

FROM STRATEGIC PLAN

We recognise each child is different and has their own life experiences. We endeavour to help them understand difference through access to resources and participation in learning and sharing.

Rating Priority: A - High

Date: 09/02/2021

Desired Outcome:

CENTRE VALUE UPHELD:

Inclusion – we will genuinely support, include, and respect the individual

Strategies:

Explore partnership with paediatric Allied Health Provider

Support early identification of children's needs

Develop staff skills and knowledge on additional needs and child development

Create opportunities for engagement with diverse local groups

Ensure culturally appropriate and inclusive service-related information and resources are provided

Invite families for story telling

By Who:

Management Committee Strategic Plan 2021 - 2023

via delegation to Educators

By When: 24/02/2023

National Quality Standard **Quality Area**

7

governance and leadership



Effective leadership, systems and processes support a continually improving workplace and learning environment.

STRENGTHS

As a management team we are aware that our greatest asset is our staff team of Educators and support workers. Without them we could not provide the highest quality care in Early Childhood Education.

From our Value Statement:

Excellence – we will demonstrate professional and educational excellence, by continuously improving our curriculum, practices, and relationships.

From our Mission Statement:

We will explore integrating innovative technology, sustainable and innovative practices into the service.

This commitment is proven through:

- Maintaining all relevant staff records and storing them confidentially. Ensuring the records are up to date, and a copy stored in the Compliance Folder in Directors Office as well as in the individual Staff folder in Admin area. All required formal documentation is stored in individual staff folder.
- Service pays for the course and for staff to attend courses, ensuring Educators keep up to date, including (but not limited to)
 - Child Safe
 - First Aid
 - Upskilling to Diploma, or current Diploma if staff holds an outdated one
 - Any other relevant Courses as determined in their Professional Development Plan
- Using the online rostering management system, Deputy
 - Rostering,
 - requesting leave
 - Availability of casual staff
 - New Feed for communication to staff, individually or set rooms
 - Blocking time off to ensure continuity of care
- Annual reviews for Educators are written and include reflective questions,
- A meeting is then scheduled for Educational Leader / Director to discuss and further explore how the educator is feeling, any concerns can be raised, study opportunities and professional development, goals – short and long term
- All Educators understand their roles within the service and the expectations of them
- Service demonstrates proven commitment to high-quality educators and ensuring currency of qualifications.

- Regular review and acknowledgement by Educators of
 - Code of Conduct
 - Contracts
 - Professionalism
 - Dress Code
 - Confidentially
 - Statutory Declaration

- Educators are invited to join Subcommittee and attend AGM, Management Meetings
 - Rap
 - Sustainability
 - Fundraising
 - Rainbow Tick
 - Management Strategic Plan sub committees

- Permanent and Relief Educators all know the children and families within the service.
- Educators have awareness of any medical or religious needs as required.
- Thorough communication with educators both verbally and via written information in rooms, kitchen and child files if required.
- Colour coded chair covers or place mats for clear visuals for staff and children during mealtimes.
- Management, Educators and Families regularly review policies, via email, hardcopy in staff room, Surveys and at meetings.
- Director and Assistant Director understand the responsibilities and procedures regarding notification to relevant Departments regarding accidents, incidents, complaints and is done within the designated time frames
 - Education Department
 - Spotless for site Operation repairs / Ventia
- Centre Enrolment Forms are reviewed and updated regularly – at least every six months
 - Emails are sent to families annually to update any relevant information
 - Medical Records are updated as families notify the service and all records in kitchen, rooms and child’s folder updated.
- Staff Recruitment is low for our service, as staff are long term (10+ years) and if Educators leave it is to leave the sector. If we do need to do recruitments, we advertise internally and externally, interviews and check references.
- Parent feedback is encouraged all the time by Surveys, emails sent, questions on display in rooms, during programming cycles, and in Individual Child Portfolios.
 - Records of feedback in kept in Childs Portfolios if related to these. General thankyou emails and cards in folder in staff room. Some rooms have put these in their Reflection Diaries.

- Educators and Lead Educators do collaborate with one another to bounce ideas, seek information, give guidance, practice reflective conversations, and support one another through professional practices. These may happen throughout the day, at team meetings/staff meetings and any in-service trainings
- Educators and Families share constant information to one another through emails, conversations and if required meeting at a suitable and mutual time.
- Management will attend a staff meeting if required, ensuring clear and open communication
- As a service we have a strong Management Committee that meet regularly to discuss and look at all Policies and procedures, visions for improvement.

EXCEEDING THEMES

7.1 Governance: Governance supports the operation of a quality service

Exceeding theme 1: Practice is embedded in service operations

All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 7.1, each of the concepts and elements, with a commitment to high-quality practice always.

The centre is governed by a highly qualified Management Committee with a mix of long term and new members. Management is committed to the continuous improvement and setting the strategic vision for the service.

Our management committee is a well-resourced team with a variety of skills and backgrounds in Law, education, training, special needs, and risk management. The committee has set schedule for reviewing policies and procedures, their own set of policies for accountability, undertakes training on board management, seeks professional assistance as needed and ensures a continuous and ongoing commitment to run a highly qualified team of staff in a well-resourced centre.

Centre Leadership ensures Management are aware of incidents, concerns, and grievances within the service and that these are fully acted on and change is enacted for improvement.

Management, and particularly via delegation to the Centre Director, can demonstrate a sound knowledge of how the statement of philosophy underpins service operations, and explain how it was developed and how and when it is reviewed.

Educators, coordinators, and those with management responsibilities are able to discuss and demonstrate how their daily practice is underpinned by the service's statement of philosophy and how they engage in reviewing the statement regularly.

The service's policies and practices on recruitment and retention demonstrate evidence of the commitment to diversity of the local community and how we support all members of our care community.

All members of the service team are aware of their role and responsibility within the team and how they can and do contribute to the centre in relation to each other, children, and families, and the service's decision-making processes.

All members of the team are aware of and adhere to the policies and procedures of the service.

Exceeding theme 2: Practice is informed by critical reflection

Educators, Leadership, and the Management Committee review and critically reflect on the service statement of philosophy, at least annually to alignment with the service's current aims, mission, priorities, and service delivery.

When change is required to strengthen service delivery and demonstrate continuous improvement, stakeholders engage in reviews of systems, policies, and procedures. This in turn ensures they are effective, align with quality service delivery and show the link to feedback identified through the service's risk management and quality improvement systems, to support consistent, high quality service delivery across all aspects of our service.

Educators are aware of the system of governance, the chain of command, the process for decision making and how this supports best practice and high-quality service delivery within our service setting.

All members of the team are encouraged and supported to provide feedback on opportunities which may strengthen governance and administrative systems, including decision-making processes, and this feedback is respectfully considered.

As change is a part of our commitment to improvement, it is ensured that all stakeholders of where, why, and how change will occur and the benefits which will occur as a direct result.

Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community

Ongoing communication is maintained with families regarding the service management and governance and any changes that arise. Open and clear communication is the best way to support family awareness of our Management and governance. Communication may be thorough one on one discussions, emails, small groups/round table and consulting with professionals as required.

Families are encouraged to join our management committee, subcommittees or to offer feedback and advice on an area of personal or professional interest to them.

Families are invited to participate in surveys across the year to ascertain their current attitudes and values and if the service is meeting expectation and where (if any) improvements can be made. The information is fed back to parents as are any changes as a result of the surveys. Over the years substantial improvements have been made to the service following parent suggestions - to the environment, staffing, community engagement and centre offerings. We have a commitment to seeking feedback and acting on it.

When needed we seek support and input from our local community – where practical and ensuring no conflict of interest. If we need to seek support outside of our local community, we endeavour to remain within South Australia.

All feedback, grievances or concerns raised by parents are fully heard and reviewed. Families will always be made aware of any outcome, change or policy review as a result of their discussions.

7.2 Leadership: Effective leadership builds and promotes a positive organisational culture and professional learning community

Exceeding theme 1: Practice is embedded in service operations

All team members, including room Educators, the educational leader, and Director demonstrate a sound understanding of the requirements of standard 7.2, each of the concepts and elements, with a commitment to high-quality practice always.

Leadership at the centre has remained steady across the entire time the service has been open. In over 25 years of operation the service has had only 2 Directors. Current Director has been at the service since 2006. Assistant Director employed shortly after, and the Educational Leader (until December 2021) had been employed for 25+ years.

Centre has committed during 2021 to have co-lead educators in all rooms. This was trialled in one room across 2020 and following its success was rolled out across the service. This was undertaken to best support educators, to offer mentorship and learning opportunities that are otherwise missing from our service, due to long term employees and rarely vacancies arising.

Educators are supported and mentored to continuously improve and enhance their existing skills and participate in the gaining of new skills and knowledge. This is role modelled from Leadership. Director has ensured a commitment to currency of qualifications and has promoted this within the team, encouraging and through the provision of financial support options, enabled 7 educators to upskill their outdated qualifications to the current Diploma on offer. The first ECT in Whinham was supported and funded to renew her qualifications and upskill to current requirements.

Each member of the centre is able to explain how the service's performance evaluation process provides continuous learning opportunities and supports their development goals and growth as professionals.

Each member of the centre is able to explain how the service's commitment to continuous improvement and the QIP supports children, families, and our community and how they contribute to this system.

The Educational Leader is able to demonstrate how they support the Educators and staff team in the high quality provision of a detailed learning through play based curriculum. The Educational Leader can demonstrate how we collaborate with each member of the team to support them in the setting, implementing and evaluation of their curriculum. Educators can effectively communicate and demonstrate how they have received support from the Educational Leader on the delivery of their curriculum and professional development of themselves as an educator.

Exceeding theme 2: Practice is informed by critical reflection

Educators, Leadership (including Director) and the Management Committee review and critically reflect on the service leadership and delivery of support and mentoring opportunities ensuring an alignment with the service's current aims, mission, priorities, and service delivery.

When change is required to strengthen service delivery and demonstrate continuous improvement, Educators, Leadership, and the Management Committee engage in reviews of systems, policies, and procedures. This in turn ensures they are effective, align with quality service delivery and show the link to feedback identified through the service's risk management and quality improvement systems, to support consistent, high-quality Leadership and Governance across all aspects of our service.

Educators and Families are aware of the system of governance, the chain of command, the process for decision making and how this supports best practice and high-quality service delivery within our service setting. Educators and families are aware of how they can raise any feedback, comments, or concerns for review and, if needed, changes to management and governance. All members of the team are encouraged and supported to provide feedback on opportunities which may strengthen governance and administrative systems, including decision-making processes, and this feedback is respectfully considered.

As change is a part of our commitment to improvement, it is ensured that all stakeholders of where, why, and how change will occur and the benefits which will occur as a direct result.

All members of the team are given opportunities across the year to reflect on their own performance and practice through the use of provocations, questions, and meetings, on Deputy and in staff room, discussion with individuals and at team or staff meetings. At any time, Educators can put forward ideas for Professional development and wherever practical management is committed to supporting these suggestions. Educators are encouraged and supported to set goals and achieve them in both the short and long term. Ongoing communication and support are offered to team members while they achieve their goals and then when they begin to implement their new skills and knowledge.

Exceeding theme 3: Practice is shaped by meaningful engagement with families and/or the community

Leadership at the service demonstrates and alignment with the geographical, cultural and community context of the service and ensures all voices, priorities and strengths of the children, families are heard.

Ongoing communication is maintained with families regarding leadership of the service and any changes that arise. Open and clear communication is the best way to support family awareness of our Leadership team and how we can best support each other in the delivery of high-quality education and care. Communication may be thorough one on one discussions, emails, small groups/round table and consulting with professionals as required.

Leadership works closely with families and thorough supports them as needs arise of a more complex nature. Leadership is committed to offering help, support, guidance, action, and advocacy for families facing unexpected crisis and stress.

The service supports and enables families and the community to provide feedback on quality improvement processes, and this feedback is actively considered as part of the regular cycle of self-assessment that supports continuous quality improvement. Our service is committed to our community as this is what we believe we are – a community where children, their families and Educators flourish.

The service builds and maintains community partnerships that strengthen the professional learning community and support continuous quality improvement, enhancing outcomes for children, families, and the service team.

Quality Improvement Plan 7.1

Parent / family handbook

Issue:

Currency of Parent Handbook - review and update the parent handbook to ensure it meets all requirements of compliance, annually

Rating Priority: A - High

Date: 04/01/2021

Desired Outcome:

Current up to date Parent Handbook

Strategies:

review and update policies and check currency of information
upload to website

By Who:

Kerri Smith

Kylie Parker

By When: 28/01/2022

Completion: 29/01/2021

Evaluation:

January each year for review

Links: <https://www.prospectcc.com.au>

Quality Improvement Plan 7.1.1:

Services Philosophy and purpose - Philosophy

Issue:

The statement of philosophy is not reflective of the service in its writing and presentation. There has been changes and updates, however it needs work to be a more 'living' document - work on modernising presentation.

Rating Priority: B - Medium

Date: 04/10/2021

Desired Outcome:

a more user-friendly document where all stakeholders are encouraged to add, update, and reflect

Strategies:

look at documents other services have
look into ways to better make it a 'living' document
look into ways to display for improved engagement

By Who:

Kerri Smith

By When: 30/06/2022

Evaluation:

1/12/21 - display of aspects of the document has commenced in a variety of media across the service.

Quality Improvement Plan 7.1.2

Quality Improvement Plan

Issue:

Displaying QIP within the service where it can easily be seen to engage interest and discussion by educators, staff, and families

Rating Priority: A - High

Date: 31/01/2022

Desired Outcome:

QIP displayed in service or more readily available for parents to access and review if requested

Strategies:

find a way to display that is accessible

inform parents and families where it can be found

By Who:

Kerri

By When: 31/03/2022

Quality Improvement Plan 7.1.2

Child's enrolment record

Issue:

Office Use Only section may get missed. All work is entered and followed up; however, this step can sometimes be overlooked.

Rating Priority: A - High

Date: 30/04/2021

Desired Outcome:

for all enrolment forms to be cross checked

Strategies:

Kylie to review and cross check all enrolment packages

By Who:

Assistant Director - Kylie Parker

By When: 30/04/2021

Quality Improvement Plan 7.1.2

Child's enrolment record

Issue:

To update enrolment forms to reflect work being undertaken for rainbow Tick Accreditation - specific focus on "gender"

Rating Priority: A - High

Date: 11/10/2021

Desired Outcome:

To have gender neutral / gender optional information required as a selectable option on all our paperwork required for enrolment from January 2022 onwards.

Strategies:

- review centre-based wording and terminology in relation to gender on enrolment paperwork
- review legal requirements to wording and terminology in relation to gender on enrolment paperwork
- make changes as practical to ensure compliance to legislation and Rainbow Tick

By Who:

Kerri Smith and Kylie Parker

By When: 01/12/2021

Completion: 01/12/2021

Evaluation:

Have removed Gender as an option on child's section and included an "X" option for enrolling parent.

Quality Improvement Plan 7.1.2

Educational Leader

Issue:

Assistant Director has stepped up into role of Educational Leader.

This was undertaken after discussion and review with Ranjana, to ensure we best support her in mentoring new staff coming into Whinham and to engage the Assistant Director in further professional opportunities.

Rating Priority: A - High

Date: 05/10/2021

Desired Outcome:

To enrol Kylie in courses to further support her understanding of the formal role of Educational Leader.

Strategies:

Seek and enrol in courses designed for Educational Leader

Seek mentoring opportunities with other Educational Leaders at neighbouring services.

By Who:

Kylie Parker

By When: 31/03/2022

Quality Improvement Plan 7.1.2

Required notifications

Issue:

to involve staff more in recognising notifiable incidences

Rating Priority: B - Medium

Date: 29/10/2021

Desired Outcome:

staff understand what needs to be reported and how to collect the information required

Strategies:

staff meeting discussion

information displayed

By Who:

Kerri Smith

By When: 29/10/2021

Quality Improvement Plan 7.1.3

Position statements

Issue:

Legal and professional currency of Job Descriptions and Contracts of employment.

Rating Priority: A - High

Date: 11/10/2021

Desired Outcome:

Contracts and Job Descriptions to be overhauled by Toop and Co as a part of our Enterprise Agreement work currently being undertaken with Katie Toop.

Strategies:

Have engaged Katie Toop from Toop and Co to assist with this review and update.

By Who:

Management Committee, Enterprise Agreement representatives, Katie Toop (external legal contractor)

By When: 30/06/2022

Quality Improvement Plan 7.1.3

Exit data and documentation

Issue:

Diversity and Inclusion wording present in any future job adverts as per our Reconciliation Action Plan and Rainbow Tick.

Rating Priority: A - High

Date: 01/11/2021

Desired Outcome:

Diversity and Inclusion wording present in any future job adverts.

As required - only advertise on average once every 2 years.

Strategies:

To consider wording of job adverts to ensure a welcoming and inviting atmosphere is included from the first mention of a job vacancy.

To research the best practice for said wording.

By Who:

Kerri Smith

By When: 31/12/2022

Quality Improvement Plan 7.2.1

Continuous Improvement - Quality Improvement Plan

Issue:

Display of QIP

To find a way to share QIP / display within service that seeks engagement from families.

Rating Priority: B - Medium

Date: 10/05/2021

Desired Outcome:

To have a way of highlighting our QIP that encourages and actively returns parent engagement

Strategies:

- look at ways of engaging families - survey monkey? posters? wall display? email?
- seek input from how other services have successfully undertaken this with proven interaction from families

By Who:

Centre Director, Educational Leader, Early Childhood Teachers

By When: 13/05/2022

Quality Improvement Plan 7.2.2

Educational leader evidence

Issue:

Assistant Director has stepped up into role of Educational Leader.

This was undertaken after discussion and review with Ranjana, to ensure we best support her in mentoring new staff coming into Whinham and to engage the Assistant Director in further professional opportunities.

Rating Priority: A - High

Date: 05/10/2021

Desired Outcome:

To enrol Kylie in courses to further support her understanding of the formal role of Educational Leader.

Strategies:

Seek and enrol in courses designed for Educational Leader

Seek mentoring opportunities with other Educational Leaders at neighbouring services.

By Who:

Kylie Parker

By When: 31/03/2022

Quality Improvement Plan 7.2.2

Reflective practices

Issue:

Documenting the Critical reflections

Rating Priority: A - High

Date: 25/10/2021

Desired Outcome:

Toi have a more streamlined way of documenting our reflective discussions.

These discussions are held as a part of our continuous improvement; however, it is acknowledged we could improve the consistency in approach to documentation

Strategies:

Designing a short and concise template for recording discussions

By Who:

Kerri Smith and Kylie Parker

By When: 28/01/2022

Quality Improvement Plan 7.2.3

Development of Professionals - Individual PD plans

Issue:

STRATEGIC PLAN 2021-2023

We recognise our educators are our most valuable resource. We will make sure they are continuously heard, seen, and valued.

Rating Priority: A - High

Date: 09/02/2021

Desired Outcome:

Our staff feel valued, heard, supported, and held in high professional regard.

Strategies:

- Update EBA
- Define and implement Quality Improvement Plan
- Create opportunities for staff engagement with Management Committee
- Seek opportunities for succession planning and career opportunities
- Support staff wellbeing
- Articulate clear responsibilities

By Who:

Management Committee and via delegation Centre Director and Educational Leader

By When: 24/02/2023