STREAKY BAY CHILDREN’S CENTRE

QUALITY IMPROVEMENT PLAN

2015

This Quality Improvement Plan was developed with consideration to the DECD Strategic Plan and The Far West Partnership Strategic Plan, incorporating key focus areas ensuring cohesion and understanding of and between plans which set priorities based on evidence and latest research as well as priorities within our own context. Our Quality Improvement Plan is a working document and is developed in collaboration with staff, children, Governing Council, families and community.
## Service details

<table>
<thead>
<tr>
<th>Service name</th>
<th>Service approval number</th>
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<tbody>
<tr>
<td>Streaky Bay Children's Centre</td>
<td>SE-00011000</td>
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<table>
<thead>
<tr>
<th>Primary contact at service</th>
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<tbody>
<tr>
<td>Wendy Carcuro</td>
<td>Telephone: 08 86261160</td>
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<thead>
<tr>
<th>Physical location of service</th>
<th>Physical location contact details</th>
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<tbody>
<tr>
<td>Street: 40 Montgomerie Terrace</td>
<td>Telephone: 08 86261160</td>
</tr>
<tr>
<td>Suburb: Streaky Bay</td>
<td>Mobile:</td>
</tr>
<tr>
<td>State/territory: South Australia</td>
<td>Fax: 08 86261297</td>
</tr>
<tr>
<td>Postcode: 5680</td>
<td>Email: <a href="mailto:wendy.carcuro173@schools.sa.edu.au">wendy.carcuro173@schools.sa.edu.au</a></td>
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<tr>
<th>Approved Provider</th>
<th>Department of Education and Child Development</th>
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<th>Nominated Supervisor</th>
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<tr>
<td>Primary contact: Ms Trish Winter</td>
<td>Name: Wendy Carcuro</td>
</tr>
<tr>
<td>Telephone: 0882263644</td>
<td>Telephone: 0886261160</td>
</tr>
<tr>
<td>Mobile: 0401123377</td>
<td>Mobile: 0428435110</td>
</tr>
<tr>
<td>Fax: 0882263644</td>
<td>Fax: 0886261297</td>
</tr>
<tr>
<td>Email: <a href="mailto:Trish.Winter@sa.gov.au">Trish.Winter@sa.gov.au</a></td>
<td>Email: <a href="mailto:wcarcuro@bigpond.com.au">wcarcuro@bigpond.com.au</a></td>
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<th>Postal address (if different to physical location of service)</th>
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**Operating hours**

For each day of the week the service is open, the times that education and care is provided (this does not include non-contact hours for staff). Times are rounded to the nearest quarter of an hour.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
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<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td><strong>Opening time</strong></td>
<td>09:00am Occasional care 12:30pm Occasional care and preschool</td>
<td>09:00am Preschool</td>
<td>09:00am Occasional care</td>
<td>09:00am Preschool</td>
<td>10:00am Playgroup</td>
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<tr>
<td><strong>Closing time</strong></td>
<td>11:45am occasional care 15:15pm (Preschool and occasional care)</td>
<td>15:15pm</td>
<td>11:45am</td>
<td>15:15pm</td>
<td>12:00pm</td>
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Streaky Bay Children’s Centre is a part time preschool centre operating Monday, Tuesday and Thursday with occasional care offered Monday and Wednesday.
Additional information about our service:
The Streaky Bay Children’s Centre is a part time centre providing a preschool and occasional care service, located within a small rural community. Streaky Bay township has a population of 1005 (Aust. Bureau of Statistics 2011) and is the main service centre for the district. It is located 720kms by road West of Adelaide. Streaky Bay District Council area has a stable population, with a district population of 2102 (Aust. Bureau of Statistics 2011). The chief industry of employment in Streaky Bay and districts is 25% in agriculture and aquaculture (Aust. Bureau of Statistics 2006). Families who access the centre are chiefly Caucasian, with 3% of children enrolled in the preschool program in 2013 from non-English speaking backgrounds and 8% Aboriginal. AEDC data for 2012 was collected from 5 schools within the region and shows vulnerability in one or two domains in the areas of social competence 19% and emotional maturity 14.3%.

The Streaky Bay Children’s Centre currently provides a preschool program, occasional care program, lunch care, school bus access, 2 playgroups and an extensive preschool support program for children with additional needs. The Streaky Bay Children’s Centre is the only Preschool in the community and provides a range of services to meet local needs. Children travel by private transport to Preschool, and many who live in outlying regions travel to the centre by bus (some children from up to 50kms from the centre). The centre is located within the old Streaky Bay Area school building, which has been extended on a number of times to provide facilities for the services we provide.

Staffing: There are 5 staff members, all with Early Childhood qualifications, many who have worked at the centre for an extensive period of time. We welcome a new staff member in 2015 to the occasional care program. All staff work on a part time basis, with 2 teachers working in the preschool program, 2 Early Childhood Workers working in the occasional care program and 2 Early Childhood workers in the preschool support program. We have a highly committed and experienced staff team whose strengths are displayed continuously in their everyday practice of care, education, empathy and respect of children.

Enrolment and Attendance: Streaky Bay Children’s Centre is ranked as a Category 2 centre based on isolation and social economic status of the population. Streaky Bay Children’s Centre currently has 22 children enrolled in the Preschool Program and an average of 47 children enrolled each term in the occasional care program.

Our site capacity for the centre is 41 children. In 2014, 44% of preschool children received preschool support funding from DECD, chiefly for speech and language programs. Preschool attendance in 2014 averaged 24.6 children per session. Attendance is generally influenced by illness, or family commitments to travel for appointments or vacations in larger regional or metropolitan areas.

Integration and Transition
The preschool and occasional care program are integrated on Monday afternoons. We have not been able to continue to integrate these programs in the mornings due to site capacity. The majority of children who attend preschool have attended occasional care or playgroup which allows for a seamless transition between programs. Almost all of our children transfer to the local Streaky Bay Area School, with a small number transitioning to other schools within the state. We work closely with the school to support successful transition of children to school.
Services currently offered include:

- Preschool for eligible children: 5 sessions per week for 4 terms before starting school. Children are eligible to begin Kindergarten at the beginning of each year if they turn 4 years of age before May 1st. Kindergarten sessions are offered Monday 12:30-15:10, Tuesday 9:00-15:10 and Thursday 9:00-15:10.

- Occasional Care: The centre offers funded occasional care. 3 sessions per week of occasional care for children over 2 years of age and 2 sessions per week for children under 2 years of age. Occasional care is provided on Monday 9:00-11:45am and Monday 12:30 – 15:10pm running concurrently with the preschool program. Wednesday 9:00-11:45am.

- Extended Care: Extended care is provided for children from outlying areas who travel by school bus, as the bus arrives 30 minutes before preschool starts and collects children 20 minutes after preschool finishes. 8:30am Tuesday and Thursdays and 15:30pm Monday, Tuesday and Thursday.

- Lunch/Full Day Program: All children attending sessional kindergarten are provided with lunchtime care while attending full day. Children provide their own lunch.

- Preschool Support: Preschool support programs are provided for children with additional needs.

- Bus service: 4 school buses deliver and collect children who live in outlying regions.

- Playgroup is held on Fridays 10am-12noon.

- Family Day care utilise the centre on Wednesday afternoons for playgroup 13:00-15:00

- The centre is closed on school holidays, public holidays and pupil free days.

- Parking is available on the Southern side of the building on either side of the road, excluding bus zone directly in front of the building.

- Entrance to the centre is via a child safe gate on the left hand side of the boundary.
**How children are grouped at our service**

Preschool- Children within the service attend for two full days and one half day weekly. On arrival children remain indoors, when children and families are welcomed and families have the opportunity to engage with staff. After a group time children engage in indoor and outdoor play where they are encouraged to explore and discover in the environment either individually or in small groups with the support of staff. Small group times occur throughout the day and a large group time before they move into fruit time in the mornings; before lunch and at the end of the day. Children are provided quiet spaces in the environment if they need a rest. Fruit, snack and lunch time are a social gathering.

Occasional care- On Monday afternoons occasional for over 2 year old children is offered with the preschool program, integrating the two programs. Occasional care have a separate indoor area for group time at the end of the day. Occasional care is offered on Monday and Wednesday mornings integrating the under 2 and over 2 year old programs. The preschool program does not operate on these sessions due to site capacity issues.

**Name and position of person responsible for submitting this Quality Improvement Plan**

**Nominated Supervisor:** Wendy Carcuro (Director)
Our centre philosophy statement was developed as a result of Educators knowledge and understandings of child development in the early years. Our philosophy incorporates our values, beliefs and the context of the children within our community. Our philosophy was developed in collaboration with early childhood educators, children, parents and the Streaky Bay and Districts community.

We believe that it is important for children
- To have the right to be safe and secure.
- To have good health and well being
- To be given opportunities to grow and develop
- To have their individual needs met to ensure the best learning occurs and children develop to their full potential.
- To learn respect and appreciate diversity

We believe that children learn through
- Play
- Observation, discovery and exploration
- An environment that is extending and challenging as well as caring and nurturing.
- Contributing to their learning, making decisions, building independence and responsibility.
- A language rich environment

We believe that as educators we need to
- Be passionate about early childhood and contribute positively to children’s development.
- Continually build on our professional learning through inquiry and professional development.
- Build and Maintain relationships with all stakeholders.
- Maintain our values of respect, empathy, compassion, care and inclusion, whilst valuing the individual.
- Provide a rich learning environment, promoting creativity, imagination, exploration and investigation.
- Communicate with and support families, ensuring they feel valued and welcome.

We believe that our community
- Is a close knit welcoming community, with supportive relationships
- Has strong links within the various community groups.
- Is a unique and diverse community with an appreciation of each other and our environment.

“CHILDREN ARE AT THE CENTRE OF EVERYTHING WE DO”
Quality Area 1: Educational Program and Practice

Summary of Strengths for QA 1

Element 1.1.1 Curriculum Decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. The curriculum we provide is based on the Early Years Learning Framework, reflecting children’s interests and needs, the community in which we live and children’s wellbeing. We value the cultural competence of individual children and strive to build on their learning dispositions to support them to become powerful learners.

Element 1.1.2 Each child’s current knowledge, ideas, culture, abilities and interest are the foundation of the program. We believe that developing and maintaining relationships with families is crucial for planning and implementing individual programs for children. Staff use a range of strategies to gain information from families about their child’s strengths, needs and interests. The majority of children have attended the centre for occasional care or playgroup prior to attending preschool, which supports a seamless transition to preschool. An advantage of living in a small rural community is justified by staff being very familiar with families and their culture. Families are welcomed to preschool with an invitation letter, an enrolment information meeting and enrolment package (including a handbook and information about early childhood services in the community). Families are given opportunities through regular spontaneous conversations with staff, surveys and interviews throughout the preschool year to provide information about their child’s current knowledge, needs, interest, abilities, family and culture.

Element 1.1.3 The program including routines, is organised in ways that maximise opportunities for each child’s learning. The program and learning environment we provide is designed to maximise children’s learning dispositions through planned and unplanned experiences, individual, small group and large group experiences, play based learning, inside and outside learning, quiet and active learning opportunities.

Element 1.1.4 The documentation about each child’s program and progress is available to families. Displays, photos, daily information on the white board, curriculum newsletters, informal conversations, and a display book of weekly happenings are used to inform families about the learning that is occurring. Regular emails are sent to families, “Kindy happenings” and “SBCC updates”. Each child has a Learning Folder which includes work samples, child interviews, photos, learning stories, curriculum information, this is available to families at all times and goes home at the end of each term for families to share with their children. Interviews are available to families twice a year (or when requested), to share children’s learning and progress and to work in partnership with families to plan for children’s learning, culminating in individual learning plans for each child. Each family will receive a statement of learning when children exit preschool.

Element 1.1.5 Every child is supported to participate in the program. We are inclusive of all children and families, focussing on creating a welcoming environment and a sense of belonging for all. Access to the centre is provided for isolated children by a school bus service, early entry is provided for Aboriginal children and children with additional needs and lunchtime care is provided for all children. Children and families voice is valued and we use this to guide the focus for the program. Children’s needs are identified through observations, the use of language, speech and physical skills screeners as well as working closely with families, CAFHS, allied health and DECD support services. Children with identified needs are supported with specific programs and support staff to support their learning.
### Key Improvements for: QA1 Educational Program and Practice

<table>
<thead>
<tr>
<th>Standard /Element</th>
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<th>Where are we now? (Evidence of current state)</th>
<th>How will we get there? (Strategic Actions)</th>
<th>Success Measures</th>
<th>By When</th>
<th>Progress</th>
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| **Element 1.2.1** Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluating children’s learning. | We aim to provide a holistic approach to planning for children. Developing an effective cycle of planning which increases opportunities for developing a culture of shared learning with families and children, which is relevant, challenging and supports building a love of learning for children. | The Early Years learning framework guides curriculum decision making. Knowledge, understandings and observation of individual children, influences our practice, with a focus on assisting all children to make progress in relation to the learning outcomes. Principles and practice of the framework underpin our teaching practice, but we would like to increase visibility of this in our documentation. | ➢ Staff will attend targeted training and development in planning, documenting and evaluation of children’s learning.  
➢ Staff will use a cycle of assessment & planning – notice, recognise and respond for individual children.  
➢ Staff will record possible learning opportunities for development.  
➢ Staff will regularly document observations of individual children, reflections of practice and evaluation.  
➢ Staff will collect information from families and share information about children’s culture, strengths, abilities and interests. Staff will use learning stories to document children’s learning. | Improved planning methods with a greater understanding of children’s learning needs.  
Individual children’s learning is evident in the program. | Term 3 2015 | Kate and Wendy attended Gowrie training in Documenting planning term 1 & 2 2014.  
Kate and Wendy had observation days in other centres term 2&3 2014.  
Survey distributed in term 1 2015 to all parents to receive feedback on QIP priorities and individual children’s interests. |
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| **Element 1.2.2** Educators  | **Value active participation of each child and their family in the programme.**                                                                                                                                           | **Data collection could be more meaningful to reflect children’s learning dispositions interests and skills.** | ➢ Engage parents in planning and evaluation of children’s learning, through regular discussions, surveys, interviews and displaying the program.  
➢ Educators will make strength based observations and assessments to inform our practice. A range of tools will be used to collect base line data.  
➢ Narratives, observations and learning stories will demonstrate children’s knowledge, learning dispositions, interests and skills.  
➢ Record and act upon parent’s skills, interests, suggestions.  
➢ Attend targeted numeracy T&D. Involvement in literacy and numeracy plus within the Far West Partnership will strengthen leadership and knowledge of the preschool literacy and numeracy indicators. | **More effective data will be collected to inform and involve children and families in planning for learning. Staff will have increased knowledge of numeracy & literacy in the early years. Data will show increased literacy & numeracy skills.** | **Term 3** | All staff attended numeracy training with Lisa Jayne O’Connor in T 3 & 4 2014. Staff involved in trial of literacy and numeracy indicators T 4 2014. Kate is attending numeracy training with Mike Chartes-Numeracy coach. Staff attend SFD in Ceduna T1 2015. Martin Westwell. Executive functions. Wendy attended AEDC conference Feb 2015. Wendy attended numeracy training with Ann Baker T1, 2015. |
| respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning. | **Strengthen literacy and numeracy by Familiarisation of Preschool literacy and numeracy indicators**                                                                                                                      | **Staff have received some training in the use of the preschool literacy and numeracy indicators. We need to build on this knowledge to ensure we use the language of literacy and numeracy and apply this to our everyday teaching and learning environment.** | **A language rich learning environment is provided that inspires, challenges and engages.**                                                                                                                               |                                                                                                                                                        |                     |                                                                                                                                                                                                 |
Quality Area 2: Health and Safety

Summary of Strengths for Quality Area 2:

2.1.1 Each Child’s Health needs are supported. Each child’s health needs are supported in all programs within the centre. Staff work collaboratively with family and community to ensure health and wellbeing are a priority. A photo of each child with health needs is provided and located in office and next to are discussed, clearly documented and an Families are encouraged to access health screenings, parenting health resources and allied health services who visit the centre. CAFHS provide 4 year old health checks at the centre for all children. The centre supports a range of health strategies, we are a sun smart and asthma centre as well as having a healthy food policy. Educators work with in partnership with parents to ensure health plans are in place.

2.1.3 Effective hygiene practices are promoted and implemented. We have effective hygiene practices within the centre, with nappy change procedures enforced, staff wearing gloves for first aide and nappy changing. Children are encouraged to wash hands before eating and after toileting. Toys are washed on a fortnightly rotation basis or when required.

2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines. Parents are informed if there has been a case of an infectious disease in the centre by newsletter. Parents are notified if a child is ill and needs to be collected. Immunisation status is recorded at enrolment. Advice is sought from medical practitioners and reference to “you’ve got what?” if we need to seek clarification or advice. Hygiene practices are implemented as mentioned above and children are explicitly taught self help skills such as toileting, hand washing and blowing noses when required. Both sandpits are covered each night.

2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child. A site specific policy has been developed using the recommendations from the ‘Right Bite Healthy Food and Drink Supply Strategy’. A vegetable garden has been established and the Centre has been involved in the “Eat a rainbow program, encouraging children and families to eat 2 serves of fruit and 5 vegetables daily. Children eat a fruit or vegetable in the mornings before they eat any other foods. Rainwater has been disconnected to meet SA water guidelines and mains water is available for drinking.

2.2.2 Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. Active outdoor play is a significant part of our program with a challenging and engaging environment planned for and accessed by the children daily. We have two large outdoor learning areas offering a range of opportunities and resources for children to develop gross and fine motor skills. Children’s voice is promoted in developing the physical environment. Children are referred to health professionals such as the occupational therapist, paediatrician or physiotherapist when physical needs are identified.

2.3.1 Children are adequately supervised at all times. We ensure that staffing is always at or above staffing ratios and that there is always a staff member supervising the outdoor and/or indoor learning spaces when children are present.

2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. A risk assessment folder has been established with risk assessments taken whenever children leave the centre for an excursion. Risk assessments are carried out for
specific activities and equipment. Staff and community are encouraged to identify hazards and these are acted upon promptly. Soft fall is replenished when required

2.3.3 **Plans to effectively manage incidents and emergences are developed in consultation with relevant authorities, practiced and implemented.** An evacuation/invacuation procedure has been developed and practised termly. CFS and SES have a copy of the plan.

2.3.4 **Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.** All educators have completed RAN training and are aware of how to respond and/or report suspected abuse or neglect using the CARL report line. The Director has received training in using the IRMS system for reporting incidences as well as training in recognising and reporting sexual misconduct. All volunteers and Governing council members have DCSI Criminal history screening checks.
<table>
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<tbody>
<tr>
<td>Element 2.1.1. Each child’s health needs are supported</td>
<td>For staff and families to feel comfortable with shared knowledge and support plans for children’s individual health needs</td>
<td>Health needs are discussed and recorded at enrolment. Any health needs are supported within the program. Healthy eating is currently promoted with a nutritious food and drinks policy, using the “eat a rainbow” program to promote regularly eating fruits and vegetables and encouraging children to eat fruit at snack times before eating other foods. We follow Eat well SA guidelines for all centre activities and aim to use healthy foods for cooking activities</td>
<td>➢ Update food and drinks policy to reflect children with anaphylaxis. Ensure updated health plans are used for children with health needs. ➢ All staff receive training in Asthma, anaphylaxis and First Aide ➢ Promote healthy eating and physical activity to families by providing them with regular updates and information. ➢ Engage children and families in regular healthy eating experiences, cooking &amp; discussions and re-establish the vegetable garden. ➢ Use the principles of the Eat a rainbow program, promoting trying different fruits and vegetables</td>
<td>Families following nut free procedure Feedback from families. Increased knowledge of staff in health care.</td>
<td>Term 3</td>
<td>Individual containers purchased to store medication for individuals. Term 4 2014.</td>
</tr>
<tr>
<td>Element 2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate to the age of the children.</td>
<td>For children and their families to have an understanding of healthy eating. Healthy eating is reflected within the centre’s programs and activities.</td>
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<td>Regular healthy cooking activities provided with children. T2 2014 Shared fruit introduced at occasional care. Children are encouraged to eat a piece of fruit or vegetable first at morning snack time.</td>
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<tr>
<td>Element</td>
<td>Outcome</td>
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<td>Progress</td>
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| **Element 2.2.2**<br>Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. | Support children to acquire and use sensory motor skills, increasing their ability to learn. | We currently provide a range of planned and spontaneous physical experiences such as climbing, dance, movement and games. | ➢ Provide a wide range of tools and materials to resource children’s fine and gross motor skills.  
➢ Implement the move to learn sensory motor program for targeted small groups of children.  
➢ Involve Parents with skills in gross motor development to support the program we offer.  
➢ Involve allied health Professionals, such as the occupational therapist & physiotherapist to support children with identified needs.  
Engage children in assessing for safe risks. | Improvement in sensory motor skills.  
Improvement in fine and gross motor skills  
Children more familiar with components of the CPC  
Children become more responsible in taking measurable risks in their play. | Term 3 | Fine motor experiences planned weekly.  
Occupational therapist contacted to provide individual programs for identified children.  
Centre and home visits provided. |
| **Element 2.3.2**<br>Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. | Increase in explicit teaching of the new child protection curriculum.  
Teaching children how to assess for risk in their play. | We currently program for the child protection curriculum but staff are not confident in using it. | | Term 3 | Teaching staff completed the online child protection curriculum in term 2 and 3 2014. |
Quality Area 3: Physical Environment

Summary of Strengths for Quality Area 3:

Standard 3.1 The design and location of the premises is appropriate for the operation of a service

3.1.2 Premises, furniture and equipment are safe, clean and well maintained. —Allocated Asset Funding and grant funds were used in the previous 2 years to replace paving under the verandah, replace sandpit surrounds with eco friendly white ant proof boarders, indoor and outdoor blinds were installed, a sunshade installed above the sandpit and the centre was repainted. In 2014/15 we had asbestos removed, resulting in a new and improved front entrance with easier access for families. New outdoor furniture was purchased in 2014 to encourage social eating spaces for children in shaded verandah areas. The centre is professionally cleaned 3 nights a week (when funded programs are run) and the grounds are raked and swept each week by a contracted grounds person. Parents are rostered to help clean tables, dishes etc and to wash laundry each week. Toys are washed on a rotation bases fortnightly or when required.

3.1.3 Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space. Indoor and outdoor spaces allow for individual, small and large group play as well as quiet and active play spaces. Ramps and steps are provided in both outdoor play spaces to support access by all children and verandahs ensure access to outdoor play spaces in all weather conditions. Children are encouraged to access both indoor and outdoor learning throughout the day.

Standard 3.2 The environment is inclusive, promotes competence, independent exploration and learning through play

3.2.1 Outdoor and indoor space are designed and organised to engage every child in quality experiences in both build and natural environments. Our outdoor and indoor learning spaces are changed on a regular basis, based on children’s needs, interests and involvement, providing an engaging and stimulating play based learning environment that will maximise children’s learning opportunities, with an emphasis on natural learning environments.

3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses. We are a well resourced centre, with resources, materials and equipment planned and budgeted for each year, reflecting the needs of the community, children and programs provided. We prioritise materials that are flexible, sustainable, encourage children to explore their natural world, challenge their thinking and support their play. Many of the resources are accessed from the local and natural environment such as wood, shells, rocks and recycled materials.

Standard 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future.

3.3.1 Sustainable practices are embedded in service operations. A number of sustainable practices are an integral part of our daily practices and workplace, including environmental, economic, workforce and social sustainability. We incorporate a number of environmental sustainable practices in the program to encourage children to understand and respect their environment. Our workforce maintains sustainability through regular training, up skilling and professional development opportunities. Staff are given opportunities to work in a range of roles within the centre. Trainees regularly complete work placements as part of the early childhood training for qualifications increasing our workforce pool.
Economic sustainability is maintained through good budgeting practices, parent fees, fundraising, volunteers and grant applications. Social sustainability is maintained within the community by staff role modelling and supporting Early Childhood best practice.

3.3.2 Children are supported to become environmentally responsible and show respect for the environment. This is an integral part of the program, where children are encouraged to notice aspects of their natural environment, sorting rubbish at meal times for composting and feeding the worms. A recycling bin is available for the collection of cans and containers for the recycling depot. Families and community are encouraged to contribute recycled materials for activities within the centre. Our edible vegetable garden is embedded in daily practice, with children involved in planting, caring for and harvesting from the garden. We have a number of resources supporting sustainability such as posters, puzzles, games and books. We encourage children to conserve water, care for nature, including the plants and animals at the centre. Annually we are involved in a community Clean up Australia day Event, where we clean up the local Jetty Beach and this year we have registered for National Tree Day.
### KEY IMPROVEMENTS FOR QUALITY AREA 3: Physical Environment

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Outcome</th>
<th>Where are we now?</th>
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<th>Measure</th>
<th>When?</th>
<th>Progress</th>
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</table>
| Standard 3.1.2   | The physical environment is safe and well maintained, will promote inclusivity, competence and independent exploration and learning through play. | Our facilities are located in an older building that is not purpose built, with 2 large natural learning spaces. The indoor facilities need to be assessed by DECD to ensure their suitability. | ➢ Purchase new furniture to create flexible learning spaces with an emphasis on aesthetics.  
➢ Outdoor & indoor learning environment is planned in consultation with children providing a range of choice.  
➢ The Learning environment for children is planned for and reorganised regularly. | New entrance furniture will be purchased  
Outdoor learning will provide natural play spaces with an increase in challenging but safe play spaces. | Term 1  
Term 1  
Term 2 | Asbestos removal occurred in Dec/ Jan holidays. Addition of large door opening at front entrance and removal of internal wall to improve access to building for families.  
Water courses installed in both sandpits in 2014.  
Digging patch developed in 2014. |
<table>
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<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>Standard 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experience in both built and natural environments.</td>
<td>We would like to develop more natural play spaces for children in our outdoor area, that supports sustained, challenging and creative play that invite open ended interactions, risk taking, discovery and connection with nature. Additional resources can be added that provoke interest and more complex and abstract thinking.</td>
<td>We are constantly upgrading the yard to ensure a challenging but safe natural outdoor learning environment. We would like to provide opportunities for older children to safely undertake more complex physical activities in the outdoor environment. We have a vegetable garden which we need to maintain but would like to introduce more features in the learning environment that provide experiences promoting sustainability.</td>
<td>➢ Continue to develop the outdoor learning space through the use of plantings and natural materials to create an environment of discovery and wonder and providing authentic learning experiences.  ➢ Engage with the NRM board to make connections with the local environment.  ➢ Re-establish vegetable garden with children, families and community.  ➢ Re-establish worm farm. ➢ Introduce an insect hotel, bird feeder and fruit trees into the natural environment.</td>
<td>Increased engagement in improved learning environment. Vegetable garden will be in operation, with children engaged in sustainable learning experiences.</td>
<td>Term 4</td>
<td>Outdoor seating purchased for front and back yards using council grant funding and fundraising. Outdoor equipment purchased as well as a large amount received from the Port Kenny playcentre. Worm farm re-established term 2. Vegetable garden watering system repaired, connected to rain water/summer and winter vegetable garden established with children and families. Term 3 2014</td>
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<tr>
<td>Standard 3.3.2 Children are supported to be responsible and show respect for the environment.</td>
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**Quality Area 4: Staffing Arrangements**

**Summary of Strengths for Quality Area 4:**

**Standard 4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing**

4.1.1 **Educator-to child ratios and qualification requirements are maintained at all times.** All staff within the centre have Early Childhood qualifications. Many have been working in the Centre for a long period of time and others are new to the centre this year. We aim to access regular relief staff who are familiar with the staff, children and centre to maintain continuity for the children. As we are a part time centre, some of the staff fulfil multiple roles such as occasional care, preschool support and preschool ECW. This ensures continuity of staff in the centre programs, supporting positive relationships, shared knowledge and understandings, seamless transition processes and continuity in learning.

**Standard 4.2 Educators, co-ordinators and staff members are respectful and ethical.**

4.2.1 **Professional standards guide practice, interactions and relationships.** Our staff team have a diverse range of skills and expertise which are supported and valued. Staff meetings are held fortnightly to engage in dialogue about practice and shared professional learning. Staff source regular training and information through, discussion with other staff members, online and face to face professional learning opportunities, individual study and support from visiting professional services such as allied health and DECD support services. A staff performance development folder is available to staff with information including teacher professional standards, code of ethics, protective practices as well as other relevant DECD information for staff.

4.2.2 **Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.** Due to close working relationships of staff we are aware of the areas of strength for each staff member, which supports a cohesive staff team. We have a large range of professional resources to support staff in building their skills and knowledge to improve practice. Staff engage in reflective conversations informally and formally throughout the day, in staff meetings, professional training days and in individual performance development meetings. We aim to attend professional learning opportunities as a staff team to support shared knowledge and understandings.
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<tr>
<td>4.2.2 Educators &amp; coordinators are focused, active and reflective in planning and delivering the program to each child.</td>
<td>Staff will work together, engaging in discussion, reflective thinking and professional learning to articulate, review and to improve practice.</td>
<td>We have a diverse staff team with a wealth of experience and a desire to achieve excellence. Strengths are displayed in everyday practice of care, empathy and respect of children. Due to the complexity of the centre we need formalised practices to ensure effective induction, information is shared between staff &amp; performance development practices are instilled.</td>
<td>➢ Ensure staff are offered relevant, regular and accessible training and development. ➢ Employ extra staff where possible to support preschool support programs for children with additional needs as well as to support children’s belonging being and becoming. ➢ Staff meetings continue to be held fortnightly with a priority on professional learning, including latest curriculum and research information. ➢ Staff share their reflective thinking and information about children at staff meetings, challenging and reviewing practice.</td>
<td>Staff will be able to articulate their practice and how it relates to EYLF and standards and elements of NQS.</td>
<td>Term 4</td>
<td>Extra staff employed in week 1 to support transition of new families.</td>
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<td>4.2.3 Educators will work together through discussion &amp; reflection to articulate and review practice.</td>
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<td>As needed</td>
<td>Fortnightly</td>
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Quality Area 5: Relationships with Children

Summary of strengths for Quality Area 5:

Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.

5.1.1. Interactions with each child are warm, responsive and build trusting relationships. All staff value the importance of building relationships with children and their families and focus on creating a welcoming environment and a sense of belonging for all. A range of strategies are used to ensure we build warm and responsive relationships such as: Greeting every child and family as they arrive, collecting information from families when they enrol and throughout the year about family structures, strengths, interests, customs and cultures, responding to children’s and family voice and working in partnership with families through interviews and informal discussions to plan for and support children’s learning and development.

5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. Information relevant to individual children is documented in individual files, including individual learning plans, parent surveys, interviews, support services information, enrolment information, observations and data that has been gathered, to help us develop a clear understanding of children supporting their learning and our relationships with them. Staff use “strive for 5” strategies in interactions with children to support open, meaningful and sustained conversations. Children are encouraged to engage in conversations that support and value their own and others ideas, opinions and values.

5.1.3 Each child is supported to feel secure, confident and included. A significant emphasis is placed on ensuring children feel included within the centre. Strategies include, a welcome letter when they first begin preschool, their photo included on the belonging tree, their name tag and in the group photo as well as numerous activities and experiences to ensure they belong to the group. Discussions are held at staff meetings of strategies to help support children who are feeling insecure. Families are given extensive transition information in enrolment packs, pre entry transition visits and information meetings before they begin preschool. Most children and their families have been involved in the centre and are therefore familiar with the environment prior to attending kindergarten, by attending playgroup or occasional care. The learning environment is planned to promote social interaction within daily routines such as lunch and snack times as well as ample opportunities for sustained play.

Standard 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. We have a behaviour management policy which families are familiar with and children are encouraged to use strategies such as “stop I don’t like it” to help resolve conflicts. Staff are involved in the Kids matter project to help develop strategies that support children’s positive mental health and social, emotional skills. Staff seek support from DECD psychologists, behaviour support staff teams and allied health professionals such as CAMHS and Occupational therapists when we are seeking support for individual children and families.
### KEY IMPROVEMENTS FOR QUALITY AREA 5: Relationships with children

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<tr>
<td>5.1.1 Interactions with each child are warm and responsive and build trusting relationships.</td>
<td>Support children to develop a strong sense of well being through forming nurturing relationships. All staff will develop positive and respectful relationships with all children at the site, increasing children’s sense of trust and belonging.</td>
<td>Staff understand the importance of positive interactions with children to engage them in play and learning. We aim to build close secure relationships with children of all ages and abilities but would like to build on these strategies and techniques as we feel this is an essential element of an educators role.</td>
<td>➢ Whole centre involvement will continue in the Kidsmatter project. Targeted staff training and development, sharing information gained with families, making changes within the environment that reflect our beliefs.</td>
<td>Feedback from educators, families and community. Increased knowledge about mental health and social emotional skills. Changes to the environment that make the centre more welcoming and inclusive.</td>
<td>By end of 2015</td>
<td>Wendy and Kate joined the SBAS in Kidsmatter Primary training 2014. Wendy attended Early childhood Kidsmatter training in Ceduna 2014. More welcoming entrance made with Welcome sign and pictures of everyone in the kindergarten group. 2014. The introduction of the belonging tree.</td>
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<tr>
<td>Standard</td>
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<td>Success Measures</td>
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| 5.2.1 Every child is supported to work with, learn from and help others through collaborative learning opportunities. | Strategies will be used to increase children’s engagement, involvement, independence and resilience.                                                                                                                                 | While staff show interest, respect, care, passion and empathy for children and their families and they build positive relationships with children, they want to ensure that all children have a sense of belonging and trust, to be able to build relationships and engage in the program. Staff need strategies, working together with families to support children with social/emotional problems. | ➢ Use RRR involvement scale to observe children. Reflect on RRR findings & use of a variety of teaching strategies with children identified as having difficulty engaging and not involved. To build relationships, knowledge, social skills, empathy & resilience.  
➢ Employ extra staff to support the collection of data and observations.  
➢ Staff have an understanding of children’s cultural capital, valuing what they bring and an understanding of diversity within families.  
➢ Staff identify what constitutes positive interactions with children. | RRR data collected on children who we have concerns about their social and emotional skills.  
Individual children and families regularly sharing skills, values and interests.  
PD with speech pathologists and special educators | Term 2                                                                 | 5 Parents have shared skills and resources for the program. T1 2015. Discussions at parent interviews T1 to encourage parents to be involved in program. |
|                                                                         |                                                                                                                                                                                                                        |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                  | Term 3                                                                 |                                                                                                                                                                                                     |
|                                                                         |                                                                                                                                                                                                                        |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                  | Term 3                                                                 |                                                                                                                                                                                                     |
Summary of Strengths for Quality area 6:

Standard 6.1 Respectful supportive relationships are developed and maintained

6.1.1 There is an effective enrolment and orientation process for families. We are constantly reviewing and improving enrolment and orientation processes for families. Most children and families are familiar and connected with the centre prior to attending kindergarten through attendance at playgroup and/or occasional care. Parents receive a welcoming letter to the centre inviting them to an enrolment and orientation meeting. All families are given flexible opportunities to attend enrolment meetings. Enrolment meetings provide information about curriculum, policies, staffing, and the kindergarten learning environment. Parents are invited to be involved in the centre in any way they feel comfortable. Information is shared with families through discussion, information power point and a preschool enrolment pack and handbook. Information provided includes other early childhood services within the community and available support services. Children and families are provided with a pre entry transition and orientation program the term before children begin full time preschool.

6.1.2 Families have opportunities to be involved in the service and contribute to service decisions. We have an active governing council with representation from all services who access the centre. Families are regularly surveyed about ways to improve the centre including programs, services and the learning environment. Staff continually reflect on new ways for families to give feedback and be involved in service decision making. Staff focus on verbal interactions with families to value suggestions and build partnerships.

6.1.3 Current information about the service is available to families. We are currently reviewing and improving communication methods to families. Regular newsletters, notices and curriculum newsletters are available to families. Newsletters are provided to families by hard copy, email and on the website. Regular kindy and centre happenings are emailed to parents. A comprehensive handbook and information pack is available to families on enrolment. A parent information area in the front entrance provides information about the program, community and parent information, a parent library, policy handbook, annual report and Quality improvement plan. A white board at the entrance provides daily information about the program, visitors and daily happenings.

6.2.1 The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing. Parents are valued as their child’s most influential educator. Information is gathered from parents at enrolment to inform staff about children’s culture, family, knowledge, needs and interests. Forming strong relationships with children and families is valued and staff regularly engage in informal and formal conversations with parents about their children’s learning. Interviews are held twice yearly or on request with preschool families to discuss children’s learning and wellbeing and to plan for children’s future learning.
6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing. The SBCC is involved in the Kidsmatter project and resources are available to families about supporting children’s mental health and wellbeing. We have a parent library and notice boards which include information about community health and support services. Information is given out at enrolment about Early Childhood services which families can access within our community. Staff link families into other services in the community and support referrals to other services. Allied health services provide updated information to parents by, visiting playgroup, occasional care and kindergarten as well as providing parent information sessions such as “busy bee screenings”. The website gives links to parent information sites as well as providing copies of the newsletter.

Standard 6.3 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.
6.3.1 Links with relevant community and support agencies are established and maintained. We have a close working relationship with a range of support agencies such as Mid West Health, CAFHS, and DECD disability services and links are made with other agencies such as Autism SA when required. We are a member of the Far West Partnership Group and work closely with other schools and preschools within the region.
6.3.2 Continuity of learning and transition for each child are supported by sharing relevant information and clarifying responsibilities. Staff recognise the importance of developing strategies to support seamless transition across all transition points. Information is shared between staff about children transferring from occasional care to kindergarten. Regular visits occur between the SBCC and the school. Meetings are held with reception staff to discuss individual children’s needs, strengths and interests. Statement of learning reports, are provided to families and school at the end of the child’s preschool year.
6.3.3 Access to inclusion and support assistance is facilitated. Information is provided to parents, referrals and access to support staff is provided to families when required. Preschool support is provided within the centre for children with identified needs and feedback on children’s progress in provided to parents and support agencies.
6.3.4 The service builds relationships and engages with their local community. We value close relationships with our local community and liaise with groups such as Health, local government, Family Day Care, Streaky Bay Area School and sites and services within the Far West Partnership. We build relationships with local groups by sharing newsletters, fundraising and promoting our service at community events, sharing events in the local newspapers and participating in relevant meetings. Community members are invited into the centre for special events such as end of term celebrations and book week. We visit community services such as the dentist, local shops, skate park, art exhibitions etc which support children’s current interests and learning as well as engaging the children in community events such as clean up Australia day.
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| 6.1.2 Families have opportunities to be involved in the service and contribute to service decisions. | Increased opportunities for parents to share information about children and the program and to be involved in curriculum and service decisions. We want families to have an active role in the service that is meaningful for them. | Staff feel we have a good knowledge and understanding of families within our small rural community. The community is generally supportive of its members and understands and supports those in need. We would like to increase the amount and quality of information shared with families as well as connecting more with families by valuing and welcoming their contributions to the program and their child’s learning. | ➢ Increased opportunities for parents in decision making & involvement in programs through increased communication such as surveys, feedback from families about the program, linking the curriculum with home and inviting families to share their knowledge and skills to make relevant the program we provide.  
➢ Bring the community into the centre through regular excursions, events and increasing knowledge about the community with families and children. | Feed back from families, interviews, portfolios, individual learning plans and end of term assessments. | Term 4 | Surveys provided to parents at interviews about preschool transition & ILP’s. |
<p>| 6.2.2 Information is available to families about community services and resources to support parenting and family wellbeing. | Increased knowledge by staff of children’s context, skills and attributes they bring. | | | Termly | Excursion for Clean up Aust Day. |
| | Info from children and families about what they like to do with families in the community. | | | | |</p>
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<tr>
<td>6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.</td>
<td>Effective transition practices implemented</td>
<td>Data is collected through many avenues including, AEDC, health services, SBAS, enrolment and attendance. We need to use this data to inform practice &amp; develop programs that reflect the community’s needs. We would like to make closer links with the community, engaging in any community events and making links with other community services, with an emphasis on health, and wellbeing. There is a need to review current transition policies due to the same 1st day enrolment practice.</td>
<td>➢ Regular exchanges of information, sharing successes and achievements with families through a daily notice board, displays of children’s work, emails, phone calls, photos, newsletters, interviews, portfolios, Statement of learning, and verbal communication. ➢ Providing families with strategies, information and resources to access early childhood knowledge and resources within the community. Working collaboratively with staff, children, and families across sites to develop effective transition strategies using the principles of successful transition to school document as a guide.</td>
<td>An increase in the number, type and quality of parenting information provided. Parents having an active role in the service. Implementation of new transition programs, policies and processes for all transition points. Surveys of families transitioning to school and preschool.</td>
<td>Ongoing</td>
<td>Meeting T 2 2014 with SBAS staff /SBCC staff &amp; 2 preschool parents. Shared parent survey results &amp; introduced DECD transition resources. T 3 2nd transition meeting held with staff from both sites to implement practices. Agreed that leaders from both sites need to develop a policy to support transition processes. Transition practices were discussed at a partnership meeting term 3 and need to develop a partnership Transition policy</td>
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Quality Area 7: Leadership and Service Management

Summary of Strengths for Quality area 7:

Standard 7.1 Effective leadership promotes a positive organisation culture and builds a professional learning community.

7.1.1 Appropriate governance arrangements are in place to manage the service. A governing council is elected each year, with representation from all services who access the centre. The governing council work together with the Director to manage the centre’s finances, resources, facilities, policies, and set future goals and priorities.

7.1.2 The induction of educators, co-ordinators and staff members is comprehensive. Induction processes are undertaken when new staff begin at the centre. The induction folder has been recently updated, including daily routines, staff responsibilities, policies, Work health and safety standards and information which will support their understanding of the centre context and their work role within the centre. All staff are provided with copies of the EYLF document and have access at all times to other relevant curriculum, NQS and site specific documents.

7.1.3 Every effort is made to promote continuity of educators and co-ordinators at the service. Staff are often employed in multiple roles (such as occasional care, preschool support and preschool early childhood workers) to provide optimum hours of employment for staff, ensuring sustainable employment that enables continuity and retention of quality staff.

7.1.4 Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning. The Director has a 4 year Early childhood teacher qualification and the teacher has 3 year Early childhood teacher qualification. Both have significant experience in the Early Childhood field. Clear goals for teaching and learning are established in partnership with families, in staff preparation time and at regular staff meetings. Broad centre goals are set at the beginning of each term, at weekly planning meetings, reflective discussions and planning for individual children.

7.1.5 Adults working with children and those engaged in management of the service or residing on the premises are fit and proper. All staff hold appropriate qualifications, have been involved in the induction process, have criminal history screening checks, first aide training and RAN training.

7.2 There is a commitment to continuous improvement.

7.2.1 A statement of philosophy is developed and guides all aspects of the service’s operations. A philosophy statement has been developed in consultation with parents, community and staff. The philosophy statement is published in the handbook, is on display in the centre and in the Quality Improvement Plan.

7.2.3 An effective self-assessment and quality improvement process is in place. Staff, parents and governing council are regularly involved in reviewing quality improvement processes, such as surveys, self assessments, collection of data and discussions. This information supports reflective practices, regular reviews of the quality improvement plan and annual report.
7.3 Administrative systems enable the effective management of a quality service.
7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly. The ongoing review of procedures and policies are regular staff meeting agenda items. Policies are available to families in a policy folder on the front desk, on our website and in enrolment packages. Site specific policies are approved by governing council and shared with families.
## KEY IMPROVEMENTS FOR QUALITY AREA 7: Leadership and Service Management

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| 7.2.1 A statement of philosophy is developed and guides all aspects of the service’s operations | The statement of philosophy is reviewed in consultation with staff, children and families | A statement of philosophy has been developed but needs reviewing with current staff and families to reflect our current beliefs and a commitment to continuous improvement. | ➢ Surveys and discussions of philosophy with parents, children, staff and governing council  
➢ Review of centre values.  
➢ Professional Development priorities are set for the term in consultation with all staff to improve teacher knowledge and effectiveness.  
➢ Formalise professional development practices- provide targeted feedback when required.  
➢ Performance Development meetings will occur for all staff in term 1 and term 3 and any other time required. | Philosophy statement reflects our pedagogy, beliefs and ideals.  
Written feedback to staff. Increased wellbeing of staff through gaining skills and confidence. | Term 2 | Philosophy statement was reviewed by staff in 2014. |
| 7.2.2 The performance of educators, and staff members is evaluated and individual development plans are in place to support performance improvement. | Regular performance development where staff can communicate their learning goals and have ownership of the performance development process. | Performance development process are becoming more formalised but need to occur more regularly. | | | Term 1 | |
