

GOOLWA CHILDREN'S CENTRE

Quality Improvement Plan

2018 National Quality Standard



The National Quality Standard and Quality Improvement

The National Quality Standard is the standard against which providers self-assess the performance of their service/s in delivering quality education and care, and plan future improvements to their service/s. One result of this process is a Quality Improvement Plan.

The Education and Care Services National Regulations 2017 (the National Regulations) require approved providers to prepare a Quality Improvement Plan (r55) for each service that:

- includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations; and
- identifies any areas that the provider considers may require improvement; and
- contains a statement of philosophy of the service.

The National Regulations do not prescribe a format for a Quality Improvement Plan. The purpose of this template is to offer a format that supports approved providers to meet their obligations under the National Regulations.

Approved providers also have an obligation (r56) to review and revise the Quality Improvement Plan at least annually, having regard to the National Quality Standard.

A Quality Improvement Plan must be reviewed and/or submitted to the Regulatory Authority on request.

Service details

Service name GOOLWA CHILDREN'S CENTRE		Service approval number SE000132143 LONG DAY CARE SE00010436 DECD PRESCHOOL	
Primary contacts at service			
JILL GRIFFEN SHIRLEY SUMMERS		DIRECTOR (DECD) ASSISTANT DIRECTOR (LDC)	
Physical location of service		Physical location contact details	
Street	BROOKING	Telephone	08 85552509
Suburb	GOOLWA	Mobile	0408639656
State/territory	S A	Fax	08 85551565
Postcode	5214	Email	Jill.griffen532@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	GOOLWA CHILDREN'S CENTRE INC (LDC) ANNE MARIE HAYES (DECD)	Name	JILL GRIFFEN
Telephone	08 85552509	Telephone	08 85552509
Mobile	0408639656	Mobile	0408639656
Fax	08 85551565	Fax	08 85551565
Email	jill.griffen532@schools.sa.edu.au Anne.marie2@sa.gov.au	Email	Jill.griffen532@schools.sa.edu.au

Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days, etc.

Our centre is an Integrated service offering DECD preschool which operates along South Australian school term times and long day care which operates 50 weeks of the year. The centre has a Community Development Coordinator who facilitates programs with partner agencies including Goolwa Primary school and other local Fleurieu schools, Department of Child Protection, Southern Fleurieu Health service, Relationships Australia, Aboriginal Health, Whalers Housing, Housing SA. The centre has a fulltime family services coordinator who supports at risk families. Speech Pathologist and Occupational Therapist 1 ½ days per week. CAFHS services operate at the centre 1 day per week. Clerical assistant works 3-4 days per week.

The DECD preschool is closed for 4 student free days per year.

Parking is available in the Goolwa Children's centre car park alongside the centre and on the street parking is available. There is also a school staff car park in front of the centre.

Apart from 1-2 week per year (over Christmas) the Children's Centre is open for long day care. Pre-school operates during school terms.

How are the children grouped at your service?

Under 3 and 3-6 Long day-care

Over 3 with a fulltime DECD preschool integrated with child care

Pre-school 3.8-6 years

The service is Integrated in the outdoor play environment with a joining gate.

The Pre-School operates for all eligible children to access 15 hours of pre-school per week for the year prior to children starting school.

Early Entry (where possible) is available prior to full time pre-school.

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

JILL GRIFFEN (Director Education and Care- Nominated supervisor)

SHIRLEY SUMMERS (Assistant Director – certified supervisor)

Service statement of philosophy

Please insert your service's statement of philosophy here.

Vision; TOGETHER FOR CHILDREN

PHILOSOPHY

Goolwa Children's Centre provides accessible, flexible quality care and education for children birth to school entry in a play based program.

We acknowledge that the land we meet and work on, and care for our children on, is Ngarrindjeri-Ramindjeri land. We respect the past and present Elders of the community acknowledge: "This is the land of the Ramindjeri-Ngarrindjeri people. They are the first custodians of this land. We respect the Elders of long ago and today".

We believe relationships are fundamental to our work and we work in partnership with families to respect each child's culture and diversity. We respect and value children as competent and capable individuals. Our daily practices reflect community needs.

Goolwa Children's centre seeks to:

- Accommodate and embrace differences
- Form relationships with respect, equity, inclusion and diversity
- Develop active participants who are connected with and contribute to their world
- Respect children as competent, capable and active participants in their learning for successful outcomes
- Have high expectations for children, educators and service provision
- Work in partnership with family and school as essential to the optimal growth and development of young children
- Support the role of parents
- Make connections to our local community

Context Statement:

The centre opened as a rural integrated service in 1995. The site was funded to establish a Children's Centre with community funding in 2013 and the new Centre was built and opened in June 2014.

Goolwa Children's Centre is situated 80kms from Adelaide in the FLEURIEU DISTRICT. The centre is a DECD facility and is purpose built as an integrated service, which incorporates DECD Kindergarten, Child Care, Community Development, Family Services, Allied Health and Child and Family Health at the same site and is licensed for 87 places.

The children's ages range from 6 weeks to 6 years and they can access all programs offered across the centre. This engenders caring and supportive relationships. Developing and maintaining relationships between children, staff and parents is a centre priority and part of the centre philosophy. The centre operates with 2 main groups of children – 0-3 years and 3-6 years. The children with additional needs are supported through the Southern Fleurieu Health Service, NDIS and the DECD and Pre-school Support Program.

Goolwa is on the Murray River close to the Coorong and the coast. Small business, tourism and farming are the communities main economic drivers. Socio economic backgrounds vary comprising of self-employed, full to part-time working families that necessitate travelling or working away from home and families on benefits or not currently in the work force.

Transport is a problem for some families. The Goolwa Children's Centre is close to the Goolwa Primary School and Investigator College. The majority of children come from the Goolwa township and surrounding areas including Middleton, Hindmarsh Island and Currency Creek.

Community development coordinator provides parent programs and links with the broader community and community services.

Family Services Coordinator, Speech Pathologist and Occupational therapist provides support for children and families at risk.

CENTRE PROGRAMS

This centre is an integrated service which operates several services at the same site. Interagency services are available off site but strongly linked to centre services.

Pre-school- 15 hours of preschool is available– 5 sessions X 3hours per week/per child between Monday to Thursday

Long Day Care-Monday to Friday 7.30a.m.-6p.m. Children are aged between 6 weeks and 6 years.

Playgroup

At the Uniting Church Hall, Mon 9.30 – 11.30 am

Goolwa Children's Centre Friday 9.30 – 11:00 am- term time

Baby play group- Thursday 9.30-11.00 am

CAFHS -Every Monday

Dad's And Kids (RAMS)- Third Monday of every month during school terms between 6:30 to 8:00pm.

Parent Study Group- Monday 9.30-12.00 am and Tuesday 9.30-12:00 am

Young Mums - Tuesdays 10.00- 11.30 fortnightly

Ngarrindjeri Language group – Fridays 9.30-12.30 fortnightly

KEY CENTRE POLICIES

The centre follows DECD priorities and the National Quality Framework with a focus for ongoing continuous improvement. A Quality Improvement Plan guides continuous improvement and is developed with staff and Governing Council. Key Priorities for the Quality Improvement Plan are, strong relationships, Centre culture –(vision: TOGETHER FOR CHILDREN), a whole centre approach to literacy and numeracy development using the literacy and numeracy indicators, Improving practice, establishing broader and stronger community relationships, Supporting families at risk, effective school transition programs, nature play and the environment. Centre policies are reviewed regularly and copies of policies are available for parents, staff and community members. Over the last 3 years the centre has been involved with OPAL (Alexandrina Council) in Healthy Eating and Physical Activity Programs to promote good health and wellbeing.

Quality Improvement Plan for Quality Area 1

Summary of strengths for Quality Area 1

Strengths

1.1
1.2
1.3

Early Years Learning Framework guides curriculum, informs development of a program for each child that enhances their learning and development. This enables individual children learning in the five outcomes.- connection with their world, wellbeing, confident and involved learners, effective communicators. Curriculum decision making- All core educators plan using the EYLF through regular meetings and programming time, observations and evaluations.

- The variety of play opportunities offered supports language development in socially and culturally respectful ways.
- Our program reflects the individual identities belonging to the children attending the centre and every child is supported to participate in the program.
- Focus on literacy: oral language and numeracy: I quantify my world using back to front maths.
- Documentation about each child's program and progress is available to families.
- Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning -a combination of intentional, explicit teaching and children's interests and ideas
- Children's wellbeing is observed to support ultimate learning outcomes.
- All children are observed regularly, programmed for and are encouraged to engage and participate in the program. Children's decisions are respected.
- Children are encouraged to make their own choices and are supported when appropriate.
- Relationships with families to support children's lifelong learning and a cycle of learning is essential.
- Always critically reflect on pedagogy.

Quality Improvement Plan for Quality Area 2

Summary of strengths for Quality Area 2

Strengths 2.1 2.2	<p>Children's health and Safety:</p> <p>Regularly promote and educated children and families about healthy food options.</p> <p>All children requiring health care plans have their plan displayed in the staff kitchen for easy access. All medications, accidents and incidents are recorded and signed by families and staff. BELS updated training for all staff, first aid administration and notification to family</p> <p>Children's routines are closely followed to that of the home routine. Information is shared through the staff room white board, team meetings, and conversations. Discussions with family support any changes to routines for children.</p> <p>Hygiene practices are practiced at the site supporting all children with self -help skills. Visual cues provided to support all children. Regular supervised hand washing routines, posters, notices, tissue boxes easily accessed and toys disinfected after use.</p> <p>Steps are taken to control the spread of diseases and illness: Children stay home if sick, parents are notified, reference to health guidelines. Parents are notified and children are collected from the centre when unwell to limit the spread of illnesses and diseases in accordance with policy and guidelines.</p> <p>Paid cleaning contract nightly.</p> <p>Head lice notices, pamphlets, dental care information, first aid kit regularly checked and replenished</p> <p>Record accidents, verbal consultation with staff and written / verbal notification to parents (maybe collect child)</p> <p>Asthma and training anaphylaxis training current</p> <p>Support all children needing a sleep to have access to a quiet space for sleep. As a lunch box centre we liaise with the Southern Fleurieu Health service in regard to healthy food options for families with the dietician and regularly refer to right bite information.</p> <p>Water is provided for children at all times and children are encouraged to drink regularly with their own drink bottles.</p> <p>School sports day.</p> <p>School gym fortnightly and visit the playground when possible.</p> <p>Staff have completed safe food handling provide by bug busters CD and questionnaire.</p> <p>Parent information provided by Collgate about Oral health and hand washing.</p>
--------------------------------	---

Quality Improvement Plan for Quality Area 3

Summary of strengths for Quality Area 3

Strengths 3.1 3.2	<p>Physical Environment:</p> <p>Monthly yard checks are carried out and issues are dealt with promptly and the play environment is kept clean and tidy.</p> <p>Clean and disinfect toys and equipment after use and discard all broken items.</p> <p>Children able to access both inside and outside play environments with staff ensuring supervision of all play areas.</p> <p>Balance of natural and built environment within the program. Strong focus on enquiry based learning.</p> <p>Environment is flexible and can be rearranged to stimulate new and exciting spaces for learning.</p> <p>Both open ended and structured play resources available for children to explore and learn.</p> <p>Wheelchair access through gates and the toilet area, wide entrances and easy access in and between the out and indoor areas.</p> <p>The environment is inclusive, promotes competence, independent exploration and learning through play</p> <p>Resources and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation and allow for multiple uses.</p>
--------------------------------	---

Quality Improvement Plan for Quality Area 4

Summary of strengths for Quality Area 4

Strengths	
4.1	Staffing arrangements Indoor and outdoor free play programme, well staffed: support staff, small groups, 1:1, clusters
4.2	Established, experienced team supporting children's wellbeing, health and safety and learning 2-3 Qualified teaching staff on the floor for 7.15 per day. Educator-to-child ratios and qualification requirements are maintained at all times. -all staff have current first aid qualifications Staff and educator records are maintained and kept in Directors office. Work experience / TAFE placements are signed by family, school and preschool and kept on site Professional standards guide practice, interactions and relationships. Demonstrate awareness, knowledge and skills to provide an environment where diversity and difference is acknowledged 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. We work as a team, interchange roles to support each other and respect different perspectives and interests. We recognise, affirm certain skills for staff, roles, tasks, recognition of each other's strengths and skills through staff communities of learning and ongoing training and development. Individual development plans are in place to support performance improvement and recognition of others achievements as well as challenges. Focus on community and through the use of the RRR scales staff are very aware about the importance of building relationships with parents and children. The centre has been developing a strong respectful culture between staff and this is an ongoing process. There has been some reflection and discussion about the centre's code of ethics and the Staff professionalism. Staff have develop a solid culture of relationships, tolerance and acceptance. Multiple forms of communication and an awareness of grievance procedures.

Quality Improvement Plan for Quality Area 5

Summary of strengths for Quality Area 5

Strengths 5.1 5.2	Relationships with Children The staff team develop and maintain relationships with the children, families and interactions with each child are warm, responsive and build trusting relationships Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. We plan to engage so that interactions support the children to develop knowledge and natural curiosity. We encourage and extend children to support acquisition of skills Assessments and progress are recorded, appointments are made with families Educational programme: using BBB and children's interests and developmental levels. We work through conflict resolution strategies with the children with discussions about respecting children's right of refusal Staff model empathy, praise empathy when displayed by peers Staff use appropriate behaviour management strategies for individual children. Each child is supported to work with, learn from and help others through collaborative learning opportunities Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. Part of the educational programme model we use language to communicate the message to the children -remind the children to use their words Implement Child protective curriculum into everyday planning and programming. Use stories, setup environments and the 5 point scale to support children to self regulate their emotions and manage difficult transition periods.
--------------------------------	--

Quality Improvement Plan for Quality Area 6

Summary of strengths for Quality Area 6

Strengths 6.1 6.2	Collaborative Partnerships with families and communities Enrolment form with information package. The enrolment process and sessions are flexible to suit family needs and support the child's wellbeing. Enrolments are stored in a secure cabinet, locked office and monitored site To Listen and Respond appropriately to families and the Community Families have opportunities to be involved in the service and contribute to service decisions. Families are made aware of and encouraged to attend Governing Council Meetings (all are open) The expertise of families is recognised and they share in decision making about their child's learning and wellbeing. -invite families to be part of the programme, Parent survey information is acted upon and outstanding issues are addressed Informal discussion with families about the learning and wellbeing of the children Community services are available to families to support parenting, families at risk, child development and family wellbeing Parenting courses are provided and advertised at the centre and in the wider community. Community development coordinator supports playgroup, parent groups, dads and kids, Nunga language group, study groups, links with community agencies. Family services coordinator- supports families at risk and links families with community agencies. Occupational Therapist- supports children, families and staff. Speech pathologist- supports children, families and staff. Community services and CAFHS services operate weekly at the centre.
--------------------------------	--

	<ul style="list-style-type: none"> -contact with our regional DECD special educator to review, plan and work through support requirements -work with DECD speech therapist on needs of the referred children -arrange meetings and support informal conversations between speech therapist and families <p>Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities</p> <ul style="list-style-type: none"> -support school transition visits -liaise with schools and exchange relevant information to support children’s learning -encourage visits from school staff to see the children in their familiar preschool environment
--	---

Quality Improvement Plan for Quality Area 7

Summary of Strengths

<p>Strengths</p> <p>7.1</p> <p>7.2</p>	<p>Governance and leadership</p> <p>Appropriate governance through regular governing council management meetings occur.</p> <p>Training and development of staff with clear expectations, encouragement, support for staff, sharing information and skills</p> <p>Every effort is made to promote continuity of educators and co-ordinators at the service. -established, stable team who work well together</p> <p>Families have indicated their interest and plans to continue at the preschool</p> <p>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.</p> <p>Parent survey results have indicated support for what is happening in the centre.</p> <p>All staff have satisfied requirements relating to criminal history, qualifications, supervisor certificates</p> <p>A statement of philosophy is developed and guides all aspects of the service’s operations.</p> <p>The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.</p> <p>Local site specific, DECD regional and State systems are in place and enable the effective operation of the service.</p> <p>Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.</p> <p>Service’s compliance records are up to date and administered and are kept in locked filing cabinet, locked office, security monitored preschool records are archived in an orderly, proper system according to guidelines</p> <p>A qualified finance officer for BAS, cheques, account reconciliation / balances is on staff.</p>
---	---

Key improvements sought for Quality Areas

Improvement Plan

Standard/element	Issue identified during self-assessment	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.3.2 4.1 4.2 6.2.3 7.1.1 7.2.2 7.2.3	Build a culture of critical reflection	Educators, team leaders, leaders work collaboratively, challenge, support and learn from each other to further develop their skills to improve practice and relationships.	H	Engage a facilitator to attend the first 2 staff meetings to probe into the philosophy and challenge staff on their understanding of critical reflection and continuous improvement. Centre Reflective Question "How do you develop a love of learning for every child, family yourself and staff? Leaders to lead staff meetings with a focus on learning.	Written report from the facilitator Data from RRR scales. Staff meetings records PDP records, T&D feedback and goal setting information.	End of term 1 and 2 End of term 3 End term 3	Reflective meetings are organised for the year.
1.1 1.2 1.3 2.1.1 2.1.3 2.2.3 3.1 3.2 4.1 4.2 5.1 5.2 6.2.2 7.2.2 7.2.3	Improve literacy and numeracy.	Improved oral language and the understanding of number- I quantify my world.	H	Use the results plus collaborative planning tool to document improved learning outcomes for all children in preschool in literacy, numeracy and EYLF. Using the Literacy and numeracy indicators as a guide staff will document learning 4 times per year through parent information, questionnaire, learning journal and statement of learning. Children with special rights programs will each have a journal inclusive of their programs, planning and learning and extra funding sourced to provide a support worker to support their programs and ensure inclusivity.	Collective Planning tool Data. Learning journals Small group data. Program Staff meeting records Statements of learning Wellbeing plans. NEP documents. Speech and language programs and assessments.	From beginning of term 1 to the End of term 4 2018	2018 Small groups work weekly to target learning with a focus on literacy, numeracy and fine and gross motor planning and development. Documentation recorded after each small group for both the groups and individual children. Collected the data using the collaborative planning tool for the end of term 1 2017. Recorded each child's statement of learning for term 1 Wellbeing plans recorded for children at risk or with special rights.
2.1 2.2	Each child's health needs are supported	Health care and action plans are current and up to date with review dates	H	Health care and action plans are current and up to date with review dates from the doctor on all plans.	Health care plans are all current with review dates	Jan 1 st 2018.	All health care plans are updated and a procedure has been implemented to

		<p>from the doctor on all plans. A procedure is in place to ensure annual checks by 2 staff to comply with centre policy and procedures.</p>		<p>A procedure is in place to ensure annual checks by 2 staff to comply with centre policy and procedures.</p>	<p>New procedure is in place to ensure regular checking of all health care plans.</p>	<p>or when required.</p>	<p>be checked by the Assistant director and OH&W officer.</p>
<p>1.3.1 1.3.2 1.3.3 2.1.1 4.1 5.1 5.2 6.1 6.2</p>	<p>Continuity of learning-transitions</p>	<p>Continuity of learning and transitions are supported by sharing relevant information and clarifying responsibilities.</p>	<p>M</p>	<p>Review strategies across the site to continue to improve transitions for all children, staff and families. Facilitate the partnership team to improve transition outcomes for all children in the partnership schools and preschools. Meet with the new school principal to review orientation and transition processes at the local school. PLC with the school early childhood team to develop pedagogy, knowledge and skills to support children's continuous learning and seamless transitions.</p>	<p>Entry into childcare meetings and process. Entry from childcare to Kindergarten meetings ILP's Information sharing across age groups. Transition Policy Minutes of the meetings for the transition process. Feedback about new transition process put in place with the school in 2014. PLC minutes, feedback with a focus on numeracy- back to front maths.</p>	<p>End 2018</p>	