

Yankalilla Community Children's Centre

2017

Quality Improvement
Plan



Service details

Service name	Service approval numbers
Yankalilla Community Children's Centre	SE-00012233 – Childcare SE-00011157 - Preschool
Primary contact at service	
Cathy Tozer	
Physical location of service	Physical location contact details
Street: 208 – 210 Main South Road Suburb: Yankalilla State/territory: South Australia Postcode: 5203	Telephone: 08 - 85582387 Mobile: Fax: 08 - 85583756 Email: director.director472@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Ann-Marie Hayes Executive Director, Early Years and Child Development Department for Education and Child Development Mobile: Fax: Email: AnnMarie.Hayes2@sa.gov.au	Name: Cathy Tozer Telephone: 08-85582387 Mobile: Fax: 08 - 85583756 Email: director.director472@schools.sa.edu.au
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Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	07:30	07:30	07:30	07:30	07:30		
Closing time	18:00	18:00	18:00	18:00	18:00		

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.

Preschool Closure Day – Tuesday 29th August + Tuesday 15th August – Director and Admin Officer absent from centre

Preschool School Holidays – 2nd October – 13th October 2017

How are the children grouped at your service?

0- 2 years- (childcare)

2 – 6 years – (childcare)

DECD Preschool Program – for children in their 12 months prior to starting school (operates during school term only)

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

Nominated Supervisor: Cathy Tozer



Service statement of philosophy

At Yankalilla Community Children's Centre we believe:

Early childhood is a vital period in children's learning and development. It is the foundation on which children build the rest of their lives. During this time, children will form conceptions of themselves as social beings, as thinkers, and as language users, and they will reach certain decisions about their own abilities and their own worth. This places a very special responsibility on those involved in the care and education of young children.

Central to our program are the following beliefs:

- The relationships which children make with other children and with adults are of central importance to their development
- Children thrive when families and educators work together in partnership to support young children's learning.
- All children have capacity to succeed, regardless of their diverse circumstances and abilities
- Educators respect the diversity of families and communities, fostering children's motivation to learn and hence reinforcing children's sense of themselves as competent learners
- Ongoing staff learning and reflective practice is essential to build professional knowledge and to inform and enrich decision making about children's learning

Early childhood educators at our centre will:

- Plan for the whole child – intellectual, physical, personal, social, emotional and spiritual wellbeing.
- Be Responsive to children's strengths, abilities and interests
- Provide opportunities for children to learn through play and advocate the value of “**play**” as the most effective way children learn and develop
- Engage in intentional teaching
- Create vibrant and challenging learning environments that are responsive to the interests and abilities of each child
- Promote the ability to understand, communicate with and interact with people from other cultures
- Plan for smooth transitions and continuity of care and learning
- Document and monitor children's learning
- Value the parents role as the child's first and most influential educators. Parental involvement in the work of the Centre will always be encouraged.

Inclusion of children with additional needs will be actively planned and catered for. A multi-disciplinary approach including information sharing, support, individual programming, and many opportunities to practice their developing skills at their level will be provided.

The Centre will be a focal point for Early Childhood Education and Care services in our local community. The Centre will work in partnership with other community agencies and early childhood service providers to provide families with access to a diverse range of programs and services that respond to the individual and collective needs of children and families within the community.

Quality Area 1: Educational program and practice

This quality area of the National Quality Standard focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development.

Summary of strengths for QA1

- Consistent and imbedded use of Early Years Learning Framework for planning and programming since 2010
- Centre "Primary Care Grouping" strategy ensures individualised programming and documentation of every child's learning and development
- The daily routines throughout the centre provide children with the maximum opportunities for periods of uninterrupted play
- Opportunities for parent partnerships through regular family nights, excursions, incursions, program feedback (verbal / written), child profile books
- Cycle of planning for each child's learning is documented through portfolio's, diary, learning stories, daily reflection displays and program documentation.
- Each team (Under 2's, Over 2's and Preschool) has timetabled team reflection time to enable open team discussions on current professional practice in order to recognise good practice as well as change and improve what is not working well.

Improvement Plan for QA1

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By When?
1.2 <i>Educators are focussed, active and reflective in designing and delivering the program for each child.</i>	Engage with the DECD Learning Design and Moderation strategy	M	1. Preschool team to Research DECD articles on moderation 2. Preschool staff to attend workshop on preschool moderation 3. Preschool educators to scale each child's literacy, numeracy and learning outcomes using the collaborative planning tool.	1. Collaborative planning tool completed for each child by the end of terms 2 and 4 2. Preschool educators can confidently articulate what moderation in a preschool environment looks like	December 2017

Progress Notes

DECD has released a new "Learning Design and Moderation" strategy as a focus for 2017.
6/3/17 – preschool educators attended a training day on Learning Design – Struggle; Stretch; Transfer. The training day outlined the importance of engaging children through challenging problems that ignite their interest and promote "hard thinking".

10/4/17 Preschool Educators will attend a training day on the 24th May with the other preschools from our partnership. The focus will be on sharing how we document children's learning – with a specific focus on the numeracy indicator "I quantify my world".

4th/5th May – Derek and Cathy attended a two day workshop on "Leading improvement in Literacy and Numeracy". The key ideas included: leading pedagogic (how we teach) shift. IE Leading a change in the role of teachers from seeing themselves as imparters of knowledge to creating engaging problem based learning which will help develop "global competencies" (creativity, communication, citizenship, critical thinking, character and collaboration).

:Common change errors – going for the next shiny thing / too many priorities / trusting perfect plans / trying to change everyone at once

: a new change approach – clarify your problem, try the change initiative on a small scale, extend your trial

24/5/17 – Derek, Lucinda, Anne and Cathy attended a workshop on Learning Design and Assessment, using a numeracy lens. Educator's shared documentation (in small groups) that demonstrated a child's numeracy learning for the numeracy indicator "I quantify my world". The "group" reflected on the documentation and discussed – if the documentation showed: the child as a learner, the role of the educator and possible next steps to extend the child's learning. It was a fantastic T & D that put educators out of their comfort zone and promoted lots of discussion around pedagogy and documentation.

1.2.3 <i>Educators work with children to document and reflect on their experiences and learning</i>	Educators are skilled and knowledgeable to facilitate children's documentation and reflection on their experiences and learning.	M	Provide educators with to access training and development on ways to work with children to document and reflect on their learning, including literacy and numeracy.	Children's documentation of their experiences and learning is on display in the centre and in children's portfolio's.	December 2017
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Progress Notes

3/3/16 – Preschool educators are trialling different strategies to support children to document and reflect on their own learning. IE: End of day reflections – talking about what we have learnt – educator and child voice.

4/4/16 – Over 2's focussing on recording children's voice and investigating new ways to help children to document their learning.

Quality Area 2: Children's health and safety

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

Summary of strengths for QA2

Strengths

Sound policies and practices in place for:

- Children's rest and relaxation
- Accident and Injuries
- Nutrition
- Physical activity
- WH&S (DECD STAR system)

A comprehensive documented process for the regular cleaning of toys, including the provision of rostered time to complete this task.

All educators have completed 'responding to abuse and neglect' update training

We have a regularly reviewed hazard reporting system and WH&S representative

As a "lunch box" centre, parents and children are involved in supplying food that meets our nutrition policy. Our nutrition policy focuses on research that outlines what children "should" eat during the day and this information is shared with parents at enrolment, regular conversations and by newsletter updates. Educators talk with children about healthy eating and the importance of physical activity in both spontaneous and planned experiences. The children are involved in caring for the centre's fruit and vegetable gardens and involved in eating and cooking experiences that utilise the produce from these gardens.

Children with diagnosed medical conditions or allergies have documented health care plans which are updated annually (or as required) and stored in a central location for easy access by all staff. A photo board provides a visual reminder for all staff of children with medical conditions and/or allergies. Emergency Procedures and exit maps are prominently displayed at every exit and emergency drills are implemented every term. Emergency phone numbers are displayed by every phone. Fire extinguishers, blankets and emergency lighting have been installed in accordance with Australian Standards and are checked every six months by DECD – Adelaide Hills Firewatch.

Electrical testing of all electrical appliances is conducted in accordance with Australian Standards.

Risk / benefit assessments are completed for all excursions and play experiences of heightened levels of risk/challenge.

Safety checks of outdoor learning areas are completed on a daily basis before children access these areas.

The centre only purchases and uses products that are classified as "Non Hazardous" in accordance with the GPS or NICNAS.

All visitors to the centre must sign in on arrival and departure and all contractors, volunteers and students (work experience and qualification placement) participate in a tailored induction program that includes emergency management procedures, risk identification and reporting responsibilities and duty of care.

Children are effectively supervised at all times. Staff employ strategies to maintain effective supervision at identified times including nappy changing time for under 2's and outside in the DECD backyard.

The centre has an Emergency Management Plan which is developed in consultation with DECD and local emergency services. The plan includes a bushfire action and response plan component. It is reviewed annually and has clear roles and responsibilities for all staff, including an emergency procedure checklist and a post emergency checklist.

Quality Area 3: Physical environment

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

Summary of strengths for QA3

Strengths	<ul style="list-style-type: none"> • Our Outdoor Learning Environment is a large, well designed space. It has an excellent balance of both natural and built components. It includes a vegetable patch for children to participate in, a sensory garden to engage children, a water course, man-made and natural shade, trees to climb!!! • The new “backyard” environment promotes learning through play in an amazing natural environment that provides challenge, independence, exploration and risk taking and self-directed learning. • The Centre has focussed on sustainability principles and practices since 2014. Each month a new sustainability initiative is focussed on. • The centre is located close to our local school, public library and community playground.
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Improvement Plan for QA3

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
3.1.1 <i>Outdoor and indoor resources are suitable for their purpose</i>	Development of the new “Backyard” including resources and storage facilities.	H	<ol style="list-style-type: none"> 1. Building of new storage shed 2. Building of new “Outdoor classroom” 3. Regular meetings of “Backyard Committee” to co-ordinate strategic directions and practicalities of the “Backyard” redevelopments. 	Amazing natural outdoor play area with appropriate storage, classroom and toilet facilities.	December 2018

Progress Notes

13/2/15 - “Backyard” committee formed. (3 staff members + 3 parents).
 18/3/15 – YAS gave approval for additional land to be transferred to YCCC
 19/3/15 – First meeting of “Backyard” committee. Cathy to get additional land surveyed. Committee members getting price guides for building options.
 19/3/15 – Derek attended workshop on “Nature Play”
 23/3/15 – “Backyard” committee meeting. Decided to source architect to design “shed type” backyard classroom
 8/5/15 - Back yard sub-committee will put forward a recommendation for a designer for “Backyard Classroom” to Gov Council. Basic plan - approx. 4mx 7m. To include 3 toilets, withdrawal room + kitchenette.
 22/5/15 – ‘Backyard “ committee met with Architect Bohdan Diornk to hear about environmentally sustainable design principles. The committee also gave

Bohdan a tour of the site and considerations for building placement and design were discussed further.

12/6/15 – Architect Bohdan Diornk has been invited to our Governing Council meeting to talk about environmentally sustainable design principles.

22/6/15 – Derek has organised Sarah Sutter – CEO of Nature Play SA to present a workshop on “Nature Play” to parents and interested community members on 23/6/15 at the Yankalilla Area School.

23/6/15 – Nature Play Workshop for educators, parents and community. Attended by approximately 15 people. The presentation was recorded and is available for borrowing from YCCC. Recorded presentation was shown to all staff from YCCC on 21/7/15.

24/7/15 – DECD has approved the transfer of land from Yankalilla Area School to YCCC. DECD has engaged “Architects Ink” to update our site plan to include the new land. Jeff from Architects Ink attended YCCC on 21/7/15 to commence this process.

Cathy has prepared an application for the “Preschool Outdoor Learning Project” If successful the centre will receive a grant of \$300,000 to redevelop our outdoor learning environment. Applications close 31st July.

28/7/15 – On application YCCC was deemed ineligible to apply for the “National Stronger Regions Fund” – because our ABN states that we are a Government Entity.

25/9/15 – Governing Council has approved appointment of “Personalised Home Designs” to proceed with design of our “backyard classroom”.

28/9/15 – Backyard sub-committee met with designer – Scott Cooper from Personalised Home Designs to provide design brief.

15/10/15 – First draft of building designs received for presentation to Governing Council

10/11/15 – Backyard committee met. After much discussion about the proposed location of the “Outdoor Classroom” – a new site for the building (Option 3 – back left corner) was agreed as the preferred location. I have since spoken to the designer and he has confirmed that Option 3 would be fine. He suggested we could just “Flip” the original building design.

2016 Progress Notes

Feb: DECD is in the process of obtaining National Quality Standards approval for backyard shed.

Project commencement form has been sent to DECD for “Outdoor Classroom” Initial concept planning approval being sought from DECD before final plans and engineering plans completed.

March: Stage 1 of Shed approval has been given by DECD. Initial plans for “Outdoor classroom have been submitted to DECD. Obtaining quotes to border area under swing frame and fill with bark chips + build a “chicken shed and run” so that we can keep the chicks that hatch from eggs just before Easter. “backyard” committee to meet – Wednesday 9th March – 11:30am

April: Working bee planned for 10/4/16. Plan is to have site cleared and levelled, rubbish removed, sand-pit built and filled, borders built for swings and tree climbing and filled with “softfall”, garden beds and “storage bays” built, chicken run built. **DONE 10/4/16**

May: Backyard committee to meet 11/5/16. Plans made for another working bee. Additional 24 cubic metres of softfall delivered for swing area. Overhead electrical wiring put underground to allow greater vehicle access to back yard. Shed plans submitted to DAC for approval.

July: A working bee was held on 22/7/16. The new sandpit was completed. DAC approval for shed has been received. The builder has ordered the shed.

September: Our new shed has been installed and floor concreted. Shed installers will come in next few weeks and remove portion of “Annex Shed” that is on our land and “make good”. When this is completed fencing of our land can be completed. Catherine Hunt to speak with Governing Council RE: POLA grant and best timeframes for our “Outdoor Shelter” proposal.

October: A big thankyou to the King Family for making our “chicken tractor”. A great new home for our chickens.

Big Thankyou to Megan, Larissa, Derek, Sue and husband Steve for attending working bee on 30/10/16. New shelving was installed and existing equipment transferred to new shed. Also the iron was removed from old shed to maintain a covered area for bags.

2017

28/3/17 – Julie Offord – Early Childhood Leader – worked with preschool staff to develop our inquiry question as we embark on outdoor learning area upgrade. Our Inquiry question will be: “How can we deepen children’s learning in the outdoor environment?”

11/4/17 - Garden beds have been delivered. Sue and Carolyn have expressed interest in developing and maintaining these beds with the children. Waiting for water to be connected. Still waiting to be completed: Fencing, plumbing (water to backyard), installation of a support beam for swings, rain water tank.

The next meeting for the POLA project is Thursday 11th May.

9/5/17 - Water has been connected to the backyard.

The first official “SITE MEETING” for our Preschool Outdoor Learning Area upgrade will take place this Thursday 11th May. The purpose of the meeting is to develop a high level action plan of key tasks and responsibilities for the next 14 months ie who is going to do what, with whom, when and why? This meeting has been organised by DECD and will be attended by the POLA project manager – Catherine Hunt, Fleurieu Early Childhood Leader – Julie Offord, a National Resource Management representative, Community Development Co-Ordinators- David Hammond and Lauren Jew, Derek and Cathy.

13/6/17 – At the “SITE MEETING” it was decided to hold a community event to promote awareness of the Backyard upgrade and provide an opportunity for community input. The planned event “BBQ in the backyard” has been scheduled for Sunday 25th June from 11am-2pm. Simon Hutchinson from Climbing Tree will talk about the values of nature play. JP Design Studio have been engaged by DECD as the landscape architects for our outdoor learning area. Cathy will meet the designers this Friday 16/6/17 before they make a time to visit our site to commence the design consultation phase. Dan French has been contracted by DECD to explore the opportunities to embed sustainability principles in the outdoor area layout / design. Cathy and interested members from the backyard committee are invited to meet with Dan this Friday morning 16/6/17 at 9am.

The new garden beds have been filled with soil and should be planted with vegetable and herb seeds and seedlings this week.

25/6/17 – BBQ in the backyard. Quite a good attendance (a few more families would have been great!). Lots of positive feedback and input into our playground design and philosophy from the families who did attend. Simon from “climbing tree” was extremely impressed with our friendly community, great headset around nature play and our natural environment – he was thinking about moving to the area!!! A huge thankyou to all the staff and governing council volunteers who supported on the day. It was an amazing effort by everybody involved. The landscape designers will be meeting with the backyard committee tomorrow at 10am to discuss our plans and aspirations and start initial concept plans. The POLA action group will meet on Thursday 6th July at 11am to update the action plan.

28/6/17 - The new garden beds in the backyard have been planted with vegetable and herb seeds and seedlings.

The fence between backyard and the Annex has been completed – but contractor has been advised to install a new fence post as the one supplied is not adequate.

<p>3.3 <i>The service takes an active role in caring for the environment and contributes to a sustainable future.</i></p>	<p>The introduction of additional sustainable practices and opportunities for children to develop environmental responsibility.</p>	<p>M</p>	<p>1 new sustainability initiative per month</p>	<p>Increase in number of sustainable practices embedded in service operations.</p>	<p>Dec 2017</p>
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Progress Notes

9/5/14

Preschool Children, parents and educators will attend a 40 minute presentation by “Bright Start Entertainment” on reducing food packaging in schools and preschools, recycling systems and the use of two and three bin systems at Yankalilla Area School on the 22nd May.

4/6/14

The “Wipe Out Waste” performance was very well received by the children, parents and educators who attended. Parents have commented that their children have been more involved in “recycling” at home and wanting to put “rubbish” into the correct bins. To extend this interest further, Holly and Adrian Dauk brought their worm farm into the centre for a week. The children loved watching, holding and feeding the worms.

5/8/14

Tracey and Sue have been booked into a full day course on 19/9/14 - ‘What does embedding Sustainability Mean? After the course they will be given additional time to prepare a centre “Embedding sustainability plan” for presentation to staff.

14/11/14

The Governing Council are actively researching quotes for solar power.

2015

Feb – recycle yoghurt containers +paper towels

March – purchase new recycling bins for children to use

April – turn off lights when a room / area not in use

May – Food scraps recycling – more conversations with children + photo’s about where our food scraps go.

June / July / August Initiative – Worm Farm to be purchased and set up in Backyard.

September – Two initiatives have been planned. A visit to the centre by the local Natural resource Management Centre and an excursion on the 19/9/15 to the Fleurieu Regional Waste Authority depots at Yankalilla and Victor Harbor.

8/9/15 – Wendy from the Natural Resource Management Centre gave a presentation to children on 8/9/15.

16/9/15 - 42 children, 3 parents, 6 staff and 2 students attended an excursion to the Fleurieu Regional Waste Authority depots at Yankalilla and Victor Harbor. We cashed in our 10c deposit containers, and saw the sorting and crushing plants in operation.

October Initiative – feeding front garden with “worm juice” from our new worm farm

November – sustainable building location and designs

2016 Progress Notes

February – growing our own fruit + cooking with our centre grown fruit

March – Sustainability in the bathroom. Helping children to conserve and not waste bathroom resources – water, soap and paper towels

April / May – milk bottle gardens

June – reducing waste – toast / drawing paper / soap – 1 pump

July – rainwater gauges

September: Amanda – TAFE student – sustainability project

November: Focus on using recycled materials (ie packaging paper)

2017 Progress Notes

February - Refresher/ introduction for children on use of recycling bowls at fruit / snack and lunch times

March – Water wastage

April /May/June – New vegetable garden beds

July – creating outdoor decorations out of screw top yoghurt lids

Quality Area 4: Staffing arrangements

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

Summary of strengths for QA4

Strengths	<ul style="list-style-type: none"> National Law and National Regulations educator-to-child ratios are maintained at all times. Centre provides continuity for children with consistent educators in each area. Educators utilise the strengths of individual educators to enrich program experiences provided for children The centre has access to and utilises a pool of regular relief educators The centre employed an Early Childhood Teacher in January 2016 as educational leader for our child-care program
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Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
4.2.1 <i>Professional standards guide practice, interactions and relationships.</i>	Demonstration in everyday practice of care, empathy and respect for children, colleagues and families	H	<p>"Relationships" was identified as a priority during our leadership NQS review in 2016. Access team relationships training with a focus on relationships with children, colleagues and families.</p> <p>Complete the RRR relationships scale and view and score in teams.</p> <p>Implement strategies and behaviours identified during training</p> <p>Prepare an interactions with children policy</p>	<ul style="list-style-type: none"> Increase in RRR relationships scale scores Increase in annual DECD psychological health survey results Leadership perception data 	December 2017

Progress Notes

2016

26/5/16 – leadership Team identified "Relationships" as an area for focus and improvement

4/8/16 – Children videoed for RRR relationships scaling.

RRR - relationship scaling completed for each team. – Preschool 2.9, Over 2's 2.85, Joey's 4.78. Overall score 3.5. This score will be used as a baseline to measure effectiveness of staff relationship training in 2016 / 2017.

3/11/16 and 17/11/16 – All staff attended two site based workshops on "Responsive Relationships"

2017

11/4/17 - A staff workshop on "Team relationships" has been organised for 16/5/17

16/5/17 – All staff attended a workshop on "Responsive Relationships"

4/7/17 – Almost all staff have attended their performance development review and completed their performance development plans. A compulsory improvement priority for all educators in their performance development plan was relationships. All educators have identified personal goals and strategies

relating to relationships as their focus for this year. At the end of the year, educators will present their learning journey to their team members as part of our networked performance development review process.

As part of our continuing focus on relationships, we will again complete a follow-up assessment of our relationships using the RRR relationships scaling process next term.



Quality Area 5: Relationships with children

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

Summary of strengths for QA5

Strengths

- Educators have long term, high quality relationships with children
- Educators engage in sustained conversations with children throughout the day
- Educators create a relaxed and happy atmosphere
- Educators support children's efforts through the use of positive reinforcements, aids and role modelling.
- Educators provide opportunities for children to take considered risks within our 'safe' environment.
- Educators offer children support to persist with challenges.
- The centre utilises the respect, reflect, relate resource and regularly uses the observation scales to support ongoing reflection of our relationships with children and the learning environment.
- The centre's statement of philosophy is reviewed annually and is used as a key reference document that guides our interactions with children.
- Educators collect information from families to support children through the settling in process and to support appropriate planning for the provision of relevant and engaging learning experiences.
- Educators work to create an environment that reflects the lives of the children, their families and the local community
- Educators continually reflect as individuals and as a team, on each child's sense of belonging and wellbeing and ensure plans/strategies are in place to support children's secure attachment, through consistent and warm nurturing relationships.
- Educators liaise with other professionals and support agencies to share information about children with additional needs
- Educators work in partnerships with families, professionals and support agencies to plan for the inclusion of children with additional needs.
- The centre seeks funding from DECD (preschool) and the inclusion support program (childcare) to support the inclusion of children with additional needs eligible to receive this funding. The centre provides additional funding to support the implementation of specialist programs (ie speech therapy, occupational therapy) for identified children.
- Key word signing, visual strategies and individual program adjustments are utilised to support the inclusion of children with additional needs.
- Individual learning support plans are prepared for all children, including children with additional needs.
- A Negotiated Education Plan is prepared in consultation with families and support professionals for identified DECD preschool children with significant additional needs.
- Educators are actively supported to extend their knowledge and skills in working with children who have additional needs.

Quality Area 6: Collaborative partnerships with families and communities

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

Summary of strengths for QA6

Strengths

- The centre has collaborative partnerships with families and communities
- Parent participation is actively planned for (evidence: parent initiatives recorded in program planning, parent roster, special events – Easter Family Night, grandparents day, fathers night, End of Year Family night.
- Supportive and effective Governing Council
- Leadership facilitates educators and family access to support for children with additional needs; Southern Fleurieu Health Service, Inclusion SA, DECD support services
- Good relationships with local community – local schools, council, educator networks, support services, community networks
- Effective enrolment and orientation processes for families
- Educators take time to listen and support parents in their parenting role
- Families contribute to our self-assessment process through annual surveys, formal and informal feedback opportunities and representation at our annual self-review and planning day.
- Families contribute to the ongoing development and review of the services philosophy, policies and procedures through representation on our governing council and feedback to staff and governing council representatives.
- Extensive Community Connections including; our Community Development Officer, Local Natural Resource Centre Manager; Local Schools – Yankalilla Area School, Rapid Bay, Investigator College and Myponga Primary Schools; Fleurieu Families, Child and Youth Health; Inclusion Support Program; DECD support services – (Speech Pathology, Psychology, Behaviour, Special Educator)
- We support the local community connect program which provides a venue for families to connect and access to support agencies.
- We provide a playgroup (with a funded co-ordinator) for our local families
- We utilise a variety of communication methods to facilitate the effective dissemination of information to our families including; communication books, newsletters, message pockets, text message, Facebook, website and email.
- Families are advised of policy changes through newsletters – hardcopy or email. Key policies are uploaded onto our website. All policies are available for viewing and/or distribution in our front reception area.
- Information for families about community services is available in our front reception area, including parent easy guides.
- Parent information packs are also available in the preschool room.
- Families can utilise the DECD school bus to support their child's access to the DECD preschool program at our site. Preschool children are met at the bus by a preschool educator and returned to the bus at the end of the preschool day.

Improvement Plan for QA6

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
6.2 <i>Families are supported in their parenting role and their values and beliefs about child rearing are respected</i>	The centre supports parents in their parenting role by offering parent education workshops	M	1.The centre will organise one parent education presentation per term	Four parent education sessions presented in 2017.	December 2017
<p>Progress Notes</p> <p>10/4/15 - Derek to co-ordinate a parent workshop on the value of “Nature Play”. Interested parents and staff from Yankalilla Area School will also be invited.</p> <p>12/6/15 - Derek has organised a parent workshop on the value of “Nature Play” to be held on Tuesday 23rd June – 7pm at the Yankalilla Area School. Parents will be advised by “flyer” soon. Parents and staff from Local schools – Yankalilla, Rapid Bay and Myponga are also being invited via their school newsletter.</p> <p>23/6/15 – Nature Play Workshop for educators, parents and community. Attended by approximately 15 people. The presentation was recorded and is available for borrowing from YCCC. Recorded presentation was shown to all staff from YCCC on 21/7/15.</p> <p>Progress Notes 2016</p> <p>19/2/16 – Child Safe Environments Course organised for families</p> <p>8/4/16 – Child Safe Environments Course organised for families</p> <p>August / September – 3 session course - Bringing up Great kids parenting program –</p> <p>12/8/16 – Fleurieu Foodies presented a “hands on” session – “Healthy lunchboxes”</p> <p>August: A sub-committee has been established to apply for a Parent Initiatives in Education Grant. Applications close 30th September.</p> <p>October: A PIE grant for \$1596 has been applied for. The PIE Grant project has been titled “Maximising the opportunities in everyday experiences to promote children’s Literacy and Numeracy development.”</p> <p>Progress Notes 2017</p> <p>7/2/17 - An eight week parenting program called “Circle of Security” has been organised. It will start on Friday 17th February – 1pm at the Annex.</p> <p>11/4/17 - 7 families attended this eight week program.</p> <p>4/7/17 – An expression of interest has been distributed to all families to ascertain interest in providing a “Baby massage” and/or a “Parent First Aid” course for families. Expression of interest forms are due 4/8/17</p>					
6.2.1 <i>The expertise of families is recognised and they share in decision making about their child's learning and well-being.</i>	Preschool Educators will be more proactive in seeking parent opinion, input and feedback about preschool programs.	M	1. Preschool educators will actively seek parent opinion about the preschool program and suggestions for improvement. 2. Preschool educators will provide additional and new creative opportunities	Results for the DECD preschool parent survey questions 25, 26, 38 and 39 will be agree or strongly agree.	Dec 2017

			for parental involvement in educational activities.		
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Progress Notes

3/3/16 - Preschool parents have been given the option of receiving a copy of our fortnightly program + words to focus rhyme and focus song. At this stage 12 families have asked for these resources.

Derek to design survey to ascertain parent's attitudes towards outdoor play at preschool and childcare

Progress Notes 2017

30/1/17 – The preschool program term outline will be provided in hard copy to all families at the beginning of each term. The fortnightly program (including the words of current songs and rhymes) will be distributed every fortnight to all preschool families.

24/7/17 – All preschool parents were given a "Parent Feedback Sheet" with their preschool program term outline for Term 3 – to provide feedback about the preschool program. In addition, all preschool parents attending their parent roster session will be asked to complete a parent questionnaire asking if they have any questions or concerns about their child's learning or development, about the preschool program and about their child's current learning goals. The questionnaire also asks if their child has any new interests / talents that we might not be aware of and can incorporate into our program.

<p>6.3.4 <i>The service builds relationships and engages with the local community.</i></p>	<p>The YCCC environment will reflect cultural diversity, including Aboriginal and Torres Strait Islander communities. Educators will raise awareness of Aboriginal and Torres Strait Islander communities, including acknowledging the traditional owners of the land and its elders.</p>	<p>M</p>	<p>Staff will focus on including cultural diversity in their room displays. Educators will liaise with Aboriginal Education Workers at Yankalilla Area School to tap into any programs being offered at that site. YCCC will provide an acknowledgement of country at meetings and community events.</p>	<p>Leadership perception data.</p>	<p>Dec 2017</p>
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Progress Notes

4/7/17 – Allan Sumner and Phil Noel have been invited to visit our centre on 31/7/17 to provide some suggestions for the inclusion of aboriginal culture into our "backyard" upgrade.

4/7/17 - Trent Hill - Indigenous culture educator has been booked to attend our centre on Wednesday 20th September and Wednesday 1st November

Quality Area 7: Leadership and service management

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

Summary of Strengths

Strengths	<ul style="list-style-type: none"> Experienced Director and stable long term staff Strong and supportive Governing Council Good leadership and management systems in place Clear goals and expectations for teachers and leaders A comprehensive induction process for all permanent and relief staff incorporating the DECD induction checklist as well as a site specific checklist. A comprehensive site specific code of conduct which is signed by all staff at commencement at the service. Comprehensive process of self-assessment and quality improvement A strong leadership team (comprised of the leaders from each program – Under 2’s team leader, over 2’s team leader, preschool teacher and centre Director) who meet regularly to ensure the provision of a high quality service. Each program (Under 2’s, over 2’s and Preschool) has a qualified Early Childhood Teacher as its leader and each program has their own developmentally appropriate inside and outside space. Regular performance development reviews with centre director plus participation in annual “team” networked performance review designed to share individual goals and progress, to learn from colleagues and to receive feedback and possible next steps for the following year. Completion by all staff of an annual DECD psychological health survey Monthly whole site staff meetings in addition to regular whole site training and development opportunities.
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Improvement Plan for QA7

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
7.1 <i>Effective leadership promotes a positive organisational culture and builds a professional learning</i>	To create a culture that values openness and trust, where people are motivated to ask questions, debate issues and contribute to each	H	<ol style="list-style-type: none"> YCCC will appoint effective and knowledgeable leaders into key leadership positions. YCCC will create and support a strong leadership team with representatives from 	Increase in annual DECD psychological health survey results	December 2017

<i>community</i>	other's ongoing learning and inquiry.		each program 3. Leaders will empower their team members, address areas of potential conflict and maintain a focus on continual improvement.		
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Progress notes
16/2/17 – Leadership met to review Psychological health survey responses. Six questions identified for further review. Cathy to prepare document to facilitate more detailed responses from staff.
7/3/17 – Educators met in teams and completed more detailed questionnaire for the six identified areas for improvement.
4/4/17 – Leadership team commenced the review of educator's responses.
28/6/17 – Cathy, Derek, T'Leah and Mel attended a workshop on "Leading challenging conversations". The workshop provided a practical framework for preparing for and managing "difficult conversations" with colleagues.