

# Yankalilla Community Children's Centre 2018 Quality Improvement Plan



Australian Children's  
Education & Care  
Quality Authority

## Service details

<b>Service name</b>		<b>Service approval number</b>	
Yankalilla Community Children's Centre		SE-00012233 – Childcare SE-00011157 - Preschool	
<b>Primary contacts at service</b>			
Cathy Tozer T'Leah Barker			
<b>Physical location of service</b>		<b>Physical location contact details</b>	
Street	208 -210 Main South Road	Telephone	08 - 85582387
Suburb	Yankalilla	Mobile	0499286485
State/territory	South Australia	Fax	08 - 85583756
Postcode	5203	Email	director.director472@schools.sa.edu.au
<b>Approved Provider</b>		<b>Nominated Supervisor</b>	
Primary contact	Anne-Marie Hayes	Name	Cathy Tozer and T'leah Barker
Telephone		Telephone	08 85582387
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Email	AnnMarie.Hayes@sa.gov.au	Email	director.director472@schools.sa.edu.au
<b>Postal address (if different to physical location of service)</b>			
Street		State/territory	
Suburb		Postcode	

## Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided. For centre-based services, this does not include non-contact hours for staff.

Describe the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than 'AM' and 'PM'.

Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

Family day care services or multi-site services should list the operating hours of the service office.

	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.

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)

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Cathy Tozer, Nominated Supervisor

T'Leah Barker, Nominated Supervisor

## Service statement of philosophy

Please insert your service's statement of philosophy here.

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:

- 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.
- Plan for the whole child – intellectual, physical, personal, social, emotional and spiritual wellbeing.

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. In school age care services, the program nurtures the development of life skills and complements children’s experiences, opportunities and relationships at school, at home and in the community.

### Summary of strengths for Quality Area 1

<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Consistent and imbedded use of Early Years Learning Framework for planning and programming since 2010</li> <li>• Centre “Primary Care Grouping” strategy ensures individualised programming and documentation of every child’s learning and development</li> <li>• The daily routines throughout the centre provide children with the maximum opportunities for periods of uninterrupted play</li> <li>• Opportunities for parent partnerships through regular family nights, excursions, incursions, program feedback (verbal / written), child profile books</li> <li>• Cycle of planning for each child’s learning is documented through portfolio’s, diary, learning stories, daily reflection displays and program documentation.</li> <li>• 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.</li> </ul>
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### Quality Improvement Plan for Quality Area 1

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
1.1		The educational program will enhance children’s learning, connection to the community and appreciation of other cultures	M	<ol style="list-style-type: none"> <li>1.Seek information on cultures represented at YCCC.</li> <li>2.Encourage families to share their culture</li> <li>3.Educators maintain a focus on embedding cultural diversity in their fortnightly programs for children</li> <li>4.Acknowledgement of Country is read out at the commencement of formal YCCC gatherings</li> <li>5.”Preparatory” and “follow-up” experiences are planned for if/when Cultural “performers” are invited to YCCC.</li> </ol>	1.Acknowledgement and celebration of cultural diversity is evident in displays and events	Throughout 2018

## Progress Notes 2018

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
1.3.1		Engage with the DECD Learning Design and Reflective practice Strategy	H	<ol style="list-style-type: none"> <li>1. Derek to represent YCCC in the DECD Learning Design and Reflective practice professional learning program.</li> <li>2. Derek to share his learning with YCCC educators</li> <li>3. Informing parents through newsletter, apps, parent roster opportunities and family nights</li> <li>4. YCCC focus on “problem based” learning</li> <li>5. Preschool educators work as a team to complete the collaborative planning tool in terms 2 and 4 for each preschool child and use data to influence program planning</li> </ol>	<ol style="list-style-type: none"> <li>1. Derek to formally and informally share his learning with YCCC educators</li> <li>2. Collaborative planning tool completed by preschool team for each preschool child in terms 2 and 4 and program goals documented and implemented accordingly after reflection on the data.</li> </ol>	December 2018

## Progress Notes 2017

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 24<sup>th</sup> 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”.

4<sup>th</sup>/5<sup>th</sup> 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.

29/8/17 – Preschool closure day. A day was held at Mount Compass with all preschool educators and reception teachers from our partnership (Rapid Bay, Victor Harbor, Port Elliot, Strathalbyn, Mt Compass and Goolwa). The focus was on continuity of learning in **numeracy** for children when they transition from preschool to school. A great workshop was held in the morning when the connections between the Early Years Learning Framework (preschools) and the Australian Curriculum (schools) were discussed and what this means for children. In the afternoon we spent time with the reception teachers from YAS and Rapid Bay schools. The partnership is funding observation visits for all educators to observe numeracy in reception and preschool. The first observation visit is planned for this Wednesday when Anne will visit YAS reception classrooms.

23/10/17 - Continuity of Learning – Numeracy. Cathy, Lucinda and Anne have attended a “numeracy” observation visit at Yankalilla Area School reception classrooms. Karen Lee and Alex-Anne from YAS visited YCCC preschool on 21/9/17 to observe our numeracy program. Derek will be visiting Rapid Bay Primary School on Friday 24<sup>th</sup> November to observe their numeracy program and Amy Willcox – Rapid Bay reception teacher will be visiting YCCC preschool this term for a numeracy observation visit. The visits so far have confirmed a cross sector focus on the key ideas of “back to front” maths with a particular focus on number and “trusting the count” for preschool.

### Progress Notes 2018

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
1.3.3 <i>Families are informed about the program and their child's progress</i>	Preschool parent survey identified lower satisfaction rating of how educators seek parent's opinions about educational programs	Educators more proactive and timely in seeking parent opinion about educational programs.	H	1. Carolyn to draft annual childcare parent opinion survey and distribute to childcare parents in term 1 to obtain baseline data for 2018 2. Educators will seek parent opinion about programs each fortnight by providing feedback opportunity/reminder when fortnightly programs are distributed. 3. Educators actively seek parent opinions about educational programs informally through daily conversations 4. Preschool “parent helper” form	All 2018 parent surveys returned responses to “The preschool seeks parents’ opinions about educational programs” will be agree or strongly agree.	Dec 2018

### Progress Notes

### Progress Notes

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
1.2.1 <i>Intentional teaching</i>	2017 Collaborative planning tool data identified: “I represent my world symbolically” and “I quantify my world” as the areas requiring additional focus in 2018. Other focus areas to include: Rhyme, Initial sounds, numbers 1 to 5 and the concept “light”.	Improvement in children's learning data for identified indicators.	H	Educators will plan and provide intentional teaching experiences and resources to support the development of knowledge, skills and understandings in the identified literacy and numeracy indicators. Educators will present their strategies each month at staff meetings and they will be recorded in the QIP.	Collaborative planning tool data for 2018 will show improvement in “I represent my world symbolically” and “I quantify my world”.	Dec 2018





## 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 Quality Area 2

#### 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.

## Key improvements sought for Quality Area 2

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
3.1 <i>The design of facilities is appropriate for the operation of the service.</i>	Parents using potentially unsafe driving practices in carpark	Parents driving slower in carpark and not double parking	H	1. Install a shared zone sign 2. Ask YAS if YOSHC carpark could be used by YCCC parents from 8:45am-9:15am and 2:45pm and 3:15pm.	No unsafe driving or parking in YCCC carpark	May 2018

### Progress Notes 2018

## 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 Quality Area 3

<b>Strengths</b>	<ul style="list-style-type: none"><li>• 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!!!</li><li>• 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.</li><li>• The Centre has focussed on sustainability principles and practices since 2014. Each month a new sustainability initiative is focussed on.</li><li>• The centre is located close to our local school, public library and community playground.</li></ul>
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### Key improvements sought for Quality Area 3

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
3.1 <i>The design of facilities is appropriate for the operation of the service.</i>	Joey's "inside" play and sleeping is small No separate nappy changing area for Joey's	Appropriate sized area for the number of children. Improved access to a suitable nappy change area for the Joey's	M	1.Research the required space for the number of children 2.Research options for Joey's nappy changing facilities 3. Prepare plans for alterations if required 4.Seek funding for alterations if required 5.Implement plans	1. Children have improved access to a larger indoor / all-weather play area 2.Joey educators have improved access to a nappy change area without having to take their children into the over 2's area.	December 2018

## Progress Notes 2018

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
3.2 <i>The service environment is inclusive, promotes competence and supports exploration and play based learning</i>	Development of our “Backyard” into a quality nature play inspired play space for our preschool and our community.		1. Commence and complete construction of our POLA design.	Completion of backyard construction works. Engagement of children in a quality natural outdoor learning environment.	August 2018

## Progress notes 2015

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 31<sup>st</sup> 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 9<sup>th</sup> 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.

### **Progress notes 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 11<sup>th</sup> 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 11<sup>th</sup> 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” is 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 25<sup>th</sup> 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 6<sup>th</sup> 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.

31/7/17 – Backyard committee met with Richard from JP Design Studio to review the first draft of our Outdoor Learning Area Upgrade. Committee members were very positive about what was presented. Many suggestions/changes were provided to Richard to ensure our list of “must haves” were all included. Inclusion of Indigenous perspectives and culture were discussed and suggestions from Phil Noel from YAS for a “bush tucker garden” and “to create our own dreaming story were added to the plans. Richard will present the revised draft to us via email with-in the next two weeks.

12/9/17 – we have received the second draft of plans for our outdoor learning area upgrade. Feedback on these plans is due by Friday 15<sup>th</sup> September.

1/10/17 - “Approval in principle” – has been given to JP Designs to proceed with more detailed drawings and costings for our backyard upgrade.

14/11/17 – “Backyard sub-committee” meeting to discuss “amended” plan and proposed inclusions/ exclusions

8/12/17 – JPE Designs has provided “draft” classroom plans adapted from shed boss as well as the environmental toilet

## **Progress Notes 2018**

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
3.2.3 <i>The service cares for the environment and supports children to become environmentally responsible.</i>	The introduction of additional sustainable practices and opportunities for children to develop environmental responsibility.	M	1.Focus initiative – one per term 2.Work closely with families – informing them about our initiatives, progress and ways they can be involved.	1.Collection of data that shows the effectiveness of our sustainability initiatives	December 2018

### Progress Notes 2014

**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 22<sup>nd</sup> 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.

### Progress Notes 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

**August** - After visiting our centre in March to complete a sustainability health check– Dan French has presented his report. The report provides an extensive overview of our current practices in regard to sustainability and lists many areas in which we could improve. Leadership will look closely at this report and develop an action plan for our next steps.

Sustainability Initiative for August – “Nude” food day. Over the month of August – educators will talk with children and families about “waste” and how we can reduce waste – in particular - to reduce the waste that we bring in our lunch boxes. On Thursday 24<sup>th</sup> August – we will have a “Nude” food day with families encouraged to pack their child’s lunch for childcare/kindy without excess packaging. The aim is to support families in reducing the amount of 'stuff' that needs to go in bins to be sent to landfill.

**September** – Nude food day was a great success. Families were very supportive of the initiative and children were provided with incentive stickers to view their lunchboxes and monitor with packaging in them.

A sustainability action plan and a sustainability policy have been written to create a more co-ordinated approach to our sustainability initiatives and to create more formal benchmarks to support future goal setting and provide a basis against which to measure our progress towards our goals.

September Initiative – Nature Play Events – Stall at Yankalilla Show and Nature Play community day.

**October** - “Grow Free” cart. Carolyn has purchased our “Grow free” cart and will be decorating it soon. Aim of “Grow Fee” cart is to use as community cart to share “home grown produce”

**December** – YCCC will no longer purchase glitter

## Progress Notes 2018



## 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.

### Quality Improvement Plan for Quality Area 4

#### Summary of strengths for Quality Area 4

<b>Strengths</b>	<ul style="list-style-type: none"> <li>National Law and National Regulations educator-to-child ratios are maintained at all times.</li> <li>Centre provides continuity for children with consistent educators in each area.</li> <li>Educators utilise the strengths of individual educators to enrich program experiences provided for children</li> <li>The centre has access to and utilises a pool of regular relief educators</li> <li>The centre employed an Early Childhood Teacher in January 2016 as educational leader for our child-care program</li> </ul>
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Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
4.1.2	Need for a consistent 3 <sup>rd</sup> educator in the Joey's	Appointment of a designated consistent relief educator for the Joey's room.	H	<ol style="list-style-type: none"> <li>1.Advertise for a "key" and consistent Diploma qualified educator to join the Joey's team.</li> <li>2.Short list and interview for the position.</li> <li>3. Appoint the successful applicant</li> </ol>	1. Joey's room has a consistent 3 <sup>rd</sup> educator.	April 2018

#### Progress Notes

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 collaboration Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.</i>	Educators engaging in professional, collaborative, positive and strength based relationships with each other.	H	1. Educators will complete a skill/interest audit which will be collated and displayed in the staff-room 2. Two educators will attend a resilience and wellbeing – strengths based training and then share their learning with all staff – staff meeting, written information. 3. Team leaders and Centre Directors will support and mentor their team members in professional, collaborative, positive and strength based relationships.	<ul style="list-style-type: none"> <li>• Increase in annual DECD psychological health survey results</li> <li>• Leadership perception data</li> </ul>	December 2018

## 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.

25/10/17 – Julie Offord will complete the videoing of children for RRR relationships scaling. Our aim is see an improvement in the overall score from 2016 which was 3.5.

14/11/17 – “Relationship” scaling of the videos taken by Julie Offord on the 25/10/17 will occur tonight at our staff meeting. Our aim is see an improvement in the overall score from 2016 which was 3.5

18/12/17 – Relationship scaling was completed. Both preschool and Over 2's showed good improvement, whilst the Joey's maintained their high relationships score. Preschool was 3.58, Over 2's was 3.25 and Joey's was 4.5. This gave our centre an overall score of 3.78 for 2017 – a sound improvement from 2016 (Overall 3.5). The video's showed educators engaging in high quality interactions with children – but also some missed opportunities with some children – a reminder to educators to maintain their focus on quality relationships with all children every day.

14/11/17 – “Relationship” scaling of the videos taken by Julie Offord on the 25/10/17 will occur tonight at our staff meeting. Our aim is see an improvement in the overall score from 2016 which was 3.5

### **Progress notes 2018**

## 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.

### Quality Improvement Plan for Quality Area 5

#### Summary of strengths for Quality Area 5

##### 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.

### Quality Improvement Plan for Quality Area 6

#### Summary of strengths for Quality Area 6

##### 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.



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>Collaborative partnerships enhance children's inclusion. Learning and well being</i>	Educators build supportive and collaborative partnerships with families, actively sharing curriculum initiatives through a variety of strategies.		<ol style="list-style-type: none"> <li>1.Sharing curriculum initiatives with parents through newsletter, apps, parent roster opportunities and family nights</li> <li>2.Education focus at each "family night"</li> <li>3.Designated educator at each "family night" to prepare a display and interact with families sharing a curriculum initiative.</li> <li>4.Regular YCCC facebook curriculum segment</li> <li>5.Offer parent curriculum / education workshops where relevant.</li> <li>6.Investigate a "parent app" to share learning stories, newsletters etc.</li> </ol>	1.Parents provide positive responses to questions relating to collaborative partnerships in the preschool and childcare parent surveys.	December 2018

**Progress Notes 2018**

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
6.2.1 <i>Transitions Continuity of learning and transitions for each child are supported</i>	<p>Children and families experience carefully planned and supportive transitions from home to childcare, joey's to the over 2's, over 2;s to preschool and preschool to school.</p> <p>Continuity of learning from preschool to school will be enhanced by educators engaging in shared professional learning and reflective conversations about their curriculums and pedagogy.</p>	M	<ol style="list-style-type: none"> <li>1.Preschools and school educators will participate in shared professional learning opportunities</li> <li>2.Using a shared focus on "numeracy" educators will share their pedagogy and practices to enhance the continuity of l children as they transition to the school setting.</li> <li>3.Preschool and school educators will meet throughout the year</li> </ol>	<p>Parent feedback- informal and written will be sought at each transition point. Positive parent responses will be a measure of success.</p> <p>Children transitioning successfully from one environment to the next. Preschool and school educators perception data.</p>	March 2019

**Progress Notes 2**



## Quality Area 7: Governance and Leadership

This quality area of the *National Quality Standard* focuses on effective leadership and governance of the service to establish and maintain quality environments for children's learning and development. Effective leaders establish shared values for the service that reflect the service context and professionalism and set clear directions for the service's continuous improvement. Governance refers to the systems in place to support effective management and operation of the service, consistent with the service's statement of philosophy.

### Quality Improvement Plan for Quality Area 7

#### Summary of Strengths

##### Strengths

- Experienced Leadership team and stable long term staff
- Strong and supportive Governing Council
- Good leadership and management systems in place
- Clear goals and expectations for educators 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 Directors who meet regularly to ensure the provision of a high quality service.
- Each program (Under 2's, over 2's and Preschool) has their own developmentally appropriate inside and outside space.
- Regular performance development reviews with a 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

Standard/element	Identified Issue	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?
7.2 <i>Leadership</i>	New centre director to be appointed to commence term 3, 2018	Smooth transition to new leadership of YCCC	H	1.Support the timely advertisement by DECD for a new Director 2.Provide a Governing Council merit selection trained representative for the selection panel 3.Provide a quality “handover” and support for the new Director	A smooth transition for all stakeholders to new leadership. New Director feels supported, challenged and enthusiastic in their new position.	December 2018

## Progress Notes 2018