



Quality Improvement Plan 2015



Centre Details

Service name	Service approval number
Maitland Children's Centre	SE-00010599
Primary contact at service	
Louise Hanrahan	
Physical location of service	Physical location contact details
15 Kilkerran Terrace Maitland, SA, 5573	Telephone: (08) 88322266 Fax: (08) 88322208 Email: dl.6612.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Trish Strachan, c/o Department for Education and Child Development Telephone: (08) 82263463 Fax: (08) 82260159 Email: trish.strachacn2@sa.gov.au	Name: Louise Hanrahan Telephone: (08) 88322266 Mobile: 0409080300 Fax: (08) 88322208 Email: louise.hanrahan334@schools.sa.edu.au
Postal address	
As above	

Operating Times - Rural Care

	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8:00am	8:00am	8:00am	8:00am	8:00am
Closing time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm

Operating Times - Kindergarten

	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	8:45am	8:45am	8:45am		
Closing time	3:00pm	3:00pm	3:00pm		

Additional Information

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

The centre is opened throughout the South Australian school holidays with the Rural Care program. It is closed for two weeks over the Christmas / New Year period. Kindergarten operates during the term times and use the South Australian School Holiday dates.

Maitland is a rural community. The centre has a mixture of families who live on farms as well as in the town. Maitland has a high Aboriginal population with Pt Pearce Aboriginal Community on 20 minutes away. Within the community there is a vast difference on the wealth of families; business owners, farmer and low income earners are mixed. Maitland has cheap housing rent which attracts low income families. Maitland has also started to have families with English as a Second language join the community. This has created a new diversity to the town, which has been accepted positively.

Car parking is available at the side of the centre and also along the road. A disabled parking space is available in the car park by the gate. There is a bus zone for drop off and pick up of children.

How are the children grouped at your service?

Eligible Preschool Children attend on a fortnightly schedule of 2 days one week and 3 days the other week (equates to 15 hours per week). Aboriginal 3 year old children attend 2 days per week (12 hours)

Rural Care Children are integrated into the Preschool Program

Throughout the day children are grouped for different activities, groupings may be on age, ability or mixed depending on the activity.

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

Nominated Supervisor: Louise Hanrahan

Philosophy Statement:

Wellbeing - We believe children learn best in an environment where their wellbeing is nurtured. Children feel safe, secure, respected and supported.

Play - Play is children's work - it is fun, creative, hands on, risk taking and explorative.

Relationships - Developing positive and respectful relationships with children and families is fundamental for supporting children's learning.

Children's Learning - Children learn through a balance of free play and explicit teaching opportunities. Children need to have time to practise and master skills individually and in groups.

The vision and values of the centre was updated and written as a philosophy statement during 2014. Families were consulted to provide feedback on what they feel important areas and beliefs about preschool learning. The ideas were collated and during Governing Council meetings the parents used the ideas that staff had collated and written to develop this Philosophy Statement.

SITE PRIORITIES for 2015

AREA	Numeracy	Attendance	All Improvement Areas
TARGETS	<ul style="list-style-type: none"> • For all staff to be familiar with the Numeracy and Literacy Indicators • For families to understand what Numeracy is and how they can help their children more with Numeracy learning • For children to learn what Numeracy is and gain a love of learning 	<ul style="list-style-type: none"> • To have all children attending 95% • To have no unexplained absences 	<ul style="list-style-type: none"> • To continue to work towards completing tasks identified on QIP • To continue to use Self Review tool to identify improvement areas
STRATEGIES	<ul style="list-style-type: none"> • Staff to attend professional development sessions • Use staff meetings to discuss the indicators and formulate what the learning would look like • Start to implement the common understandings when writing notes on children • Parent sessions around Numeracy Learning - what is important, developing skills through everyday tasks, making numeracy learning visible through play • Parent articles throughout the year in the communication books and newsletters • Making numeracy learning visible to the children through their play • Assisting children to use mathematical language 	<ul style="list-style-type: none"> • Encourage families to send their children using the importance of Kindergarten (how it supports learning and success at school; focus of social skills and resilience; building lifelong skills and dispositions) • Encourage families to let the centre know when their child will be away • Follow up with families who have periods of absence • Develop children's understanding of learning at Kindergarten and why attending helps with their learning 	<ul style="list-style-type: none"> • Review tasks on QIP termly and allocate tasks when required • Date progress on QIP • Use staff meetings to discuss the self review tool and Quality Areas
ACHEIVEMENTS			
NEXT STEPS			

OUR STRENGTHS

Quality Area	Governing Council Evidence Discussion	How we do this well
QA1 Educational Program and Practice	<ul style="list-style-type: none"> • Profile Folders • Curriculum overview in the newsletter • Family Posters • Songs and Games 	<ul style="list-style-type: none"> • <u>Program as a staff team</u> - Kindergarten staff (Director, Teacher, ECW) spend time at the end of each term developing the basis of the program for the following term, using children's interests, areas of the program to be included and focus areas. Rural Care staff work with the Director to develop a termly program overview and then complete weekly activities for the children's interests. School Holiday programs are developed depending on which children are booked in to make the program new and interesting. • <u>Programming is done in a cycle</u> - Kindergarten staff review fortnightly on the admin days to evaluate what has happened, added children's interests and then select the activities for the following fortnight. Staff write notes on green sheets of ideas that children come up with during their play for program extension or new activities. • <u>Using Individual Learning Goals</u> - every child has an individual learning goal that is completed over 2 terms. There are strengths and areas of improvement from the child, staff and parents. Staff group the children according to their goals and work with the children throughout the sessions to achieve their goals. The goals also reflect the types of activities that are included in the program. • <u>Learning Stories and Work Samples as learning evidence</u> - Staff strive to ensure that every child has an individual learning story written every term. There are also learning stories written about group activities and excursions. Work samples of paintings, photos etc are collected and tagged with EYLF outcomes and put in the profile folders. • <u>Children's ideas consulted to develop the program</u> - throughout the term children are asked at group times what types of activities/equipment they would like to use. The outdoor environment is child centred with some extra equipment added by staff. Indoor activities reflect child interests from observations. • <u>Focus on routines during Term1</u> - Staff spend lots of time during Term 1 assisting children to learn the routines and walking with them during transitions times (eg wash hands and get fruit; sitting on the mat; putting hats in bag before coming inside; putting sunscreen on before lunch; putting lunchboxes away; morning routine of putting belongings in the correct places). By Week 6 most children have learnt these routines and are happy to assist the other children with what needs doing. • <u>After School program using the Our Time Our Place curriculum document</u> - Rural Care staff use the document for the programming • <u>Not afraid of trying new programming ideas and activities</u> - Staff attend different professional development sessions and enjoy bringing back the information and trialling new things.
QA2 Children's Health and Safety	<ul style="list-style-type: none"> • Obstacleathon—fitness • Encouraging outside play • Shared fruit • Healthy cooking • Supporting dietary/allergy needs • Sunsmart • Good hand washing • Recycling 	<ul style="list-style-type: none"> • <u>Rural Care children's individual needs are addressed for sleeping and eating</u> - On enrolment and every 6 months families complete a new routine form so staff can address individual requirements. For younger children as sleeping or bottle times change, staff communicate with parents for new routines as they occur. Sleep routines are recorded on cards and placed in the sleep room for all staff to see. Younger children are fed when required rather than at the set fruit and lunchtimes, the times are also flexible depending if children are hungry earlier. • <u>Good hand washing/ hygiene procedures / nappy changing procedures</u> - all staff and children are to wash their hands on arrival at the centre, this is included in the morning routines. Tissues are placed around the room and children reminded to wipe their noses and sneeze into their elbows followed by more hand washing. Children are regularly reminded about toilet procedures of flushing, washing hands and paper towel in the bins. Handwashing practises when cooking with the children. Nappy change procedures used for Rural Care. • <u>Rest times for Kindy</u> - children do books and puzzles after lunch then DVD to calm bodies, allow lunch to digest ready for the afternoon. After packing up in afternoon children lay and rest for 5-10 minutes to calm before afternoon fruit and home time group routines.

<p>QA2 Children's Health and Safety</p>		<ul style="list-style-type: none"> • <u>Recording and reporting injuries to families</u> - we use the communication books to record injuries to families. Also recorded in the child details folder kept on the kitchen bench during the session then locked away overnight. • <u>Emergency Evacuation practises termly</u> - Staff do a walk through with discussion termly about what to do in an emergency. • <u>You Can Do It and Child Protection Curriculum taught yearly</u> - Staff are trained in the Child Protection Curriculum and teach this yearly to the children so they can keep themselves safe. The You Can Do It Program is also taught which focuses on confidence, resilience, persistence, getting along and organisation so children can develop these skills to be about to use them in their lives and relationships. • <u>Healthy Cooking Experiences</u> - a couple of times a term children participate in cooking, learning the skills of cooking as well as how to use the kitchen utensils. Children also have the opportunity to taste new and different foods.
<p>QA3 Physical Environment</p>	<ul style="list-style-type: none"> • Different stations on tables to learn about things • Different themes • Safety door in kitchen • Different areas in room for play 	<ul style="list-style-type: none"> • <u>Recycling</u> - the Wipe Out Waste principles are used with the children and rubbish is separated throughout the day. Scrap buckets, recycling bin and waste bin used at eating times. Staff use recycling bins for paper. • <u>Using all areas of the environment and being flexible in the ways they are used</u> - ensuring that the outdoor environment is inviting for learning and adapting the areas to suit the children's interests. Inside activities and areas are changed around to suit different experiences. • <u>Supervision, easy to watch all areas of the environment</u> - Staff are able to see different areas of the outdoor environment. Move to the cubbyhouse throughout the session when children are playing there. • <u>Sustainable Practises</u> - Rainwater is used for water play and in the sandpit, children are able to collect the water from outside taps. Use of recycled materials for the making table when families bring in boxes and things.
<p>QA4 Staffing Arrangements</p>	<ul style="list-style-type: none"> • Yes 	<ul style="list-style-type: none"> • <u>Good ratios of staff to children</u> - pay for extra staff member to reduce ratios. • <u>Staff meetings and collaboration</u> - staff meetings are held fortnightly for full time staff members where there is lots of conversations about centre management, review of practise and review using the Quality Areas. Kindergarten staff also have meetings regularly to discuss the programming and review as well as individual children conversations. Staff work collaboratively and all assist each other with different tasks. • <u>Focus on developing staff relationships</u> - we have been working consistently to develop relationships between staff and becoming a team. All staff members respect each other. • <u>Professional Development for staff as available</u> - There is a focus of developing ourselves. The site has a membership for the Yorke Early Childhood Group, which organises local sessions for all staff to attend together gaining shared understandings. The centre pays for PD so that staff are able to attend. • <u>All staff have required qualifications</u> • <u>Flexibility of routines (staff in/out/float)</u> - Staff roster to ensure that there is 1 adult inside, 1 adult outside and 1 adult floating between the areas depending on where the most children are. Rural Care staff to supervise their children together either in the inside or outside area. • <u>Performance Reviews completed yearly</u> - Performance meetings are held termly with the Director and more frequently if required.

<p>QA4 Staffing Arrangements</p>		<ul style="list-style-type: none"> • <u>Conversations throughout the day</u> - Staff ensure to share information throughout the day with each other so that everyone is aware of things that are happening. • <u>Respect of family cultures</u> - Our centre has Aboriginal and Indian/Punjabi families attending. Children and families are respected towards their culture is included into the program. • <u>Staff induction processes</u> - New staff members are inducted to the centre on their first visit. • <u>Using the skills of staff members</u> - There have been ECWs trained in WHS and Preschool Support so these tasks are delegated to those staff members trained. The curriculum is delegated to the Teacher. This gives all staff members more leadership and respect for using their qualifications and skills.
<p>QA 5 Relationships with Children</p>	<ul style="list-style-type: none"> • Yes • Staff promote relationships • Staff have worked with challenging behaviours 	<ul style="list-style-type: none"> • <u>Responsive relationships and interactions between staff and children</u> - Staff work hard to ensure that they are developing relationships with all children. During Kindy discussions, staff ensure they talk about every child as some children relate more to one staff member than another. • <u>Greeting children on arrival and departure</u> - Children are greeted on arrival and farewelled departure. One staff member stands outside to greet children, including meeting the bus. Group time staff member farewells children at end of the day. Staff members engage children in conversations throughout the day. • <u>Program and routine documentation</u> - conversation points are included into the program and in the observation folder. • <u>Staff have focus children for Individual Goals</u> - focus children allow staff to develop stronger relationships with a small group of children. • <u>Children supported to transition into the centre</u> - Pre-entry visits are held for children to become familiar with the centre and staff before they attend the following year. Staff ensure they build relationships with all children especially the ones who require extra time to settle into the new environment. Children with additional needs are supported with extended transition visits to the school. • Children with additional needs - referrals are written to gain extra support when required. Preschool Support Worker employed to work with children to implement plans. Speech and Language checks for children identified.
<p>QA6 Collaborative Partnerships with Families and Communities</p>	<ul style="list-style-type: none"> • Home Visits • Visits to School events • Gymjams • Communication Books • Governing Council 	<ul style="list-style-type: none"> • <u>Home visits / Parent Teacher Interviews</u> - these are opportunities for staff members to connect with families more. Interview are held in Term1 and a chance to find out more about families and the children as well as set individual goals. Home visits are in Term 2 and allow staff to meet the children in their own environment to build relationships. • <u>Open communication</u> - information is shared with families through conversations, newsletters, notes, communication books. Newsletters provide information, ask for assistance and thank helpers. Term overview of events in the newsletters. • <u>Parent Feedback</u> - is asked for through notes, communication books and profile folders. The feedback is used to assist in developing the program. The annual parent opinion survey is also used for future centre planning. • <u>Strong family participation</u>: Governing Council, PPG (fundraising), assistance during sessions, Working Bees and excursions, attendance at special events. Parent involvement roster/list. • <u>Welcoming</u> - families greeted at the door on arrival, children are assisted to settle into the environment. At the end of the day on staff member mingles with the parents and talks about things that have happened during the day. • Grouping children for optimal learning • Working with children and families on the expectations of children at Kindy

<p>QA6 Collaborative Partnerships with Families and Communities</p>		<ul style="list-style-type: none"> • <u>Enrolment Processes</u> - Rural Care families have enrolment interviews and orientation. Kindy families have parent orientation meeting before pre-entry starts. Parent information in enrolment packs and at the orientation meeting. Use School Newsletters to attract enrolments. Projected enrolments for Kindy; Waiting list for Rural Care • <u>Staff available</u> - Providing opportunities to engage in conversations. Good relationships between staff and families, we are able to talk about concerns, keep moving forward. • <u>Using grievance procedures</u> - being available to have discussions with families in a timely manner • <u>Children with additional needs</u> - families supported to find support agencies and programs written and implemented for the children. Preschool Support programs implemented and supplemented with Early Intervention funding. • <u>Use of DECD support services</u> - assist families with referrals and programs • <u>Community</u> - Local Walks and events; Shopping at Foodland with the children; Excursions; Mens Shed fixing puzzles etc • <u>Connections to Schools</u> - Maitland Area School, Point Pearce School; Maitland Lutheran School; attending performances, using facilities. • <u>Transition Visits to schools</u> - visits throughout year to become familiar with school environments • <u>Governing Council</u> - Minutes; Respectful of families (has a time limit set 7:30-9:30pm, conscious of farming families and changes to meeting times); Consultation for Twilight and Graduation • <u>Induction of volunteers</u> - process used for induction.
<p>QA7 Leadership and Service Management</p>	<ul style="list-style-type: none"> • Policies and procedures • Newsletters • Governing Council • Strive towards improvement 	<ul style="list-style-type: none"> • <u>Keeping and storage of records</u> - locked in filing cabinets while current then archived and placed in boxes in a locked cupboard in the shed. • <u>Policy and Procedures development and implementation</u> - use a consultative process with Governing Council and then all families given the updated copies as they are reviewed. All families receive policies and procedures on enrolment. • <u>Governing Council</u> - used as the governing body, meetings bi-termly, parents consulted on issues. Have been involved in the decisions of Preschool Works project to move to Maitland Area School. Now discussions around voluntary amalgamations and the CYP Schools concept. • <u>Parents informed</u> - information dispersed through newsletters, notes in communication book, verbally in conversations, phone calls and emails. • <u>Grievance Procedures</u> - used as required. • <u>Philosophy Statement</u> - developed with consultation with families, staff and Governing Council. • <u>Staff induction</u> - completed on first visit; relief staff are inducted for their role. It is preferred that Rural Care relief staff do a shift during Kindy times before they do a shift on a non-Kindy day.

Quality Area 6 Collaborative Partnerships with Families and Communities

Improvement Areas

Element	Identified Issue	Strategy	Success Measure	Progress Notes
6.1.1 There is an effective enrolment and orientation process for families	Families unsure about enrolment of children to Kindergarten	<ul style="list-style-type: none"> Poster of when children can start Kindergarten and enrol 	<ul style="list-style-type: none"> Poster displayed in community Families enrolling their children in Kindergarten 	
6.1.2 Families have opportunities to be involved in the service and contribute to service decisions	Governing Council members not taking ownership of the discussions and decisions	<ul style="list-style-type: none"> Encourage Rural Care parents to be involved in Governing Council by asking them to come to a meeting Encourage members to add items to the agenda by emailing the agenda out and ask for other items to be added Promote discussion of agenda items Encourage members to promote the centre positively in the community 	<ul style="list-style-type: none"> Parents adding agenda items In-depth discussions before decisions made At least 1 Rural Care parent on Governing Council 	Review 3/8/15: Parents have added agenda items for Governing Council meetings this year. There have been in-depth discussions this year during meetings before decisions have been made. Amalgamation discussion have been good with lots of questions and views, an extra meeting was also held. Rural Care families were formally invited to the AGM and other meetings throughout the year. We have 1 Rural Care parent rep.
6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing	Families not having information about services and parenting information	<ul style="list-style-type: none"> Display folder of parenting information Pamphlet displays Board of information Set up a schedule to send information to families (healthy eating, dentist, batteries etc) 	<ul style="list-style-type: none"> All centre families receive information on a yearly schedule All families aware of services available to them 	Review 3/8/15: Parent information has been sent out through communication books. A folder of resources with a schedule is being developed.
6.3.1 Links with relevant community and support agencies are established and maintained	New service providers not known to staff	<ul style="list-style-type: none"> Making contacts with: Healthy Families Team, CAMHS, Allied Health—Women’s and Children’s 	<ul style="list-style-type: none"> All staff know support agency contacts Current information displayed 	
6.3.2: Continuity of learning & transitions for each child are supported by sharing relevant information & clarifying responsibilities	Transition to school is just visits without shared understandings of children’s learning	<ul style="list-style-type: none"> Use DECD transition guide for discussions between reception teacher and Kindy staff; develop a transition plan that includes the family/child focus of transition Pedagogy; Dispositions - discussion between Kindy staff and School staff; provide information to families about preschool learning and school learning as well as dispositions and how they influence learning through notes and discussions 	<ul style="list-style-type: none"> New transition procedure developed, written and implemented with schools 	Review 3/2/14: visits are working but more discussion around pedagogy is required Steps forward 2014 - continue to have discussions with staff and implement a policy and procedure that suits same first day Review 2/2/15: Term 4 chats with MAS about transition will look at the processes more in-depth during 2015 Review 3/8/15: Louise is working with Australian Curriculum coordinator on transition programs. We will attempt to have meetings with MAS staff

Element	Identified Issue	Strategy	Success Measure	Progress Notes
		<ul style="list-style-type: none"> Develop relationship with Lutheran School - information sharing Encourage benefit of Preschool Education to families and schools through promotion of play-based learning. Develop a handout to use as promotion 	<ul style="list-style-type: none"> Play-based learning handout 	<p>Review 3/8/15: Louise had a meeting with David Field (MLS) about their school intakes and policies. Some chats with MLS Reception teacher during transition visits.</p> <p>During parent teacher interviews in Term 1 staff promoted the benefits of play-based learning and the benefits of Kindergarten. This led to only 3 from the possible 8 children starting school in Term 3 at the Lutheran School.</p>
6.3.3 Access to inclusion and support assistance is facilitated	Minimal documentation of staff conversations	<ul style="list-style-type: none"> Document conversations about children to inform the program and report children's progress/learning Record concerns and information to be used on referrals 	<ul style="list-style-type: none"> Child records include staff conversations More information written on referrals 	<p>Review 3/8/15: A folder has been developed for the program review which also includes staff reflections. Child observations and information is documented in the child observation folder. Preschool Access Profile forms are now completed for children with referrals and more information written.</p>

Quality Area 1 Educational Program and Practice Improvement Areas

Element	Identified Issue	Strategy	Success Measure	Progress Notes
ALL	Documentation of program not encompassing all discussions	<ul style="list-style-type: none"> Develop proforma to enable writing of programming discussions Proforma to collect children's interests Collection of evidence to justify programmed activities 	<ul style="list-style-type: none"> Program to be evidence based All discussions are recorded in the program folder 	<p>Review 2/2/15: Lots of evidence collected; Melissa created proformas to use to record the evidence so written not just in discussions; Children doing project work as part of Reggio; Programs hand written and updated fortnightly with child interests for the table activities</p> <p>Review 3/8/15: Program discussions are recorded fortnightly with the review at staff meeting. Staff complete child interest forms which are used to guide the program.</p>
	Reflect, Respect, Relate document results used in the programming	<ul style="list-style-type: none"> Use the Active Learning Environment scale and Relationships scale to assess the centre Refine practises from the data collected Use the data within the program and practises of staff 	<ul style="list-style-type: none"> Staff have understanding of the RRR indicators Centre to achieve a 3.0 rating on the Active Learning and Relationship Scale assessments 	
1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program	Rural Care staff having time to reflect on their program and make the program cyclic	<ul style="list-style-type: none"> Director to arrange times to meet with the Rural Care staff to assist with facilitating discussions around program reflection and children's learning Rural Care staff reflecting on the program and making the process cyclic 	<ul style="list-style-type: none"> Program to include: activities, individual learning, reflection and progress of children's learning 	<p>Review 3/8/15: Louise has had meetings with the Rural Care staff and worked with them to develop the program so that there are age appropriate activities, a review cycle and has child initiated activities.</p>

Element	Identified Issue	Strategy	Success Measure	Progress Notes
1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program 1.2.2 Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning	Rural Care staff new to the position Program not reflecting children's abilities and interests especially under 2s Educators being able to scaffold the learning	<ul style="list-style-type: none"> Director to spend time with the staff to develop understandings of programming and including individual children's interests and abilities Develop a proforma for the program which will include individual goals Collect observation records on each child and use as basis for program and learning goal Provide Professional Development about the difference of programs for the Under 2s Provide discussions about how to scaffold learning and role model how it is done 	<ul style="list-style-type: none"> Rural Care staff confident with their knowledge of children's learning Rural Care program to include individual goals and reflections Observation folder being used to collect individual child observation folders Under 2s included in the program and scaffolded in their learning 	Review 3/8/15: Rural Care have set up observation notes for each child. Each child has an ILP goal. Louise has had discussions with staff around scaffolding the under 2s and the difference in the programming and interactions.

Quality Area 2 Children's Health and Safety Improvement Areas

Element	Identified Issue	Strategy	Success Measure	Progress Notes
2.2.1: Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child	Lunchboxes containing lots of food from the orange and red groups of the healthy eating chart	<ul style="list-style-type: none"> Provide parents with fun facts about nutrition and healthy eating Lunch box ideas for families Display healthy lunchbox option Children to understand the benefits of healthy eating through discussions, encourage the children to assist with putting healthy foods in their lunchboxes at home Staff role modelling healthy eating 	<ul style="list-style-type: none"> Lunchboxes with more 'green' foods than 'orange and red' 	Review 2/2/15: lunchboxes were fairly healthy; will use information to families as required and encourage green foods rather than red foods Review 3/8/15: Staff have been role modelling healthy eating which starts discussions about what things staff are eating. Lunchtime discussions include eating the 'green' foods first and then the 'red' foods and that red foods are sometimes foods. Healthy cooking experiences fortnightly, recipes being sent home.

Quality Area 3 Physical Environment Improvement Areas

Element	Identified Issue	Strategy	Success Measure	Progress Notes
3.1.1: Outdoor & indoor spaces, buildings, furniture, equipment, facilities & resources are suitable for their purpose	Safety of outdoor equipment No access to bathroom from outside	<ul style="list-style-type: none"> Ensure outdoor equipment meets WHS regulations Upgrade the bridge Soft fall levels monitored Toilet access written on action plan 	<ul style="list-style-type: none"> Action plan updated with tasks completed All equipment meeting standards New centre with outdoor toilet access 	Review 3/2/14: soft fall was replenished through a working bee in term 2. soft fall under slide is replaced as required from the excess pile; bridge is being maintained with nails and will be replaced in the move to new centre; Maintenance grant used to replace all the borders around the equipment Steps forward 2014 - continue to monitor and maintain Review 2/2/15: outdoor safety checks were completed daily; minor maintenance tasks were completed during a working bee; bridge was 'closed' for maintenance; extra pest control arranged for red back spiders' soft fall replenished continually as required on the tyres around slide and under the swings

Element	Identified Issue	Strategy	Success Measure	Progress Notes
3.2.1: Outdoor & indoor spaces are designed & organised to engage every child in quality experiences in both built & natural environments	Minimal natural environments for the children to learn in	<ul style="list-style-type: none"> Developing natural play spaces in the yard Letter written to families to ask for natural environment equipment and resources to be used outside; also asking for assistance to develop the yard 	<ul style="list-style-type: none"> New garden beds New natural play spaces 	<p>Review 2/2/15: projects focusing on gardening, planting, recycling; outdoor area used for different learning experiences including a campfire; natural resources used in the collage table; visit to SA Museum learning about biodiversity</p> <p>Review 3/8/15: New natural play spaces: logs, tyres, plants, garden pots. Show and tell focus where children brought in plants/seeds and planted them in the garden.</p>

Quality Area 4 Staffing Arrangements

Improvement Areas

Element	Identified Issue	Strategy	Success Measure	Progress Notes
4.1.1: Educator-to-child ratios and qualification requirements are maintained at all times	Staff professional development not included yearly updates	<ul style="list-style-type: none"> Staff complete Bug Busters training Staff complete yearly CPR training 	<ul style="list-style-type: none"> All staff completed required training Certificates displayed and in staff folders 	<p>Review 3/2/14: Asthma training 2012; Anaphylaxis training & Epilepsy training 2013; Certificates displayed and in filing cabinet</p> <p>Steps forward 2014 - Bug busters training; CPR training yearly</p> <p>Review 2/2/15: CPR training completed during 2014; Whole staff team PD sessions more beneficial</p> <p>16/3/15 Bug Busters Training completed by all staff</p> <p>Review 3/8/15: RAN Training completed by all staff by 31st August.</p>

Quality Area 5 Relationships with Children

Improvement Areas

Element	Identified Issue	Strategy	Success Measure	Progress Notes
5.1.2: Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life & learning	Some children “fly under our radar” and not have much information recorded for them	<ul style="list-style-type: none"> Staff to discuss children during staff meetings to ensure all children are having adult interactions Focus children for ILP goals Checklist for Learning Stories Individual Notes folder 	<ul style="list-style-type: none"> All children have notes written on them in the folder 	<p>Review 2/2/15: ILP focus groups has made staff more aware of children in their groups; Learning Story writing list assists to identify children who ‘fly under the radar’</p> <p>Review 3/8/15: All children have notes in the observation folder. All children have ILPs, work samples. Staff are visually seeing the children who are missed by the lack of notes or learning story not written. Staff spend time with these children.</p>

Quality Area 7 Leadership and Service Management

Improvement Areas

Element	Identified Issue	Strategy	Success Measure	Progress Notes
7.2.3 An effective self-assessment and quality improvement process is in place	Parent feedback not being used effectively	<ul style="list-style-type: none"> Reflect on parent feedback collected during staff meetings and use in programming and planning 	<ul style="list-style-type: none"> Parent feedback informing the program 	<p>Review 2/2/15: parent feedback used in programming and ILP goals with the children; discussed during staff meeting after feedback sheets are reviewed</p> <p>Review 3/8/15: Profile folders feedback from families is gathered termly and used in children’s ILP and the program. Rural Care update child routine sheets which changed their individual child routines.</p>
7.1.4: Provision is made to ensure a suitability qualified & experienced educator leads the development of the curriculum & ensures the establishment of clear goals & expectations for teaching and learning	Staff not interrogating research	<ul style="list-style-type: none"> Staff to be aware of new Early Childhood research Interrogate research ideas during staff meetings Change practises if need 	<ul style="list-style-type: none"> Staff aware of new research Staff changing practise when required 	<p>Review 3/2/14: started looking at different reading papers throughout staff meetings</p> <p>Steps forward 2014 - will be looking at the Reggio approach</p> <p>Review 2/2/15: started looking at Carla Rinaldi report</p> <p>16/2/15 Disposition and DECD Numeracy and Literacy Standards discussion with all staff</p>