



Clare Valley
Children's Centre
for Early Childhood
Development and Parenting
2019

**Quality
Improvement Plan**



Service details

Service name	Service Approval No	Approved Provider	Provider Approval No		
Clare Valley Children Centre (Preschool)	SE-00010248	Department for Education and Child Development	PR-00006069		
Clare Valley Children Centre (Child Care)	SE-00012138	Clare Valley Children's Centre Inc	PR-00007071		
Primary contact at service					
Airlie Meyer					
Physical location of service		Physical location contact details			
Street:	Corner of Blyth Road and Elliot Street	Telephone:	(08) 8842 2483		
Town/Suburb:	Clare	Mobile:			
State/territory:	South Australia	Fax:	(08) 8842 3284		
Postcode:	5453	Email:	dl.6665.info@schools.sa.edu.au		
Approved Provider		Nominated Supervisor			
Primary contact:	Anne Marie Hayes	Airlie Meyer			
Telephone:	088263463	88422483			
Mobile:					
Fax:	088262237	88423284			
Email:		dl.6665.info@schools.sa.edu.au			
Postal address (if different to physical location of service)					
Street:	PO Box 716				
Town/Suburb:	Clare				
State/territory:	SA				
Postcode:	5453				
Operating Hours					
Child Care	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	7-00am	7-00am	7-00am	7-00am	7-00am
Closing time	6.00pm	6.00pm	6.00pm	6.00pm	6.00pm
Preschool	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	9.00am	9.00am	9.00am	9.00am	9.00am
Closing time	3.00pm	3.00pm	3.00pm	3.00pm	3.00pm

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.

We are open 50 weeks out of the year closing over the Christmas New Year break.

The Department for Education run Kindergarten 2018 school holidays are

12th April – 29th April

5th July- 22nd July

27th September – 14th October

13th December -28th January 2020

We are part of the Department for Education Mid North Partnership and work closely together with neighbouring preschools and schools to provide high quality education and care for children and families.

We have 7 feeder schools we collaborate with to provide successful orientation and transition for children beginning school.

We are able to provide additional support to children who require it and meet criteria through the co-located Health system and DECD support services.

Other services co located with us are toy library, Learning Together @ Home and Health. We promote strong relationships with these services to support children and families.

We have a car park on site

There will be 4 Pupil free days in 2019, dates TBC

How are the children grouped at your service?

We have an

- Under 2 room
- Over 2 room
- Over 4/Kindy room (kindy and childcare integrated)

In the morning (10.00-11am) all children across the centre are integrated but times are flexible depending on the context of the day and children's needs.

During holiday times the service is often grouped with Over 2, 3 and 4 all together with Under 2 having regular visits to the shared space.

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

Nominated Supervisor, Airlie Meyer and Julie-Anne McInnis



In 2018 we asked ourselves what an ideal CVCC looks like, feels like and sounds like for children, families and community. The feedback from Educators and families were compared and we found that our Centre Values are still evident as meaningful for families and educators.

We continue to build on this work in 2019 and critically reflect on the philosophy statement, consulting with staff, children and community in depth and over time. This process includes comparing how the CVCC community see ourselves now and how this compares to our current Philosophy.

Philosophy

- Our prime focus is on excellence in all areas of care, education and development
- We see children as capable, competent, co-contributors and active participants in their own learning
- We provide a play-based learning environment which provides a balance between child initiated, child led, educator supported and intentional teaching. Opportunities exist for children to explore, ask questions, discover and experiment.
- Our practices reflect the importance of all children having opportunities to spend quality time in the natural environment. Both our indoor and outdoor environment promote curiosity, wonder and provide opportunities for challenges and risk taking
- Critical reflection amongst staff is constant to ensure quality and innovative programs and practices occur
- We focus on developing strong relationships and secure attachments through the use of Primary Care Giving
- We focus on wellbeing and strive to develop a positive centre culture for children, families and staff.
- We work together with families in partnership to support children's learning
- We recognise, respect and support the diverse backgrounds of the children and their families
- We believe in having strong links with the community and other service providers
- We recognise the importance of sustainable practices across the centre

Our Values

Family, Team Work, Quality, Life Long Learning, Fun!

Our Purpose

Clare Valley Children's centre brings together care, education, health, community development activities for families and their children.

"Together we play, Together we learn"

Strengths Summary – Strengths seen by Educators, Management Committee, and Families & Community through family surveys, feedback, Staff meeting discussions and self-review processes.

NQS	Strengths
QA1 Educational program and practice	<p>1.1.1</p> <p>The EYLF is the core document which guides CVCC educators in planning for and providing learning opportunities, environments and relationships. The Principles and Practices of the EYLF are evident in their practice and result in a broad curriculum, informed by families, children and the five Outcomes.</p>
	<p>1.1.2</p> <p>Families provide information about their child on enrolment. At regular intervals throughout each year, families are invited formally and informally to update any information about their child. This information, in conjunction with the educator's observations of the child, advice from other agencies and information from the child themselves is developed into an individual learning goal for each child. These goals are strength based, guided by the outcomes of the EYLF and become the foundation of the broader program. Primary Care groups support the development of strong relationships between educators, children and families in order to ensure that the child's knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.</p>
	<p>1.1.3</p> <p>Educators organise their day and the environment to intentionally provide optimum learning experiences throughout the day. This is evident through routines such as nappy changes, meal times etc. where educators ensure that the child and learning remains the most important thing, not the task or routine itself. Mealtimes and rest times are flexible and determined by the needs of the children on any given day. Children are encouraged to access indoors, outdoors, active and quiet spaces which are freely available to children throughout the day.</p>
	<p>1.2.1</p> <p>The Early Years Learning Framework practice of intentional teaching informs planning for each child's learning and how it's supported by educators. Educators are considered and deliberate in the information they share and the methodologies they use to support learning. There are many examples some of which include but are not limited to; the Under 2's room are guided by the Circle of Security in their interactions with children; the Over 2's room actively collaborating and communicating with children through open-end questioning; the Kindy room educators use the 'You Can Do It' program to support children to build their knowledge and understandings about dispositions for learning.</p>
	<p>1.2.2</p> <p>Educators respond to children's signals and requests, both in the moment and through their longer term planning for learning. Spontaneous and child initiated opportunities are valued and educators build upon children's interests to support further learning.</p>
	<p>1.2.3</p> <p>Children's voice is valued in planning & evaluating curriculum</p> <p>Each room provides materials which are referred to as 'loose parts'. These materials are open ended and invite children to use their imagination, problem solve and make decisions about how they will spend their time and challenge themselves. Educators ensure that children have access to resources (including educators), adequate time and space in which they can determine for themselves how and what they will engage in. Children and families are actively encouraged to</p>

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	provide information to guide the direction/content of the program. This is evident when children bring artefacts from home in order to continue their learning or experience at the centre.
	<p>1.3.1</p> <p>Educators have engaged in a continuous improvement pathway informed by the recommendations from the 2017 assessment and rating report. Confident that the Planning Cycle is deeply understood, educators in each room have reflected upon and reviewed various methods of documentation which supports children's learning around a planning cycle. Through regular processes of critical reflection, during room and team meetings and less formal opportunities, each room has determined the method with which they will document, display and share their planning cycle. While there is difference between each room in this regard, a strength of this centre is that the planning cycle is strong and consistently used to support each child's learning and development.</p>
	<p>1.3.2</p> <p>Educators have structures and processes in place to support critical reflection on children's learning both as individuals and in groups. These include written reflections by individual educators on observations of their primary care group children. Daily and weekly reflections on the learning of the room as a whole or small groups are made on Room Reflection Sheets. These structures record the verbal reflections that educators engage in throughout the course of each day, as well as at room meetings and team meetings. Once each term, a room meeting, in both under and over 2 rooms is held to reflect upon all aspects of the room and specifically children's learning as it relates to their Individual Learning Goal. As a result of these reflections, children's learning goals are updated for the next term. The Kindy room team hold fortnightly reflection meetings. Information from families and children is an important part of these reflective conversations.</p>
	<p>1.3.3 Families are greeted daily by educators who share the children's experiences with them. The Primary Care groups approach has ensured that this is an effective way to communicate each child's participation in the program with families. Displays in each room provide evidence of the experiences offered and the learning that has been engaged in. Learning Stories, artwork and photos are provided to families regularly to inform them of their child's learning experiences and progress. As each child transitions to the next room or to school their family receives documentation which summarises their child's program and progress. The rooms programs are displayed so that families can easily see what has been planned. Program news is included in the centre newsletters and Director's reports to Management Committee.</p>
QA2 Children's health and safety	<p>2.1.1</p> <p>Opportunities for children to rest are taken from children's cues. The Under 2's sleep routine is led by each child's individual needs. Spaces in each room are organised to provide opportunities to rest and relax as individuals or as a group.</p> <p>Sun smart policy is informed by current research, updated regularly and children are supported to develop independence in implementing sun safety.</p>
	<p>2.1.2</p> <p>Hygiene practices around food are informed by current National Guidelines, regular food safety audits are undertaken and regular review of practices are informed by current training and information sessions.</p> <p>Illness and injury management is implemented following current policy and guidelines, ensuring confidentiality and privacy for children is maintained and the child is supported emotionally. The Centre Information Booklet for Families outlines the procedures that the centre will take to manage illness, injury and hygiene. It provides advice to families about how they can support these procedures too. This contains information regarding infectious diseases, medication procedures, and exclusions periods. The centre uses recommended guidelines from Staying Healthy in Childcare. Agreed hygiene procedures for nappy changes, bodily fluids, hand washing and practices around food are consistently followed by staff.</p> <p>Routines such as nappy changes/washing hands/resetting are opportunities for conversations with children, supporting development skills, independence in managing their own health and</p>

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	<p>safety and confidence.</p> <p>Rolling morning Tea in over two's room has been implemented to better meet children's needs.</p>
	<p>2.1.3</p> <p>Centre Newsletters, pamphlets and flyers are provided to families regarding the benefits of healthy eating and physical activity. The learning programs in each room regularly include opportunities to engage in healthy cooking, food related activities and gardening. Similarly, programs ensure that children have ongoing opportunities for both active and passive experiences. These opportunities support children in development and enjoyment of healthy food and activity as well as the knowledge and understanding which will support positive lifelong choices for good health. Children are encouraged to set their own physical challenges ensuring they are developmentally appropriate.</p> <p>Educators talk with children about healthy eating and provide opportunities through learning experiences and the set-up of the environment to encourage physical activity for all ages. The Centre Information Booklet provide families with information on how they can support children with healthy eating, particularly snacks for lunchboxes for those who attend Kindy.</p> <p>Parent information nights are held with a Dietitian in attendance to support families gaining more information on food and nutrition for children from 0-5.</p>
	<p>2.2.1</p> <p>Child adult ratios are adhered to. The majority of the day in Under 2's is staffed on a ratio of 1:4 During transitional period or when a majority of younger babies are booked into the room the U2's is staffed at a 1:3 ratio to better support very young or new children to build relationships and feel secure with educators. As children move around the play spaces, educators communicate effectively to ensure they move accordingly to provide appropriate supervision. Educators prepare risk assessments, often with the children when appropriate. Kid Safe advice is sought and regulations are adhered to, to ensure a safe learning environment is provided.</p>
	<p>2.2.2</p> <p>All educators and admin staff regularly review and practice emergency procedures. Educators, staff, visitors and the children participate in evacuation and invacuation drills at least once per term. First aid kits are located in easy reach. Portable kits are taken on excursions. Children's health and medical plans are located in an agreed location in each room for easy reference and kept in the emergency bag. Medication is appropriately labelled and kept out of reach of children.</p>
	<p>2.2.3</p> <p>All staff are aware of their responsibility as mandated notifiers. The CARL online and phone line reporting details are displayed for staff to refer to as required. The Department's IRMS online notification process is used for critical incidents. All educators hold current – First Aid, Asthma, Anaphylaxis and Responding to Abuse & Neglect certificates for training.</p>
	<p>3.1.1</p> <p>The centre has been designed for the purpose of care and education. The centre's two older children's rooms are located around a central kitchen from where meals are prepared and dispensed in a timely and convenient manner. Laundries, toilets and change spaces are located conveniently near doorways ensuring easy access for children playing inside and out. Wet areas for art cleaning are located in the over 2 and kindy room. The under 2 room has their own kitchen suitable for easy bottle preparation. The large outdoor area encourages challenge, curiosity and wonder. Natural shade, wide verandas, garden beds, paths, chooks, movable items such as wheel barrows and fixed equipment such as swings provide for a wide range of interests, activity and comfort. Fixtures such as door handles, power sockets, child safe fencing etc are installed according to regulations and ensure children's safety and easy access. Storage rooms and administration spaces provide handy support for educators.</p>
	<p>3.1.2</p> <p>Daily playground checks and Monthly Playground checks are carried out and recorded, with any hazard, removed and/or reported.</p> <p>Broken resources are removed for repair or replacement. Professional cleaners are employed to clean the centre daily. Staff follow daily cleaning procedures and routines for furniture and general play space. A grounds person ensures that the lawn and garden beds are maintained. The centre budgets for breakdown maintenance. A laundry room and outdoor clothes line provides facilities for soiled items, bedding, towels, cushion covers etc.</p>
	<p>3.2.1</p>
QA3 Physical environment	

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	<p>Educators provide zones for active play and spaces for more passive experiences both indoor and outdoor. Ample access is provided for a range of mobility requirements. Furniture and equipment can be moved to provide variety and interest. While flexible use of indoor and outdoor space is supportive of children's development, so too is a familiarity in supporting children's security and sense of belonging.</p>
	<p>3.2.2</p> <p>The centre has a large amount of age appropriate, inclusive resources with which children can explore their own interests and carry out their own research. These are stored appropriately and are easily accessible to educator or child, should a child's play indicate that a particular resource would be useful at that time. Resources and equipment are sufficient in number for the amount of children in each room. There is ample space for children to develop supportive relationships or explore individual pursuits. Loose parts and nature play is consistently planned for and resourced.</p>
	<p>3.2.3</p> <p>Purchases of new resources are made with sustainable materials as the first preference. Both indoors and outdoors contain natural elements which have been included as part of our (educators, staff, families, and children) journey to more deeply understand and implement sustainable practices. Children and staff engage in recycling (food containers etc for junk construction) reusing (food scraps for chook food/worms/compost for gardening) and sorting or recyclables to reduce landfill. To ensure that children understand that these behaviours are more than just centre rules, the educators engage children in discussions about sustainable practice as a lifelong behaviour of responsible community members.</p> <p>Solar power has been installed to provide a renewable energy source.</p>
QA4 Staffing arrangements	<p>4.1.1</p> <p>Educators are organised across the site with consideration to Primary Caregiving group needs, age group of children and a balance of knowledge, experience and qualifications. A higher staff to child ratio is provided where possible, particularly in the Under 2's room. Opportunities for children to access different learning environments across the site at 'open gate time' are provided on a regular basis allowing children to develop relationships with educators in other rooms. Job specifications and role statements support all staff and are referred to as required.</p>
	<p>4.1.2</p> <p>The centre has full staff team meetings twice per term, to support collaboration and continuity in the delivery of our learning program and shared professional learning. The topics for these meetings during 2018 have alternated between an EYLF focus and a Culture Building focus.</p> <p>We have a consistent pool of relief staff and where possible we call on current educators to cover staff absences rather than call in less familiar staff. It is a strength of all educators that they verbally support relief staff on their arrival and throughout the day, to become familiar with the room routines, expectations and children. Staff and parent surveys highlight relationships and the care shown for children and families by educators and staff and as strengths.</p> <p>The Assistant Director has taken on a role as mentor to child care educators to support their continuing implementation of their planning cycle. This has been a very welcome process for using her skills and developing this capacity in others. Similarly, the director has provided mentoring support to the kindy room educators and team leaders. The Management Committee has agreed to provide funds in the budget to facilitate this mentoring initiative.</p>
	<p>4.2.1</p> <p>Professional standards guide practice, interactions and relationships. Educators provided with information to identify requirements – job specifications, Code of Conduct, centre grievance procedure, centre values and professional practice policy.</p> <p>Educators and Leaders work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.</p>
	<p>4.2.2</p> <p>Educators are guided by the ECA Code of Ethics which also informs our philosophy. Posters of this code are displayed in each room for easy reference by educators. The EYLF Principles and Practices are consistently enacted throughout the centre. The centre has a Grievance Procedure, which along with the Philosophy and Policies is reviewed regularly.</p> <p>Educators use a variety of communication methods across the site to support information sharing and collaboration. There is a Centre communication book, room communication books, centre diary and staff Face Book hub for educators to communicate information from families, children's</p>

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	needs, events, feedback required and updates in information. Communication follows the information sharing guidelines and social media policy from the Department for Education.
QA5 Relationships with children	<p>5.1.1 The EYLF Principle of <i>Secure, respectful and reciprocal relationships</i> underpins the centre's statement in our Philosophy, '<i>We focus on developing strong relationships and secure attachments through the use of Primary Care Giving</i>'. Additionally, our philosophy states that, '<i>We see children as capable, competent, co-contributors and active participants in their own learning</i>', therefore with this image of the child our relationships and interactions are respectful and equitable.</p> <p>It has been noted that a particular strength of educators at our centre is that they listen to children actively which has the effect of children seeing themselves as powerful learners. Feedback from families states that staff are friendly and approachable and they have strong relationships with educators.</p>
	<p>5.1.2 Privacy and dignity of all children is respected in all circumstances. This includes during clothing changes, toileting, daily conversations between staff, parents and other children and general interactions.</p>
	<p>5.2.1 Educators are deliberate in how they design learning experiences so that children can share, collaborate and play, developing learning relationships together. Educators support and facilitate this by strategically placing resources in such a way as to invite paired and group interactions. Educators verbally facilitate and model effective communication which children can cue into and use themselves throughout collaborative learning moments. Individual children prefer different size groups and educators are attuned to this and respond accordingly.</p>
	<p>5.2.2 We believe that children need guidance and assistance in a caring way to help them learn to become responsible for their own behaviour and realise the consequences of their actions. Children are encouraged to "use their words" to convey their needs and feelings. We teach children to use words like 'stop it I don't like it' if someone hurts them in some way and then to seek adult help if that doesn't work.</p> <p>Each child will be supported by age appropriate and positive guidance with clear, consistent and realistic expectations.</p> <p>The use of Key Word Signing supports two-way communication and self-regulation.</p>
	<p>6.1.1 Prior to enrolment, many families have developed a sense of belonging with the service through playgroup, toy library, parenting groups and various community events. A comprehensive enrolment process, including tours, for families ensures that they confidently enter the care and education space and quickly develop a sense of belonging across all programs offered. Our Community Development Coordinator is available to support and encourage parents and families to actively participate in all aspects of the centre and wider community. These programs include, playgroups, parenting programs, community events and personal development.</p>
QA6 Collaborative partnerships with families and communities	<p>6.1.2 Family feedback is sought formally each year through a Client Opinion Survey. This feedback is included in developing recommendations for the Annual Report and the following years QIP. At times this feedback has a more immediate impact resulting in changes or reviews of processes as soon as the feedback is received. More informally, conversations between families and staff lead to their expertise and knowledge about their child being part of the program and/or procedures at the centre. Information provided by families on enrolment and throughout their involvement with the centre, is influential in guiding the centre staff to be inclusive of family's cultural perspectives and values. Families are actively encouraged to contribute to service decisions through being a Management Committee member, social media, surveys, informal and formal feedback.</p>
	<p>6.1.3 The Parent Handbook, wall displays, newsletters, brochure and flyers are strategic ways in which the centre shares community service information with families. This is in addition to the informal</p>

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	conversation through which educators and staff can link families with relevant community services and support.
	<p>6.2.1</p> <p>Families and children are supported through their transitions from home to the centre, from room to room and from the centre to school. This is done by giving families a tour of the centre, information sharing through the parent information book, newsletters and centre Facebook page, completing enrolment forms with families, induction evenings and transition visits.</p>
	<p>6.2.2</p> <p>Community Health services, private practice therapists, Child and Youth Health and the Department for Education Support Services provide families and children with support to ensure access, inclusion and participation in the program. These services include Speech Pathology, Occupational Therapy, Social Work, Physiotherapy and Psychology. The centre understands its unique place in the community as a key link between families and important community services that they may need. The Community Development Coordinator facilitates and liaises between families, centre staff and services in order to maximise the effectiveness of these services involvement with the centre for families and children's benefit. We borrow equipment and seek advice from SERU (Special Education Resource Unit) as the need arises.</p>
	<p>6.2.3</p> <p>The centre builds positive relationships with families beginning from initial contact, enrolment processes and then at transition points into the centre for child care or Kindy. The Community Development Coordinator organises and co-facilitates parenting groups within the centre and as outreach programs run with other community services or Department for Education and Care sites. Projects are run in partnership with students on University placements for community development to investigate and community needs and implement strength-based solutions to identified gaps in service delivery in the area.</p> <p>The centre works closely with education and care sites within our local partnership and community to support children's transition, access to facilities and experiences and to support parent and family engagement within the local community.</p>
QA7 Leadership and service management	<p>7.1.1</p> <p>A process which engaged families was asking them to reflect on what was important to them about the centre resulted in the development of our Philosophy Statement. It has been revisited and reviewed regularly since its development. 2018 families and staff agree that it reflects their current expectations and practice. This Statement is displayed in each room and is included in the Parent Handbook and staff induction booklet. This Philosophy Statement guides our programming, practice and reflects the values and beliefs of staff and families. It has been reviewed when term 1 2018 to ensure that it is consistent with the NQS and the EYLF.</p>
	<p>7.1.2</p> <p>The Centre has the required policies and procedures and adheres to them daily. These policies are located centrally for easy access by families and staff. A list of the centres policies are contained in staff, management committee and Parent Information Handbooks. They are reviewed regularly according to a schedule across the course of the year unless it is deemed that a more frequent review is required. Staff, families, management committee and community members are invited to participate in policy review processes. If changes to policies are made, the centre community is notified through the newsletter.</p>
	<p>A locked office holds all confidential records. Computer systems which have confidential records are also password protected. The Staff and Management Committee hand book outlines the responsibility of all to maintain confidentiality and respect others privacy. Administrative staff are long term employees and have a sound knowledge of the administrative processes and are effective and efficient in their work. The centre securely archives records of child and staff information, QIP etc. in a locked compactus, according to the General Disposal Schedules.</p> <p>As a Department for Education centre, we use a suite of online systems which support the effective management of finances, enrolments, WHS, human resources, reporting of critical incidents. Other online management systems include SPIKE for bookings. Risk assessments are conducted in order to identify, manage, and remove hazards. Educators assess risks of new</p>

purchases before the purchase is approved as per the Purchasing policy procedure flow chart. Regular playground and resource hazard checks are carried out routinely. Tagging of all electrical appliances is carried out annually. The Department for Education is the approved provider and as such provides this centre with support and guidance to ensure compliance with the National Law, National Regulations and NQS.

The Director is supported in her role as Educational Leader through attending 'Partnership' Leader's meetings and Preschool Director Network meetings. The 'Partnership' Early Childhood Leader provides pedagogical and leadership support through phone, email and visits. All educators are allocated programming time, room meetings are held termly and team leaders meet regularly to input and lead this work in their room teams. This supports their role in planning and reflecting on the program.

A Grievance Procedure has been published and is displayed in each room, centre foyer, included in staff induction, Parent Information booklet and management committee handbooks. A management committee representative acts as the grievance officer. The name and contact details of this person is updated and displayed as required. Grievances are viewed as a valuable form of feedback with which we can use to reflect upon and improve our service. Depending on the nature of the grievance, our responses may include policy/procedure reviews, improved communication processes, training for staff etc. In all instances, the grievance is documented, our response is prompt and proactive and followed through until the matter is resolved.

We understand and comply with our responsibility to notify the regulatory authority of operational changes, incidents and complaints. An occasion where this was necessary was the appointment of the new director in 2016. This notification was made in a timely manner.

All staff must be appropriately qualified, have undertaken the compulsory training and have the compulsory approvals before being employed by the centre. These include, first aid, Responding to Abuse and Neglect, and Relevant History Screening. A data base of these qualifications is kept and reviewed regularly.

A Purchasing process is in place to ensure that all purchases are risk assessed before they come onto the site.

7.1.3

Each staff member has a role description. Team leaders have a role description. These role descriptions form the basis of performance appraisals. Our philosophy, policies and procedures describe how we will carry out our work and are a core aspect of our induction information. Staff induction takes place before employment at the centre and when educators take up new roles or move rooms. Each employee, volunteer, student and management committee member are given a comprehensive induction, including induction conversation and tours as required.

Each room has a 'day book/communication book' which details any daily notices which staff need to know, a centre communication book is also used to share information in the staff room and the centre diary is used to timetable meetings, events, tours and visits to the centre.

7.2.1

Our QIP is a living document which records our plans for improvement against the NQS and regularly documents our progress against these plans. We gather reflections and feedback on our progress through formal and informal means. This includes regular self-review processes which gather parent opinion, staff and community feedback. Incidental feedback is also collated to support the self-review process. We believe that our QIP is an important aspect of our improvement cycle which continuously evolves as our service develops. The strategies in our QIP are targeted and strategic in order to meet our goals. A QIP infographic has been developed as an overview and is displayed in each room and shared via the family newsletter. The full version is located centrally for easy access for staff and families. The centre has a documented process for ongoing self-assessment, planning and review.

An annual Client Opinion survey is a formal process for gathering family feedback. Staff are surveyed regularly and Childs' Voice is inputted.

7.2.2

Professional learning is highly valued among all educators and this is evident through the high levels of attendance and participation at team and whole staff meetings. All educators are

<p>supported to engage in professional learning by being released or by having the associated cost funded by the centre. Department for Education staff participate in 4 'pupil free days' (decided upon after consultation with management committee) per year with a specific focus on professional learning.</p> <p>The 2014-2017 Long Day Care Professional Development Programme grant added considerably to the centre's ability to fund long term learning in a strategic way. The centre engaged the services of a Consultant to support the ongoing development of centre culture and wellbeing.</p> <p>Whole staff team meetings are planned to support the professional learning of all educators. Administrative staff access training through industry advisors the centre subscribes to or training providers on systems as required.</p> <p>Following the recommendations of the 2017 Assessment and Rating report, the centre director as educational leader, has developed a professional learning plan for 2018 to improve and develop educators understanding and implementation of the planning cycle and reflective practice. Over the course of the year, the educational leader has planned for educators to engaged in a variety of ways (professional readings, face book posts, structured dialogue, guest speakers, mentoring, reflective processes etc). These have occurred in whole team meetings, room meetings and personal reflections. The director is appropriately qualified, experienced and has the interpersonal and leadership skills to effectively fulfil the role of education leader.</p>	<p>7.2.3</p> <p>A formal appraisal/performance development process is carried out for all staff across the year. It comprises of a formal conversation based on the appraisal plan which has been completed by the staff member. The plan provides an opportunity for staff to identify personal strategies for supporting two goals in the QIP as well as other personal/professional goals. Staff meet with either the director or assistant director for confidential meetings to discuss these plans. These conversations are followed by written review and evaluation at the end of the year. The AITSL Professional Standards for Teaching informs the appraisal process for teachers and the J&P Specifications of the ECW and Child Care educators informs their process.</p>
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Improvement Priority Summary

Summary of priorities are formed from recommendations from National Quality Standard Assessment and Rating Report 2017, re-assessment of QA1 in October 2018, 2018 Annual Report, Self-Review & Parent feedback

Priority 1

Reflective Practice for Learning

- Rationale
 - Addressing recommendations from 2018 reassessment and Rating Report
 - Every child's learning is reflected upon as part on the ongoing cycle of planning
 - Every child's learning is reflected upon by themselves, families and educators
 - Documentation of every child's learning is meaningful and authentic
 - Educators are confident and capable in implementing reflective practises in their daily practice and pedagogy for and with children and families.
 - Educators are confident and capable in documenting children's learning using reflective tools and practices.

Goals	Strategies	Improved Quality Area	Progress
Goal 1 Educators are confident in a practice which uses strong critical reflection on all children's learning and holistic development	Strategy 1- Educators all contribute to daily reflection in individual room and site level. Communicate share all information about children's learning and use for future planning	1.3.2 7.2.2	•
	Strategy 2- An agreement to contribute?		•
Goal 2 Reflective practice is clearly documented in individual rooms across the site, is collaborative and uses child and family feedback to identify strengths and goals for all children and to improve practice across the site	Strategy 1- Learning design, assessment and reflective practice conversations across Mid North Partnership improve quality of documentation and reflection on Preschool Indicators of Numeracy & Literacy.	1.3.1 1.3.2	•
	Strategy 2 –Family feedback, interview sheets, notes and daily conversations encourage families to	1.1.1 1.1.2 1.3.1 1.3.2 1.3.3	•

	share valuable and meaningful information about their children.		
	Strategy 3 – Explore options for how we can invite families to provide feedback to Support children's learning	1.3.3	•
	Strategy 4 – Educators practice identifying learning through sharing observations and conversations at staff meetings.	1.3.2	•
Goal 3 Educators work collaboratively to reflect on pedagogical practise and promote positive support and capacity building of all educators across the site.	Strategy 2 – Learning sprints – (Agile leadership strategy) Collaborative observations of practise and reflection on this to improve practise and reach professional goals.		•
<p>Success Measures</p> <ul style="list-style-type: none"> • Increased number of team leader's meetings per term • Site Agreements for documenting children's learning are visible for each child • Effective Planning Cycle is embedded in practices • Documentation informs planning for learning • Preschool Statements of Learning show progress against the Indicators of Preschool Numeracy and Literacy. 			

Priority 2

Positive People, Positive Culture

- Rationale
 - A staff team that works efficiently together & supports each other to provide high quality education and care for the children and community of
 - A staff team that respects and recognises the strengths & skills of each other
 - A staff team that works collaboratively and affirm, challenge, support and learn from each other to improve practice and relationships.
 - Staff working cohesively and ethically as a team with clear communication and support.
 - The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.
 - Successes are celebrated

Goals	Strategies	Improved Quality Area	Progress
Goal 1 Staff work with mutual respect & collaboratively, They will work with a strong positive attitude and embrace the diversity of everyone at the centre. They challenge & learn from each other, recognising each other's strengths & skills	Strategy 1- Continue to improve communication across the site with consistent processes in place across all rooms such as staff communication book, room communication book, staff Facebook Hub, newsletters, day book. To Increased number of team leaders meetings & room meetings per term. Establish an agreement for all staff to contribute	4.2.2 7.1.2	•
	Strategy 2 – Continue to use opportunities at staff meetings to critically reflect on practice using processes introduced through DECD eg Result's Plus, Agile Leadership, Informing Learning assessment design	4.2.1 7.1.2	

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Goal 2	<p>Strategy 1- Staff are respectful and inclusive, show accountability for conduct and practice. Staff will collaboratively develop group norms/agreement and adhere to these.</p> <p>Strategy 2- Staff will develop goals around respectful, inclusive, above the line practice and will discuss these at PD reviews 2 times a year.</p>		•
Goal 3 CVCC works collaboratively with families, community and other organisations & services to support children's improved learning outcomes and wellbeing.	<p>Strategy 1- Strengthen relationships with other organisations to work together cohesively to support children and families. i.e. Department partnership & portfolio meetings, community partnership meetings facilitated by CVCC CDC</p>	<p>6.1.3 6.2.2 6.2.3</p>	•
<p>Success Measures will include:</p> <ul style="list-style-type: none"> • Increase no of team leader's meetings • Data collected at staff meeting indicates improvement • Staff actively engage in varied meetings across site • Staff are able to engage in critical reflection on practices in respectful and ethical ways • Staff demonstrating a high level of collaboration • Staff demonstrating collaborative partnerships with children, families and the wider community • Staff have access to ECA code of Ethics • Staff are clearly using above the line behaviours in their daily engagement with all stake holders 			