



Kalaya Children's Centre

Quality Improvement Plan

2018

Service details

Service name	Service approval number
Kalaya Children's Centre	SE-00010507
Primary contact at service	
Director: Lynette Callaghan	
Physical location of service	Physical location contact details
Street: 50 Webb Street Suburb: Queenstown State/territory: South Australia Postcode: 5014	Telephone: 8447 6519 Mobile: 0403602421 Fax: 8447 6036 Email: dl.5622.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Department for Education & Child Development Telephone: 8226 1000	Name: Lynette Callaghan Telephone: (bus hours) 84476519 (after hours) Mobile: 0403602421 Fax: 8447 6519 Email: Lynette.Callaghan390@schools.sa.edu.au

Operating hours

Our long day care programs operates 50 weeks of the year, Monday-Fridays excluding Public Holidays.

Our Preschool Sessions operate from 9am – 4pm during school terms only. 5 sessions (15 hours) of preschool is offered to Preschool Children in their eligible year prior to commencing school. 4 sessions are offered to Aboriginal and/or Torres Strait Islander children and Children under the Guardianship of the Minister after their 3rd birthday.

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

Additional information about your service

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

Kalaya Children's Centre is an integrated DECD site with an Aboriginal focus long day care services for children aged 6 months-6 years and sessional preschool for 3-6year old children. Our long day-care program operates from 07:00 to 18:00 for 50 weeks of the year, closing for 2 weeks over the Christmas/New year period. Our preschool sessions are offered (full and half days) to eligible preschool children over 4 ½ days between the hours of 9am and 4pm – for 40 weeks in accordance with the South Australian school terms.

How are the children grouped at your service?

Children are grouped according to age with:

- Infants from 6 months of age to 2 years of age in our Kuranye room.
- 2-3 years of age enrolled in our Tooketja room
- 3-4 years of age enrolled in our Muna Kindergarten
- Children eligible for starting school in the following new year attend our Parto Kindergarten.

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

Nominated Supervisor: Lynette Callaghan

Indicate the number of educators currently registered in the service:

No. of educators: 17

Service statement of philosophy

Kalaya Children's Centre is an Aboriginal focused early learning site that works in partnership with families and the community. We endeavour to create a nurturing, holistic and integrated approach to education and care; we provide a play-based curriculum in a vibrant and flexible setting. We are here because we want to make a difference by creating stability and a nurturing, thriving environment for children.

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.

Quality Area 1: Standards and elements

Standard 1.1	An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
	Element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.
	Element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
	Element 1.1.3	The program, including routines, is organised in ways that maximise opportunities for each child's learning.
	Element 1.1.4	The documentation about each child's program and progress is available to families.
	Element 1.1.5	Every child is supported to participate in the program.
	Element 1.1.6	Each child's agency is promoted, enabling them to make choices and decisions and influence events and their world.
Standard 1.2	Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.	
	Element 1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
	Element 1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning.
	Element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program.

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths	<ul style="list-style-type: none">• There is a strong sense of community at Kalaya with a focus on relationships with children, families and community.• An Aboriginal focussed Centre available to all children and families to access.• An Individual learning plan (ILP) is developed for each child• Flexible learning program to allow for flexibility in following children's interests and individuality• Strong focus on cultural inclusivity and celebration of diversity• Regular termly evaluation of ILP's and programs in response to recording children's progress and meeting changing needs/interests• Our learning environment is a relaxed, nurturing and welcoming environment for children and families
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Key improvements sought for QA1

Standard/element 1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing and confidence as learners and effectiveness as communicators.	
	Identified issues	A focus on consistency in curriculum decision making between rooms and learning spaces to ensure learning opportunities are maximised.
Standard/element 1.2.3	Critical reflection on children's learning and development, both as individuals and in groups; is regularly used to implement the program	
	Identified issues	Engagement of all team members in the programming and planning for learning in each space to ensure consistency in assessment and reporting.

Improvement Plan

Standard / element	What outcome or goal do we seek?	Priorit y (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.1	Full involvement with the Aboriginal Family Literacy Strategy reading project throughout the whole Centre	M	Professional learning discussions/meetings on a regular basis.	All staff members take an ownership over the AFLS Project and full utilisation of the Kalaya Library.	30 th June 2018	
1.2.3	Kalaya Children's Centre Numeracy Scope and Sequence to be embedded in practice throughout the whole centre	M	Professional learning discussions/meetings on a regular basis.	Whole Centre engagement with the Kalaya Numeracy Scope and Sequence as a tool for teaching and learning.	30 th June 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.

Quality Area 2: Standards and elements

Standard 2.1	Each child's health is promoted.	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
Standard 2.2	Healthy eating and physical activity are embedded in the program for children.	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
Standard 2.3	Each child is protected.	
	Element 2.3.1	Children are adequately supervised at all times.
	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths	<ul style="list-style-type: none"> Any medical conditions, dietary requirements, allergies or religious obligations are displayed (with parent/guardian consent) in the kitchen and the rooms. First Aid Charts are displayed in each room. Both are noted in staff (including relief), student or volunteer induction processes. Community Development Coordinator on site to provide support and to target this support directly to families. Clear referral processes/options for children with additional needs. Strict adherence to the centre's 'Sick children and Infectious Illness' policy with clear processes in dealing with illness – regular reference to the "You've got What" book resource developed by SA Heath Centre immediately informs families regarding any infectious diseases through displaying notices throughout centre. Centre provides menu alternatives that support religious and cultural observations and/or food allergies. Above staff ratios are recognised when attending excursions, procedures in place relating to regular head counts (before, during and after any transition). Additional training provided includes: SMART (Strategies for Managing Abuse Related Traumas) and Dealing with Sexualised Behaviours in Schools and Centres, Aboriginal Ear Health training. Accident, Illness sheets completed with staff, parent and director as required. Social Worker employed on site in the Family Services Coordinator role – working closely with families
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Key improvements sought for QA2

Standard/element 2.3.2	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines	
	Identified issue	Promotion of Centre Infection Control Procedure to families. Staff to act swiftly (and consistently) on signs of illness – exploring alternative options for collection of children. Keeping emergency contact details updated and ensuring strict adherence to policy surrounding children displaying illness in relation to collection and also return to Centre (after medical clearance)

Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priorit y (L/M/ H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.3.3	Seamless processes and procedures in place in the event of even mild signs of illness	H	Staff to promote procedures to families and remind of responsibilities	Incidents of illness and spread of illness decrease	Ongoing	

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.

Quality Area 3: Standards and elements

Standard 3.1	The design and location of the premises is appropriate for the operation of a service.	
	Element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for their purpose.
	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
	Element 3.1.3	Facilities are designed or adapted to ensure access and participation by every child in the service and to allow flexible use, and interaction between indoor and outdoor space.
Standard 3.2	The environment is inclusive, promotes competence, independent exploration and learning through play.	
	Element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.
	Element 3.2.2	Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
Standard 3.3	The service takes an active role in caring for its environment and contributes to a sustainable future.	
	Element 3.3.1	Sustainable practices are embedded in service operations.
	Element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths	<ul style="list-style-type: none"> Newly refurbished indoor and outdoor learning spaces that are designed to engage every child in quality experiences in both the indoor and outdoor environment. Large indoor and outdoor spaces with program which allows equal access to both The Centre utilises and adheres to a rigorous process of Occupational, Health, Safety and Welfare practices through Business Manager established for all Department for Education and Child Development (DECD) sites. Resources are rotated, updated and maintained to reasonable levels to ensure maximising experiences for children Staff encourage and accept children's autonomy, initiative and active participation within the indoor and outdoor learning environments. Centre has a Sustainable Environmental Management Plan (SEMP) in place which identifies sustainable improvements Centre has full acoustic treatments and meets all Australian Hearing Standard recommendations.
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Key improvements sought for QA3

Standard/element 3.1.1	Outdoor and indoor spaces, buildings, furniture, equipment, facilities and resources are suitable for purpose	
	Identified issue	Shared outdoor play areas to be utilised in a way that supports both the babies and the toddlers growth and learning
Standard/element 3.2.1	Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both build and natural environments	
	Identified issue	Some areas of the outdoor environment to be revamped to ensure the engagement of every child in quality experiences.

Standard/ element	What outcome or goal do we seek?	Priorit y (L/M/ H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.1.1	Safety of all children in the shared outdoor area.	H	Structure the routines to ensure all children able to access age appropriate resources in the outdoor learning spaces.	Staff teams have a sense of confidence and satisfaction with the space and are able to work together to all securely focus on age appropriateness in the space.	30 th April 2018	
Standard/ element						
3.2.1	Adjustment to the outdoor learning and meeting place to ensure utilisation is maximised.	M	Obtain ideas and quotes for most effective options.	Identified area usage is maximised and complies with fall zone requirements.	31 st May 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 Area 4: Standards and elements

Standard 4.2.2	Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
Standard 4.2	Educators, co-ordinators and staff members are respectful and ethical.	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

Summary of strengths for QA4

Strengths	<ul style="list-style-type: none">• Centre is above the minimum educator-to-child ratios and qualification requirements• High morale and teamwork amongst our staff team that are respectful of each other.• Staff ensure that training and professional development opportunities are maximised and with information being shared
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Quality Area 5: Relationships with children

Standard 5.1	Respectful and equitable relationships are developed and maintained with each child.	
	Element 5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	Element 5.1.2	Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	Element 5.1.3	Each child is supported to feel secure, confident and included.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.	
	Element 5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	Element 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	Element 5.2.3	The dignity and the rights of every child are maintained at all times.

Summary of strengths for QA5

Strengths	<ul style="list-style-type: none"> • Staff are aware of our centre's agreed "Guiding principles of our work with young children" • Communication towards children has a happy, respectful tone. • Staff members support children to formulate their own ideas, opinions and conclusions. • Consistent strategies across the centre in assisting children to resolve conflict and frustration. • Staff members actively foster self-regulation and self-awareness by identifying and acknowledging children's feelings. • Children are given time to make expressions understood. • Children are assisted in developing their problem solving skills, which support them through life long experiences.
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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 Area 6: Standards and elements

Standard 6.1	Respectful supportive relationships are developed and maintained.	
	Element 6.1.1	There is an effective enrolment and orientation process for families.
	Element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.
	Element 6.1.3	Current information about the service is available to families
Standard 6.2	Families are supported in their parenting role and their values and beliefs about child rearing are respected.	
	Element 6.2.1	The expertise of families is recognised and they share in decision making about their child's learning and wellbeing.
	Element 6.2.2	Current information is available to families about community services and resources to support parenting and family wellbeing.
Standard 6.3	The service collaborates with other organisations and service providers to enhance children's learning and wellbeing.	
	Element 6.3.1	Links with relevant community and support agencies are established and maintained.
	Element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths	<ul style="list-style-type: none"> • Opportunities are provided for families to be involved with staff members 1:1 to monitor child's progress through the development of Individual Learning Plans, identity webs and/or feedback sheets. • Families are able to provide suggestions (through suggestion box) and any family initiated ideas are considered by or built upon by the Management Committee or if appropriate staff members. • All families are invited to attend our Centre's AGM and are actively encouraged to nominate for the Management Committee. • Our Community Development Officer leads the staff in working with external agencies as required and participate in research projects, forums and committees. • Strong links with other Aboriginal services through referrals, and participation in interagency committees, forums etc. • Kalaya Family Services Coordinator and/or Community Services Coordinator - engagement with families on a daily basis
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Key improvements sought for QA6

Standard/element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	
	Identified issue	Incorporating ideas and suggestions of families in relation to the learning spaces at Kalaya.
Standard/element 6.3.2	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.	
	Identified issue	Consistency across the Centre and involvement with the Family Services Coordinator and Community Services Coordinator at Kalaya.

Improvement plan

Standard / element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.2 6.3.2	Develop areas in outdoor learning spaces to incorporate Dreaming stories	H	Continue discussions with Aboriginal Elders to identify areas of the outdoor learning spaces for the Kurna learning area...	Use of area fully utilised to transmit cultural knowledge to children.	Ongoing	

Quality Area 7: Leadership and service management

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

Quality Area 7: Standards and elements

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.

Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<ul style="list-style-type: none"> • Governance body of centre in the form of a Management Committee with a strong focus on continual improvement. • Permanency and long term contracts have been obtained for most staff members. Stable long standing staff team. • Training and professional development are recognised as a priority at the centre and is on-going. • Our Centre has participated in numerous site self-assessment and quality improvement processes including: DIAf and NCAC Accreditation processes. • Staffing allocation is carefully planned taking into consideration staff attributes and continuity of care.
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Key improvements sought for QA7

Standard/element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	
	Identified issue	Timeliness of PDP's for all staff members.

Improvement plan

Standard / element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.2.2	Comprehensive records of staff performance development plans in place	M	Engage with ongoing process to ensure all staff members have formal PDP as required.	Update to date on system and reminders limited – Director to be in a proactive mode.	30 th April 2018	