



2019 Quality Improvement Plan

Sturt Street Children's Centre
Felixstow 1 Portfolio



Government of South Australia
Department for Education

2019 Quality Improvement Plan
Sturt Street Children's Centre
Latest version: May 2019

Service details

Service name	<ol style="list-style-type: none"> 1. Sturt Street Children’s Centre for Early Childhood Development and Parenting 2. Sturt Street Community Child Care 		
Primary contacts at service	Alison Wells – Director Jillian Richardson – Assistant Director		
Service approval number	<ol style="list-style-type: none"> 1. Department for Education - Service Approval no. SE-00011002 2. Sturt Street Community Child Care - Service Approval no. SE-00012158 		
Contact and Location Details		Provider and Supervisor Details	
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Telephone	8231 3100	Approved Provider	<ol style="list-style-type: none"> 1. Department for Education 2. Sturt Street Governing Council – Chairperson
Mobile	0400 207 270	Telephone	<ol style="list-style-type: none"> 1. Department for Education 2. Governing Council Chairperson - ph.8231 3100 (Children’s Centre no.)
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Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	7:45am	7:45am	7:45am	7:45am	7:45am
Closing time	18:00pm	18:00pm	18:00pm	18:00pm	18:00pm

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.	There is only 15min parking outside the front of the school during pick up and drop off times – it then goes to 2 hours. The preschool does not operate during school holidays. The preschool has a closure day each term – dates to be set.
How are the children grouped at your service?	We have 2 family groupings of 0-3 year olds; the kindy children (3-4 year olds) are integrated with our preschool children (year prior to school).
Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. Cheryl Smith, Nominated Supervisor)	Alison Wells (Director) – Nominated supervisor

Statement of philosophy

We believe all children have the right to be successful learners in a positive educational environment where they feel safe, secure and supported. Partnerships with families, educators and the wider community will enable our service to provide a fun, caring and high quality educational environment which is fundamental to all children's growth and development. We foster a culture of inclusion, where children and family needs, interests and cultural beliefs are respected, acknowledged and supported. Our service is also a sustainable business based on financial viability, quality improvement processes and sound management systems. This builds our reputation as an employer of choice – a place where dedicated and committed educators are motivated to stay, constantly improve, reflect on their practices and show pride in their achievements.

Families

We believe that building trusting, positive relationships with families and having open communication about children's learning is paramount to the wellbeing and development of each child. We respect, acknowledge and support families in their parenting role and practices. We encourage family involvement within our centre and believe that working in partnership ensures the best possible outcome for children. We welcome and respect the diverse cultures, values and beliefs within our community and strive to be inclusive of all families.

Children

We recognise the individuality of each child and the importance of play in the early years. We believe that all children are capable, powerful learners who learn through social experiences with their peers, educators and the environment. We aim to develop healthy attachments so that children feel secure and supported and can thrive in our learning environment. We acknowledge that all children learn in different ways, at different times, and have individual strengths. It is through cultivating these strengths that we provide a solid foundation which will assist children to meet challenges and promote successful learning across their lifetime.

Educational program

We provide a flexible program that caters for all learning styles. Our program fosters children's rights to be curious and enthusiastic learners, to have fun, and to learn to challenge their own abilities. We believe it is important for our program to be flexible and use every day experiences and interactions to build on individual strengths. Our program acknowledges the importance of social learning across different age ranges – we support seamless transitions between the age groups at our service and also support transition to school for children when they leave our service. We document children's experiences and learning and share this with children, families and educators within our service.

Educators

Educators are the most important asset to our service. We believe it is important to respect and value all educators and recognise their skills, knowledge and experiences. Educators need a strong respectful support base, and open communication to be successful. All of our educators undertake professional development, utilising up to date research to reflect on and build their practices.

Environment

We aim to create a place of belonging that empowers children to learn and grow. We provide a safe, stimulating, welcoming and nurturing learning environment that provides for active, physical, creative, sensory, messy, peaceful and social play. Our play spaces encourage children's play, curiosity, exploration, enthusiasm, creativity, appropriate risk taking and extend individual interests. Our environment reflects sustainable practices, cultural diversity and enables inclusion of all learning capabilities. Our environment as part of a school site, with a broad focus on child development, education and parenting, promotes a culture of learning and seamless transitions.

Strengths Statements

Strength statements reflect site practices that are determined to be of high quality examples of practice against each quality area. They are based on your reflections and reviews. The strengths statements are an opportunity to highlight the exceeding themes in practice.

- Practice is embedded in service operations
- Practice is informed by critical practice.
- Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1 – Strengths Statement – Educational program and practice

We value children's voice and view children to be capable, competent and facilitators of their own learning. We embrace every child's individuality and culture, supporting children independently based on their particular needs and interests. We cultivate children's sense of agency and dispositions to be resilient, persistent and confident learners. We explore the concept of emotional literacy- understanding ourselves and each other; empowering children to cope and manage on their own, providing children with the tools to be empathetic, compassionate and responsible citizens.

We believe children learn best through play, discovering and exploring the world around them fostering independence, curiosity, wonder and the belief to be successful lifelong learners. Play is an opportunity for children to learn in an engaging and fun filled environment, providing opportunities of learning through an inquiry lead curriculum in conjunction with the Early Years Learning Framework, RRR, DECD Numeracy and Literacy Indicators, the Child Protective Curriculum and the National Quality Standards (NQS). Children are encouraged to take ownership of their own learning journey as they navigate and investigate their learning through real life experiences, nature, sustainable practices, risk taking and sensory experiences. We are strongly inspired by the Reggio Emilia approach to learning and value the environment as the Third Teacher. We provide open ended experiences, supporting STEM concepts, imagination and creative thinking through visual and performing arts. Opportunities for deep dialogue, research, repetition and extension are embedded in the curriculum through intentional and incidental learning opportunities throughout the day, welcoming children's questioning techniques and critical thinking.

Data is collected from families at enrolment about their child and family i.e. interests, culture, developmental/learning needs, which is used to plan for children; routines reflect the developmental needs of individual and group needs; documentation includes jottings, learning stories, floor books, displays, community book and daily reflection books. Children are discussed at the team and leadership meetings to identify and support needs and becomes part of future plans. These meetings are also used as Professional Learning Communities (PLC) to critically explore ideas and concepts that will improve outcomes for children's learning and development. Each child has a portfolio that is their learning journal and is accessible to children and their families. In addition, there are many opportunities (formal and informal) for families to discuss their child's learning and development i.e. parent/teacher interviews and social occasions.

Primary caring supports children in their wellbeing/emotional needs and is a high priority at the Centre from enrolments, transitions, and relationship building. Many educators in the 0-3 have completed an infant mental health course which has supported the understanding of the circle of security and importance of healthy attachments for children's learning and development. Routines are reviewed at team meetings to ensure they support/maximise children's needs.

Quality Area 2 – Strengths Statement – Children’s health and safety

Policies and procedures are in place and accessible to all staff regarding WHS to keep children safe/healthy. Mental health has been a focus for both staff, children and their families. The BeYou committee includes staff and parents who meet regularly to develop plans that support children, staff and families. These plans are reviewed regularly to determine the success of the actions i.e. PD is provided to staff about mental wellness and psychological survey’s are sent to collect data as to how staff are feeling with actions developed. Physical health and activity is also promoted.

All permanent educators have current first aid and asthma and anaphylaxis training.

Security of children is a priority with families signing in/out and staff developing plans to ensure children are accounted for as they come in/out due to the large outdoor play space in kindy/preschool; and clear procedures for releasing children only into the care of authorised people.

Educators conduct a daily check of the environments and equipment prior to use and report any concerns; in addition, a more detailed WHS check occurs quarterly; and an annual playground inspection occurs by a suitably trained person.

Additional educators employed at the beginning of the year to support children/families transitioning into care and building awareness about particular children’s needs i.e. allergies, illness, additional needs, sleep/rest needs, cultural/family information.

SIDS recommendations are followed and have formed part of the Centre’s policies/procedures. These are reviewed annually.

First aid kits are checked annually by St Johns and checked each term by WHS reps. Equipment replenished as required.

Family enrolment packs include information on nutrition, medical conditions, and illness policies.

Risk assessments are undertaken by educators for in/outdoor spaces and with new equipment and excursions with the children as required. These are discussed at team/staff meetings and reviewed.

The Centre uses *Staying Healthy* as a guide and information sheets are sent to parents when there are confirmed cases of illness and pinned up so families can see when the illness has occurred, in which group and how many cases.

Nutrition policy and menu is reviewed annually by families, educators and nutrition experts. Food handlers are all trained every 2 years and the cook trained annually in food safety. Information is available to families.

A review of chemicals/cleaning products was undertaken to reduce the chemicals used and use less toxic products.

Spaces are available at the service for mothers to breastfeed and is promoted.

Dental professionals attend the service annually to discuss and dental hygiene and care with children and check teeth (with parental approval).

The Child and Youth Health (CYH) Nurse is onsite weekly (Tues and every second Fri) and can support families with concerns of health and development and support with any additional referrals. CYH runs *Getting to know your baby* program each term. Families can also receive support with the Family Practitioner (FP) and Community Development Coordinator (CDC). These groups (including educators) all work together to ensure families who require additional care receive the additional support with a holistic mindset.

Children are included regularly in the daily safety check in the mornings with tongs, bags and given an opportunity for discussing the land of the Kurna people.

Quality Area 3 – Strengths Statement – Physical environment

Understanding of the value of composting is extended when children move to the three to five room. Older children are supported by the cook to take the service's food scraps to the compost tumbler in the outdoor area and this enables them to learn about composting through active engagement in the process. The compost is used on the garden beds and children have the opportunity to observe and discuss this practice with the gardener.

Other sustainable practices implemented include:

- use of irrigation systems to water garden beds around the service including the SAKG raised garden beds
- using rain water from tanks to supply water for the garden
- fitting of water saving taps in the bathrooms

The outdoor play space was redeveloped as part of the DECD preschool outdoor learning project in 2015. Children, families and the wider community were engaged in the design of the environment with the intention of creating a natural space that enhanced children's curiosity and experience in play. The outdoor area for this age group is shared with the school. It includes: a sandpit covered with a fixed shade structure; a creek bed created with rocks and mud allowing for mud and water play; borders created with reeds and tree logs of varying heights and widths which children can step along; paving stones leading to a board walk which takes a curved path to a play platform and swings with several logs and large rocks weaved into the environment in this area; a raised tiered deck which provides seating; an area of lawn; paved paths which border the play space and provide an appropriate surface for riding bikes; a native garden; many raised garden beds that comprise a Stephanie Alexander Kitchen Garden around perimeter fencing; several large trees which provide significant shade as well as smaller trees. The premises, furniture and equipment are safe, clean and well maintained. The service is cleaned every evening by the contract cleaners who also clean the school. Additional cleaning (e.g. windows, carpet, and couches) is arranged as needed. A maintenance person is available two days a week to deal with minor maintenance. Major maintenance requests are managed by Spotless. A preventive maintenance schedule is also in place. In addition, to completing daily hazard checks and termly audits, a comprehensive playground inspection occurs annually by the maintenance person who is trained to undertake this assessment.

Educators use the environment effectively to promote independent exploration and self-initiated play. Areas are organised in ways that promote interest and curiosity - this is further supported by educator interactions with children. For example, musical instruments set up on a rug on the decking outdoors with educators available to children to explore how to make sound with the instruments; encouraging, modelling, commenting and singing; and large construction blocks set up on a mat area with engagement from Educators to scaffold and offer provocations and props as children create and re-create structures together. Arrangement of furniture and play materials creates designated physical spaces for sustained play (e.g. exploration of cause and effect toys, construction with wooden blocks, imaginative and

sociodramatic play) and allows children to move freely from one play experience to another supporting both exploration and engagement in learning. The placement of furniture/equipment also supports ease of movement to and from bathrooms and in the kindy/preschool room to and from the group time room. Furniture and equipment is portable and allows flexibility in changing the arrangement of the indoor play space. To ensure that the needs of all children are met, particularly those who experience sensory issues, educators seek advice from experts (i.e. support services staff, OT's) as to how best to support children with specific needs in regard to the arrangement of the indoor environment.

Resources are easily accessible to children and presented in an aesthetically pleasing and organised manner for ease of selection and to promote exploration and engagement. For example, in the under three room, stacking toys are placed on a large mat in one area of the room and cause and effect toys are placed together on another mat in another area of the room. In the kindy/preschool, clay is presented on individual black place mats on a table with adjuncts presented in small containers. Outdoor area resources are strategically placed supporting children's engagement in both exploration and play. The Eastern Garden provides children with an opportunity for nature play i.e. mud play. Resources in both the indoor and outdoor area are sufficient in number, open-ended providing for varying levels of challenge and multiple uses, and are supportive of interactive play amongst small groups of children. Children engage in sustained play in both the indoor and outdoor environment, using materials in ways that are meaningful to them. Educators are attuned to children's play and offer additional resources and provocations to extend learning and where necessary.

Sustainable practices are embedded in service operations and there is a commitment to caring for the environment and contributing to a sustainable future which is also reflected in our philosophy, as well as the operation of the whole site i.e. Children's Centre and school. For example, the school has established a Stephanie Alexander Kitchen Garden (SAKG) in raised garden beds in the outdoor environment. These garden beds are located in the space which is shared by children attending the service and school. This creates opportunities for children at the site to learn about growing and harvesting produce that can be eaten. The cook is also employed to implement the harvesting, preparing and sharing elements of the SAKG program with school children. Children place food scraps from their meals and snacks into composting containers. Educators support younger children with this task and they talk to children about the scraps being composted. This supports a growing understanding of sustainable practices such as

- using natural light in preference to artificial lighting
- running air-conditioning at optimum efficiency
- drying washing on washing lines unless the weather does not permit
- recycling paper towel from the bathroom; the cleaner ensures that the paper towel is emptied into the site's recycling bin
- recycling or reusing paper
- families' donations of recyclable materials for craft and collage (e.g. boxes, cardboard cylinders)

- recycling bins through site

A butterfly garden has also been a project undertaken by the Environment committee. Plants attracting butterflies have been planted as a part of a project by the Committee.

When thinking about the environment, the Reggio philosophy has inspired new ideas for our spaces that are developed. This is seen in both the under and over 3's sections.

Promoting STEM practices has been a focus with a year long inquiry focus with educators continually working to improve the aesthetics of the environment to promote engagement, exploration and stretch children's thinking.

Educators critically reflect/evaluate their programs, including spaces, routines, learning materials, and engagement of children in team meetings, programming sessions.

Quality Area 4 – Strengths Statement – Staffing arrangements

Staffing arrangements support the effective functioning of the service in the provision of a high quality learning and care environments for children as well as community and family support programs offered. Leaders of the service meet regularly - Early Year's Director, Assistant Director, FP, CDC, Principal, Deputy Principal and Out of School Hours Care (OSHC) Director. This facilitates effective communication between the respective services across the site and a collaborative approach toward meeting the needs of children and families. The Centre has an Assistant Director and 3 team leaders who support and oversee learning and development. The Assistant Director takes the lead at the service during the school holidays. The Centre employs an administration officer and finance officer who work across week. The cook holds both professional cook qualifications and a Certificate III in early education and care; she prepares meals for children and contributes to the SAKG program at the school. As a Children's Centre the service also offers community and family support services; the FP who is employed 2.5 days a week and CDC who is employed full time take responsibility for these programs.

Educators who are responsible for design and delivery of the educational program for children under three work in two teams. Educators are all qualified and many have extensive experience in child care settings. A primary care model is embedded into the Centre. Educators work cooperatively to implement the primary care model and interactions between educators and children highlight how the model is effectively implemented with children, using their primary carer as a secure base and other children demonstrating confidence in exploring their environment and interacting with all educators. The preschool program is integrated with the long day care program for three to five year olds offering continuity of learning and care within the same environment. Two early childhood teachers (ECTs) are employed to design and deliver the preschool program for children aged four to five years. They are assisted by an early childhood worker (ECW). Two educators, one a team leader, have primary care responsibilities for children aged three to four and ensure that children's routine needs are met (e.g. toileting, sleep). Although educators have defined roles they collaborate effectively to ensure that the program for three to five years olds is integrated and is engaging for all children. Thoughtful staffing decisions are also made to support transitions for children. This includes running a 3 year old program to support the transition across to the kindy and providing inclusion support for children, to ensure they feel supported and safe.

Regular relief ECTs and educators are employed across the service to fill in for absences and provide continuity of care.

Educators at the service are guided in their practice, interactions and relationships by the service philosophy and the National Quality Standard (NQS). The philosophy is reviewed annually by educators and families to ensure the commitment to achieving the service's vision for children, families and the broader community is relevant. Educators are supported in their ongoing professional development in a way that enables the service to meet the NQS at a high level. The Early Childhood Australia (ECA) Code of Ethics is also influential in guiding educators in their practice. The ECA Code of Ethics is reviewed during staff meetings to support reflection about their ethical responsibilities

as early childhood professionals and in this respect the code contributes to educators' professionalism and commitment to creating a safe predictable environment for children. The Australian Institute for Teaching School Leadership (AITSL) Professional Standards for Teachers are an important tool for ECTs professional accountability and reflection on their own ongoing professional development.

The Centre has a respectful learning community and a culture of high expectations that foster high quality practices and ongoing continuous improvement. Educators work effectively using their strengths and skills in complementary ways to enhance practice and seek support of the team i.e. Director, Educational leaders and the CDC and FP to provide appropriate support to families. The team works together and is supportive of each other and the unique strengths and skills each one brings to the service.

Educators are encouraged to lead in aspects of their work and have ongoing opportunities to be challenged in their knowledge and understanding of best practice. For example, our Quality Improvement Plan (QIP) indicates the commitment for all educators working with children under three to complete infant mental health training to strengthen educators' capacity in primary care practices and developing secure attachments. Educators have many opportunities to engage in professional learning and critical reflection. Staff meetings that involve all employees at the service are scheduled monthly. Fortnightly team meetings are also scheduled to discuss some admin, children and families, programs and a training component. Staff meetings begin with a broad focus on the service and then shift to a team focus (i.e. under three team and over three team) with the CDC and FP alternating their engagement with each team. Professional development meetings run for two hours and deal with a range of professional learning topics that support continuous improvement, for example, the BeYou and RAP groups. These groups further support improvements in wellbeing and cultural competence. Surveys to both families and staff inform Centre directions and PD. An analysis of the data supports a focus on staff wellbeing and ways we can provide a culturally safe and inclusive environment.

Quality Area 5 – Strengths Statement – Relationships with children

Building and maintaining respectful relationships that foster a sense of security and belonging amongst children and families underpins the Centre's philosophy and is effectively facilitated by the practice of primary care. Educators' interaction with children and their families reflect secure attachments with children and responsive respectful relationships with both children and families. Primary carer's are emotionally and physically available to children in their primary care group and other children who use educators as a secure base and confidently exploring their environment. The primary care relationship is not exclusive; all educators are responsive to children and children confidently approach educators other than their primary carers in a range of situations (e.g. to share their achievements, to seek assistance). Educators have a commitment to building trusting relationships with families based on open communication, responsiveness to families' values and beliefs and support for families in their parenting role. To support parents and children, educators change rosters to enable the child's primary carer to be available to the child and parent especially when new to the Centre. This supports the child to settle into play more easily and enables families to leave without being distressed. Educators also discuss strategies with families about how best to help children settle such as talking to the child about the day ahead and what to expect. Children's emotional and social needs are well supported at the Centre. For example, children who transition to the kindy are able to visit the under threes room to enable them to play with friends especially if they need support to settle into their new environment. In the kindy room there is an intercom with a camera that allows a view into the space between the room and the outer door. Children who experience any distress when their families leave are supported by educators to use a step to climb on a bench so they can see their parents leave. Educators' skillfully engage children in meaningful and open interactions that both contribute to the acquisition of skills for life and learning and enhance confidence. Educators have conversations with children related to their play (e.g. socio-dramatic play, construction), their home life (e.g. discussing a having a new baby in the family) and their preferences including the things they enjoy doing and the foods they like eating. Educators make the most of opportunities to sit with children during snack and lunch time and engage in relaxed and playful conversations.

Inclusiveness and sense of belonging are promoted through educators supporting children's independence, choices and being aware of their emerging abilities and continuously supporting children's curiosity and enhancing both skills and confidence. In addition, educators facilitate inclusiveness and sense of belonging by promoting children's social and emotional development and involvement in sharing the responsibility for caring for their environment (e.g. helping to packing things away) as well as supporting their entry into play. Educators are also sensitive to and respectful of children's individual backgrounds and actively plan to create an inclusive environment for children through catering for their interests and abilities and facilitating inclusion support.

The play environment is organised to facilitate opportunities for children to work with, learn from and help peers. Collaborative learning opportunities are extensive. Resources are plentiful and presented in a way to facilitate use by groups or individuals. Educators encourage and support children to work collaboratively and are responsive to children.

The Centre has a comprehensive Interactions guidance policy which addresses the unique developmental needs of infants, toddlers and preschoolers. The foundation of the policy is children's rights and provision for those rights through acknowledging and validating children's feelings and supporting their ability to express and regulate their emotions. The policy is clear that this is achieved through sensitive educator child interactions and creating an environment that promotes a sense of belonging and attachment and caters for children's learning needs. As noted, educators practise primary care and respond sensitively to children and their needs. In addition, educators create an environment, through organisation of materials and routines to support children to engage in sustained play which limits occasions when children need guidance and or support to communicate effectively to resolve conflicts. When necessary educators use positive guidance appropriate to the child's development to support them to manage their behaviour and resolve conflicts.

Quality Area 6 – Strengths Statement – Collaborative partnerships with families and communities

Each child enrolled at the service is allocated a primary carer. The primary carer is responsible for arranging transition visits to occur two to three weeks prior to the start date. Although negotiated in advance there is flexibility around transition visits which enables responsiveness to children's needs. A minimum of three visits is encouraged for children enrolling in the preschool and additional visits are encouraged to support the child's successful orientation if necessary. Primary carers support children and families to settle into their new environment by spending one on one time with the child and family to get to know them and build a bond before the transition is complete. Families are asked to complete a Learning and Care Plan which identifies families' aspirations for their child's learning as well as information about routines, the child's interests, cultures and how they manage their emotions. This enables educators to be responsive to children and more effectively support them as they settle into the Centre. Families are well supported through the enrolment and orientation process. Families are shown around the entire site including the location and operating times of the onsite CaFHS consultation room. They are also provided with a copy of the current terms community development programme. Families are offered a range of opportunities to be actively involved at the service. Families' involvement at the service includes their participation in the program through activities such as cooking with children or reading stories to children. The service often seeks the support of families for specific projects and families often offer their support. Families also bring in resources for use at the collage table and offer expertise in various ways i.e. WHS expertise. The Centre also schedules social occasions for families which offers them an opportunity to come to the Centre, chat with educators and meet their children's friends and families. The Centre distributes a family survey annually which seeks feedback on their satisfaction, using the quality areas as the basis. Families also have extensive opportunities to contribute to service decisions and they are encouraged to do so by educators. For example, families are invited to review service policies, the philosophy and QIP and provide feedback. Families are also welcome to attend the service's Culturally Inclusive Action group meetings with invitations and dates advertised in the site's newsletter. The Centre also has an Early Learning Centre (ELC) Advisory Committee with family representation which meets regularly and makes recommendations to the site's governing council about the operation of the Children's Centre. Families are also welcome to join the governing council. Comprehensive and current information about the Centre is provided to families in a range of ways. For example, the service distributes a regular newsletter and there are extensive displays around the service about children's involvement in the program, including floor books, which are complemented by other displays that provide important information about influential curriculum drivers such as primary care, the EYLF and literacy and numeracy indicators. The site also has a Facebook page which provides families with updates about the community programmes offered at the Centre.

Families are actively supported to provide information about their child during the enrolment and orientation process through discussions with educators about their child's needs and completion of a Learning and Care Plan. This information supports educators to respect families

aspirations for their children, enables continuity in routines, and influences curriculum decision making and specific planning for individual children.

Primary carers engage families in informal discussions about their child's learning on a daily basis. This provides opportunities for an ongoing exchange of information to support children's wellbeing. Families are actively encouraged to view their child's portfolios and discuss their child's learning and development any time. Families also have the opportunity to take their child's portfolios home and provide feedback about their child's learning and development at the service for educators. Educators work in partnership with families to write individual development plans for some children to support goals related to an aspect of development or providing ongoing support for children with an identified disability. Families of preschool children are invited to parent teacher meetings each year. This offers an opportunity for families to discuss their child's progress with educators and share learning goals they have for their child.

The Centre has a CDC and FP who collectively develop a community programme to support parenting and family wellbeing. This involves collating information about services available in the community as well as planning and delivering groups and training or arranging workshops and training delivered by other professionals. The community programme includes: dates for CaFHS consultations and a telephone number for bookings, links to helpful websites (e.g. Parenting and Child Health Network, Autism SA, Nature Play SA), information about a range of playgroups that might meet specific needs of community members (e.g. multicultural playgroup, Korean playgroup), playgroups organised and run by the CDC (e.g. Dad's outdoor playgroup, music based baby playgroup, literacy based playgroup), parenting programmes delivered over several weeks (e.g. Bringing up Great Kids, Circle of Security Parenting Programme), one off parenting workshops (nature play) and one on one support targeted to at risk families delivered by the FP.

The community programmes run by the CDC and/or FP are developed in response to the AEDC data for the Adelaide area. This data tracks the main areas of vulnerability for children within the CBD and surrounding suburbs who make up the cohort accessing Community Programmes. The 2018 data shows an increase in vulnerability in two or more areas in the domains of Physical Health and Wellbeing, Social Competence and Language and Cognitive Skills. By using this data to inform the Local Assessment of Needs (LAN) for this site, these areas of vulnerability can be targeted and activities focused on improving outcomes for children. For example, playgroups which instigate outdoor activities and develop gross motor skills, alongside those which focus on literacy and language activities, in partnership with other agencies such as the Multicultural Communities Council of SA and Adelaide City Council, provide support for families who may be isolated or challenged due to language barriers or high rise living. The AEDC is also able to provide data which tracks the community's strengths, such as a high proportion of children attending preschool/kindergarten and an increase in the percentage of children on track in emotional maturity. As with the areas of vulnerability, we can use these strengths to inform planning and provision of services.

Included within the LAN tool are strategies which, when implemented, meet requirements of the Children's Centres Outcomes Framework. Among these is the ATSI specific outcome: Aboriginal and Torres Strait Islander children are safe, healthy, culturally strong and confident.

The CDC and FP work within the Centre and the community to finalise and instigate our Reconciliation Action Plan, build and add connections to Elders and to invite Elders and community to participate and pass on culture within our Centre.

Collaboration with community, NGOs, other Government Agencies and services and provision of outreach programmes and activities supported by the CDC and FP ensure that knowledge about and care of families and children within our service area leads to meaningful engagement and positive outcomes.

The FSP, CDC and CaFHS nurse who consults on site work closely together to support families. For example, the CaFHS nurse may refer families to the FP for support and the FP or CDC may refer families to access child care and/or other services within the community.

Quality Area 7 – Strengths Statement – Governance and leadership

There is positive organisational culture in which a strong professional learning community has been established. The positive organisational culture at the service underpins educators shared commitment to professional reflection and continuous improvement and strengthens relationships with children and families and outcomes for them. Governance arrangements support this commitment. The Centre has an ELC Advisory Committee which is comprised of the Director, Assistant Director, Staff rep, CDC, and family representatives. The ELC Advisory Committee meets twice a term before the site (i.e. School, Children’s Centre and OSHC) governing council meets. The ELC Advisory Committee makes recommendations to be ratified by the governing council; recommendations are presented to the governing council by the Director. The CDC, a preschool representative and ELC representative all attend governing council meetings. Induction processes for new educators are comprehensive and support establishment of professional relationships that facilitate positive outcomes for children as well as an understanding of the organisational culture of the Centre and the broader context of the school and service as a community. New educators receive an induction handbook and checklist to support them through the process. They are also mentored into their role. If the educator’s role is within the under three room the relevant team leader and Assistant Director who works with children are assigned as mentors supporting the educator to settle in. The assistant director/educational leader provides support in relation to planning and programming processes. ECTs are mentored by the Director and supported by other ECTs and educators to orientate themselves to routines. The Director/Asst Director meets with new educators to discuss how they are settling in and to identify any supports they might need to undertake their role effectively. The Director communicates with the Assistant Directors and team leaders to ensure that any supports required are put in place. There is a stable staff team at the Centre which includes regular relievers. The distributive leadership approach offers educators ongoing opportunities to be challenged and apply their strengths contributes to the stability of the staff team. Educators have regular rosters and this along with the primary care model implemented at the Centre provides continuity and predictability for children and families. The Assistant Director is the Educational Leader for the ELC and one of the two ECTs is the Educational Leader for preschool/kindy educators. Critical and reflective discussions at staff/team meetings support the establishment of clear goals and shared high expectations for teaching and learning.

There is a culture of continuous improvement amongst educators at the Centre and a systematic approach to the self-assessment process. This includes surveying families and identifying strengths and areas for improvement based on their feedback. All staff are engaged in the process of reviewing family feedback and evaluating the existing QIP at staff meetings. The ongoing review of the QIP is a standing staff meeting agenda item.

Performance and development planning ensures educators gain feedback and are able to reflect on their work with children. Educators are asked to identify their strengths against each of the NQS quality areas and identify goals and strategies to support their ongoing professional

learning. Educators are expected to set goals that relate to their professional interest and strengths and identify how this will support achievement of Centre and/or Dept priorities.

Administrative systems enable the effective management of the Centre and contribute to continuous service improvement. The service makes use of the DECD Early Years System (EYS) for enrolment administration and referrals for support services for preschool children. EDSAS is used for preschool accounting purposes. Confidentiality is ensured as the service's computers are password protected and EYS and EDSAS can only be accessed with a username and password. DECD have several other systems which support the effective management of the service such as work health and safety, facilities management and human resources. Spike is used to manage long day care enrolments, bookings, bills and receipting. Spike enables generation of reports for a range of purposes including emergency contacts, immunisation and children's dietary and health needs. MYOB is used to manage payroll. Records of a sensitive nature are stored securely. Records are archived yearly in accordance with legislative requirement. A disposal schedule is in place. The Centre is aware of the need to notify the regulatory authority about changes to service operation, serious incidents and complaints alleging breaches of legislation. Educators are committed to working collaboratively with families and they consult families and their contributions are valued. The Centre's commitment to developing respectful relationship with families ensures minimisation of grievances and complaints and any escalation of these. Families are comfortable approaching educators at the service with any issues or concerns they have and their concerns are addressed at the time they are raised. The service has a parent grievance policy which is displayed for families and is based on the Dept Parent Complaint Policy – A Guide to Raising a Concern or Complaint. The Centre's parent grievance policy clearly outlines the processes that will be used to address any complaints. The service has a comprehensive range of policies and procedures to guide practice and ensure children's health and wellbeing. Policies are reviewed regularly with input from educators and families.

Improvement Inquiries

1) How can we create learning environments that promote literate learners?

Rationale	The AEDC data has identified an increase in vulnerability for Children in the CBD in the area of speech and language. The level of vulnerability has risen by 6.6% from 2015 to 2018 in the CBD and is 2.1% higher than the State average. Together with this data, we are increasingly requesting support through the Department's support services and/or referring families to independent speech therapists.
Standards/Elements	QA1 – Educational program and practice 1.1 Program – The educational program enhances each child's learning and development; 1.2 Practice – Educators facilitate and extend each child's learning and development; 1.3 Assessment and planning

Actions	Data	Success Measure	Reflections on Progress
<p>1. Provide educators with Literacy PD to build greater capacity for creating literacy rich environments.</p> <p>2. Intentional teaching – planning for literacy opportunities within inquiry projects/curriculums</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Create an environment audit of literacy opportunities <input type="checkbox"/> Use RRR - active learning scale to determine how educators extend children in literacy in terms 2 and 4 (video) <input type="checkbox"/> Plans reflect a high level of intentional teaching opportunities for all children <input type="checkbox"/> Check progress against the Preschool Literacy indicators <input type="checkbox"/> Perception data (learning stories) of children’s confidence and engagement with literacy <input type="checkbox"/> Educators critical reflection/evaluation of curriculum <input type="checkbox"/> Tracking reception data to inform back 	<ul style="list-style-type: none"> <input type="checkbox"/> Review/reflect on the data and make the changes required to enhance the literacy environment <input type="checkbox"/> Use RRR data to identify/compare changes (terms 2 and 4) <input type="checkbox"/> Increased opportunities for children to engage – intentional teaching and learning environment <input type="checkbox"/> Analyse and critically reflect on the learning examples of children i.e. learning stories <input type="checkbox"/> Increase level of engagement with literacy opportunities <input type="checkbox"/> Increased competency and confidence of educators to identify the pedagogical change 	<p>.</p>

2) How can we embed physical wellbeing across the entire Centre?

Rationale	The AEDC data has identified an increase in vulnerability for Children in the CBD in the area of physical health. The increase of vulnerability from 2015 to 2018 in the CBD has risen by 6.9%, and is also higher by 1.6% than the State average. Given that many of our families live in apartments in the city, children may have decreased opportunities for outdoor play. Together with this, we are increasingly requiring support for children in this area and referring families to occupational therapists.
Standards/Elements	QA3 – Physical environment 3.1 Design – The design of the facilities is appropriate for the operations of a service; 3.2 Use – The service environment is inclusive, promotes competence and supports exploration and play based learning.

Actions	Data	Success Measure	Reflections on Progress
<p>1. Review outdoor facility to identify how spaces are used and how they could be enhanced to encourage physical activity</p> <p>2. Provide and facilitate outdoor programmes and activities that encourage physical challenges and engagement with natural elements.</p> <p>3. Organise incursions with Nature Play SA to support children’s physical development and build capacity of educators to create interesting environments which encourage physical</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Time samples in both under and over 3’s section to identify where children are playing and how the space is being used <input type="checkbox"/> Analyse perception data (learning stories) and reflect on children’s involvement using RRR – active learning scale <input type="checkbox"/> AEDC Data 2015-2018 significant increase in vulnerability in Physical Health and Wellbeing domain. Adelaide City Council & Census data indicates high % of families living in apartment accommodation in CBD <input type="checkbox"/> Parent survey 	<ul style="list-style-type: none"> <input type="checkbox"/> Use data to critically reflect on the environment and make changes to inspire physical use of outdoor spaces - all outdoor spaces are utilised <input type="checkbox"/> Parents and educators report an increase in children’s gross motor skills. <input type="checkbox"/> Families engage comfortably in outdoor and nature based activities. <input type="checkbox"/> Children, parents and carers become less risk averse and use nature and outdoors as a positive learning environment. 	

<ul style="list-style-type: none">□ Intentional teaching – engagement of outdoor play experiences	<ul style="list-style-type: none">□ Plans are developed to increase opportunities to engage in outdoor play	<ul style="list-style-type: none">□ Increase in purposeful plans are developed to increase play opportunities which inspire physical activity	
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3) How can we strengthen these relationships and maintain ongoing engagement?

Rationale	We have seen a greater number of families referred to the Centre through the Children’s Centre that require support with parenting due to their mental health; isolation (international families) and children lacking in both social competence and emotional maturity. Both social competence and emotional maturity was recognised from the AEDC data has having an increase in ‘developmentally vulnerability’ and ‘at risk’ in the CBD and both higher than the State average.
Standards/Elements	QA6 – Collaborative partnerships with families and communities 6.1 Supportive relationships with families – Respectful relationships with families are developed and maintained and families are supported in their parenting role. 6.2 Collaborative partnerships – Collaborative partnerships enhance children’s inclusion, learning and wellbeing.

Actions	Data	Success Measure	Reflections on Progress
<p>1. Assist families with language barriers to engage in their children's early education in the Australian environment through respectful inclusive activities and practices e.g. provide induction/information in other languages.</p> <p>2. Provide/employ multicultural educators</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AEDC data 2015-2018 significant increase in Language and Cognitive Skills domain. Adelaide City Council & Census data indicates high % of families with English as a second language. <input type="checkbox"/> Documents in other languages <input type="checkbox"/> Equal opportunity employer (encouraging diversity) <input type="checkbox"/> Parent survey 	<ul style="list-style-type: none"> <input type="checkbox"/> Parents and educators provide strong foundations for children's healthy development and wellbeing. <input type="checkbox"/> Families report that they feel included and respected and that they have increased their understanding of the educational environment. <input type="checkbox"/> Parents feel comfortable discussing children's progress. Increased level of parent participation in programme development. 	

<p>3. Facilitate culturally and socially inclusive programmes that promote the ability of children to engage and connect respectfully and safely.</p> <p>4. Gather and analyse enrolment data to build a greater understanding of the backgrounds of families</p>	<ul style="list-style-type: none"> <input type="checkbox"/> AEDC Data significant increase in vulnerability in Social Competence domain. <input type="checkbox"/> Enrolment data 	<ul style="list-style-type: none"> <input type="checkbox"/> Families report that they feel safe and respected within the centre regardless of their differences. <input type="checkbox"/> Children are able to manage “big emotions” and problem solve in the context of relationships. 	
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