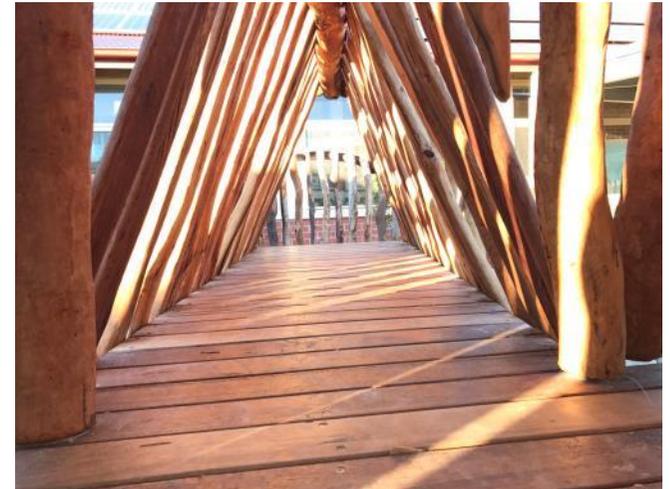




Forbes
**Children's
Centre**
for Early Childhood
Development and Parenting



Quality Improvement Plan

Term 1 2019

Access and Acknowledgement

Forbes Children's Centre would like to acknowledge the invaluable parent contribution of Nathan Sim in the development of this document template. You may access copies of this document from the Centre's website at <http://www.forbescc.sa.edu.au/>. Apart from any permitted uses under the Copyright Act 1968, the work may be reproduced for study or training purposes, provided the source is acknowledged.

Details

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Front Cover (and Part Covers):

Photos of Outdoor Environment (2017 - 2018)

Kaurna Acknowledgement

The Children's Centre acknowledges the Kaurna Aboriginal people and their descendants are still and will always be the first peoples of the land, and respect their spiritual relationship with their country. The Children's Centre acknowledges the Kaurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.

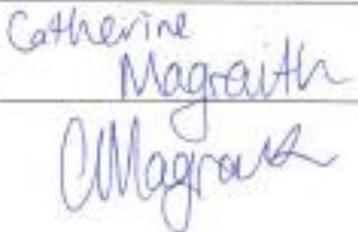
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Executive Summary

The *National Quality Standard* sets a national benchmark for the quality of education and care services. It brings together seven key quality areas that are important to outcomes for children. These are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Partnerships with families and communities
7. Leadership and service management.

The *National Regulations* require education and early childhood care services to be approved. A requirement for being an approved service provider is to have and maintain a *Quality Improvement Plan*.

This Quality Improvement Plan provides an integrated approach to strategic management by fulfilling Forbes Children's Centre obligations regarding;

1. Section 55 of the *Education and Care Services National Regulations 2011* requiring approved services to have a Quality Improvement Plan consistent with the *National Quality Standard*.
2. The Forbes Children's Centre Constitutions' requirements to develop and maintain a Strategic Plan.
3. A range of strategic documents by compiling them into one document including the non-statutory State Children's Centre Outcomes Framework.
4. User feedback by using this data to identify quality improvement opportunities.

*There can be no keener
revelation of a society's soul
than the way in which it treats
its children.*

Nelson Mandela.

1 About the Plan

1.1 Purpose

In December 2009, all Australian governments, through the Council of Australian Governments, agreed to a partnership to establish a National Quality Framework for Early Childhood Education and Care (*National Quality Framework*).

The National Quality Framework is underpinned by the *Education and Care Services National Law (National Law)* and *Education and Care Services National Regulations (National Regulations)*. Together they set the National Quality Standard and the regulatory framework for most long day care, preschool/kindergarten, family day care and outside school hours care services in all states and territories.

The South Australian *Education and Early Childhood Services (Registration and Standards) Act 2011* empowered the *National Law and Regulations* to regulate the providers of education and early childhood services for the purpose of maintaining high standards of competence and conduct.

The *National Quality Standard* sets a national benchmark for the quality of education and care services. It also gives services and families a better understanding of a quality service. This enables families to make informed decisions about the services providing education and care to their child. The *National Quality Standard* is a key aspect of the *National Quality Framework*.

The *National Regulations* require education and early childhood care services to be approved. A requirement for being an approved service provider is to have and maintain a *Quality Improvement Plan*.

Section 55 of the National Regulations states:

- (1) *The approved provider of an education and care service must ensure that a quality improvement plan is prepared for the service that—*
- (a) *includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and these Regulations; and*
 - (b) *identifies any areas that the provider considers may require improvement; and*
 - (c) *contains a statement of the philosophy of the service.*

Forbes Children’s Centre for Early Childhood Development and Parenting, formally incorporated as Forbes Children’s Centre, is an approved early childhood services under the South Australian *Education and Early Childhood Services (Registration and Standards) Act 2011*. As an incorporated body, the Forbes Children’s Centre Constitution requires it to have a strategic plan.

1.2 Structure

The components of the Plan are;

- Chapter 2 – About Forbes – providing information about Forbes including; services provided, governance structure and in accordance with Section 55 (1) (c) a statement of the philosophy of the service.
- Chapter 3 – Strategic Direction – including; in accordance with Section 55 (1) (a) and (b), an assessment of the quality of service against the National Quality Standard and identification of any areas that require improvement.

1.3 Access and Review

Section 31 of the National Regulations states:

A service approval is granted subject to the condition that the approved provider of the education and care service must ensure that the current quality improvement plan for the service—

- (a) is kept at the education and care service premises or, in the case of a family day care service, the principal office of the family day care service; and*
- (b) is made available for inspection by the Regulatory Authority or an authorised officer; and*
- (c) is made available on request to parents of a child who is enrolled at the service or who are seeking to enrol a child at the service.*

Section 56 of the National Regulations states:

(1) The approved provider of an education and care service must review and revise the quality improvement plan for the service having regard to the National Quality Standard—

- (a) at least annually; and*
- (b) at any time when directed by the Regulatory Authority.*

1.4 Implementation

To implement this Plan the following will be applied.

- **Advocacy and Collaboration** - This Plan will aid in determining those matters to be advocated to internal and external stakeholders, State and Commonwealth Governments, private sector and non-government organisations, in order to enlist their collaboration to ensure priorities are actioned.
- **Asset Investment** - This Plan provides a framework to assist in sourcing and prioritising funding for physical developments and service provision, as well as ensuring maintaining assets to meet service levels.
- **Curriculum and Service Provision** - This Plan provides a framework to ensure the curriculum and services provided at the Centre are aligned with agreed strategic management priorities that deliver the National Quality Standard.

2 About Forbes

2.1 Services

Children's Centres bring together care, education, health, community development activities and family services for families and their young children to achieve the best possible learning, health and wellbeing outcomes by obtaining the support they need, when they need it, within their own community.

Forbes Children's Centre specifically operates:

- Early learning and education delivered by qualified educators including;¹
 - Long day care (07.00 to 18.00 Monday to Friday, 50 weeks a year with a New Year's break,) for children aged from 4 weeks to preschool.
 - Preschool (08.00 to 16.00 with fixed sessions on Monday and Tuesday or Thursday and Friday during South Australian School Terms) as a prerequisite for school.²
- Child health and development programs regarding; nutrition, hygiene, play, occupational therapy and speech pathology.
- Parenting and family support including; support groups, parenting courses and playgroups (09.30 to 11.30 Saturday mornings).
- Industry support including; training and venues for professionals to provide services and exchange information.

¹ The Long day care rooms are Nest (0-2 ½ years of age), Reeds (2 -3 ½ years of age) and River (3 ½ years of age to school age). The River room provides an integrated DECD preschool with the long day care service.

² Pupil free days are preapproved at least 6 weeks prior by the Centre governing council and take into account when the pupil free days at Forbes Primary School occur so that these are consistent for families across the sites.

2.2 Governance

Forbes Children's Centre is owned and operated by the Department of Education and Children's Development (DECD). Children's Centres governance arrangements support collaborative decision making at the state, regional and local level which promotes integrated education, health and wellbeing services for young children and their families in their community.

As an approved DECD Centre, much decision making is dictated by the Department and industry standards inclusive of efforts to engage with relevant stakeholders including parents. Outside of this are the Leadership Team and the Governing Council.

The Leadership Team provides shared and collective responsibility for integrated service delivery affecting the day to day operations of the Children's Centre. The Leadership Team is attended by:

- Forbes Children's Centre Director, Education and Care
- Forbes Children's Centre Assistant Director
- Forbes Children's Centre Community Development Coordinator
- Forbes Children's Centre Family Services Coordinator
- Key Service Providers who are based on-site.

As an incorporated body, the Governing Council comprises selected staff and parents elected each Annual General Meeting. The Council is responsible for involving the Children's Centre community in the governance of the Children's Centre by:

- providing a focus and a forum for the involvement of parents and the integrated Children's Centre community;
- ensuring that the cultural and social diversity of the community is considered and particular needs are appropriately identified;
- setting the broad direction and vision of the Children's Centre and strategic planning including: developing, monitoring and reviewing the objectives and targets of the strategic plan.

2.3 Statement of Philosophy of Service

Section 55 (1) (c) of the National Regulations requires Centre's to outline a statement of philosophy of service in their Quality Improvement Plan.

In accordance with this Forbes Children's Centre is governed by a variety of objectives and principles, including;

- The objectives of the *National Law*,
- The objectives of the *Forbes Children's Centre Constitution*,
- An internally generated statement of principles.

These objectives and principles form the founding statement of philosophy of Forbes Children's Centre and are outlined below.

The objectives of *National Law* under which Forbes Children's Centre operates include;

...providing for the regulation of the provision of education and early childhood services in a manner that maintains high standards of competence and conduct by providers and—

- (a) recognises that all children should have access to high quality education and early childhood facilities and services that—*
 - (i) address their developmental needs; and*
 - (ii) maximise their learning and development potential through an appropriate curriculum; and*
 - (iii) support their educational achievement; and*
 - (iv) promote enthusiasm for learning; and*
 - (v) support, promote and contribute to their health, safety and well-being; and*
- (b) provides for a diverse range of services; and*
- (c) recognises the rights of parents to access a diverse range of education and early childhood services providers; and*
- (d) enhances public confidence in the operation of education and early childhood services providers.*

As an incorporated body, the Forbes Children's Centre Constitution outlines its objectives as to provide integrated early childhood and parental services to further the education, care, health and wellbeing of young children in the community. In provision of these services the Children's Centre shall:

- emphasize that the paramount consideration is the interests of the children;
- reflect the indigenous, multicultural and multilingual nature of the community;
- involve parents and other community members;
- evaluate and monitor the nature of these services to ensure that the highest standards are attained;
- ensure, as far as possible, that special needs of individual groups of children are addressed by the provision of services from the Children's Centre;
- operate under the principles of equal opportunity;
- work in collaboration with the wider community to provide high quality, integrated early childhood and parental education, care, health and wellbeing programs for families in accordance with the philosophy of the Children's Centre;
- provide a philosophy, site learning, strategic and operational plans, policies and procedures that endorse high quality early childhood and parental education, care, health and wellbeing practices and employment conditions;
- do all other things as may be incidental to the attainment of the objects of the Children's Centre.

In addition, the following Statement of Principles was generated internally at Forbes Children's Centre.

CHILDREN - We believe: Each child is unique, has great potential, is competent, capable and an active participant in the organisation of their identity, ability and sense of autonomy. We aim to:

- Advocate in the best interest of each individual child.
- Provide safe, secure and trusting relationships through primary caregiving that fosters wellbeing and active involvement in the learning environment.
- Support the health of every child and their family through the provision of services, programs and educational opportunities.

FAMILIES - We believe: In a partnership approach where families are considered every child's first educator and the diversity of each family including culture, family structure, lifestyle, language, beliefs and kinship systems is valued. We aim to:

- Engage in a partnership by listening to, supporting and learning from families in order to acknowledge and build upon their strengths, competencies and abilities in their role to nurture children.
- Create opportunities for family involvement and participation.
- Maintain confidentiality and respect the right of the family to privacy.

COMMUNITY - We believe: In building community capacity to enhance health and wellbeing outcomes for children and families. We aim to:

- Gain knowledge about our community using varied data collection methods in order to provide relevant access or pathways to a wide range of high quality services, programs, events and experiences that support families in their parenting journey.
- Build relationships with and between families to develop a sense of belonging and connectedness to the centre and community.
- Facilitate opportunities for parents and families to share their strengths, skills and talents within the centre and community.

- Create partnerships with families and community, empowering them to engage with decision making processes within the centre.
- Be an active community service and information hub for families by promoting, networking or partnering with other agencies and services within the community.
- Provide an environment that reflects and respects our community.

COLLEAGUES - We believe: In collaborative partnerships with colleagues to generate a centre culture of continual reflection and renewal of high quality practices in care, learning, health, community and social services. We aim to:

- Share knowledge, build on strengths, be solution orientated and reflective in our everyday practices.
- Provide opportunities for professional development that foster shared understandings and continuous development of best practices.
- Be open and honest in our communication and have regular opportunities to be involved in shared decision making.
- Work collaboratively in order to provide holistic seamless services for families and children from birth to eight years of age.

CURRICULUM - We believe: Curriculum development is a continually evolving reflective process based on current research and the voices of children and families in our community. We aim to:

- Acknowledge the quality of relationships between children and educators as fundamental to the quality of the learning environment.
- Provide a play based curriculum and honour play as both a process and context for learning.
- Provide opportunities for each individual child to develop holistically through intentional teaching and spontaneous learning experiences.
- Use contemporary theorists and a Reggio Philosophy to shape our understanding, practices and curriculum.
- Develop shared planning and assessment practices that engage families in their child's learning journey.
- Provide a curriculum that is inclusive and believe in all children's ability to succeed.

3 Compliance with National Quality Standard

Section 55 of the *National Regulations* requires Children's Centres to include in their Quality Improvement Plan;

- An assessment of the quality of the practices of the service against the National Quality Standard; and
- Identification of any areas that may require improvement.

This Chapter provides an assessment and identified improvements against each of the seven quality areas.

Assessment of Quality Area 1: Educational program and practice

#	Standard	#	Element	Assessment
1.1	The educational program enhances each child's learning and development	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.	<ul style="list-style-type: none"> • Inclusion of children with special needs including regular NEP (Negotiated Education Plans) which are based on a partnership approach with families and agencies towards developing common goals for the individuals. • Student Review meetings overseen by a multidisciplinary panel for all children needing additional support to access the curriculum. • Utilising Floorbooks to support assessment, foster partnerships with parents • Responsive educators developing secure attachments (trained in circle of security, Marte Meo techniques, SMART and attachment theory) • Utilising EYLF, literacy and numeracy indicators, RR&R to ensure curriculum is inclusive, play based, builds on children's interests and provides a balance of intentional teaching and spontaneous learning experiences • Utilising quality assessment practices to inform curriculum development (learning stories and Floorbooks). • Implementing curriculum plans that reflect child and parent voice • Displays of learning documented / displayed in a respectful way for families to appreciate their child's learning • Educational programs throughout the Centre are informed by the AEDC data with the Centre looking at preventative rather than restorative practices in regards to children's development holistically. Education and care meet at the beginning of every year to look at DATA sets, analyse and reflect on practices and plan for the new year. • Routines that are child focussed, home-like and predictable but flexible to meet children's needs • Utilising Reggio as our influence to guide and shape our practices supporting children to express their understandings through artistic mediums (process driven not product orientated) • Children have opportunities to make choices in their environment based on intrinsic motivations and have time to revisit these experiences over time • Educators given consistent time off the floor to plan for individuals and group • Educational leaders meeting each term for team leaders to develop skills and understandings in key ideas like cultural competence, collaborative leadership, intentional teaching. • Educators are regularly provided with projects and opportunities to engage with the process of critical reflection
		1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.	
		1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.	
1.2	Educators facilitate and extend each child's learning and development.	1.2.1	Educators are deliberate, purposeful and thoughtful in their decisions and actions.	
		1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.	
		1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.	
1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.	
		1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.	
		1.3.3	Families are informed about the program and their child's progress.	

Assessment of Quality Area 2: Children’s health and safety

#	Standard	#	Element	Assessment
2.1	Each child’s health is promoted.	2.1.1	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation	<ul style="list-style-type: none"> • Health care plans and procedure for ensuring safe administering of medication are logical and easy for families to access and follow. • Flexible child initiated routines are established in consultation with families • Regular provision of nutritious (as per the ‘Get up and grow’ guidelines) and varied meals that have a cultural influence (including halal and vegan options). Meal times are unhurried, flexible and support children with independent skills of serving, making their own choices and helping to pack up afterwards. Meal times are set up to be inviting with table cloths and real plates/ bowls • Motor to the Max (a fundamental movement program for 3 ½ to 5 year olds) is implemented in partnership with the University of South Australia • Bang n Crash groups run regularly facilitated by an occupational therapist. • We utilise the outdoor school learning environments for extended gross motor experiences and to familiarise children who will possibly transition to Forbes. • Extended access to nature play outdoor learning environments and an understanding of its importance. Indoor and outdoor opportunities daily provide children with the option of choosing where to play. • A whole site approach to nature play and loose part play. • Educator to child ratios regularly exceed required ratios. • Supervision plans exist within all learning spaces that are specific to the environment and particular group of children that are being accessed. • Risk benefit assessments are regularly completed by educators with the setup of new experiences and opportunities. • All staff are trained in RAN and a staff member with a social work background is available on site to consult around supporting children and families at risk of abuse and neglect. • Extensive emergency management plans exist for the centre and drills are practiced regularly. • Provision of health services on site (CYHS nurse consultations). Staff actively use the Blue Book with parents to support health and development of all children.
		2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.	
		2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.	
2.2	Each child is protected.	2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.	
		2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.	
		2.2.3	Management, educators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.	

Assessment of Quality Area 3: Physical environment

#	Standard	#	Element	Assessment
3.1	The design of the facilities is appropriate for the operation of a service.	3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose including supporting the access of every child.	<ul style="list-style-type: none"> • Beautiful architecturally designed building which provides large spaces and natural light • Indoor equipment made from natural materials and of high quality/ child sized and arranged to facilitate choice. Areas set up to allow for varied learning opportunities. • Natural materials being offered in both indoor and outdoor play spaces • Generous budgets to purchase new equipment throughout each year • Opportunities for children to engage with natural play spaces and sustainable practices (herb garden, worm farm, recycling program) • Physical environments are inclusive of all children and have been assessed / adjusted to support children with varying physical abilities. • Visits to other sites to see how environments are set up and to gain new perspectives from other professionals
		3.1.2	Premises, furniture and equipment are safe, clean and well maintained.	
3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.	3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.	
		3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number and enable every child to engage in play-based learning.	
		3.2.3	The service cares for the environment and supports children to become environmentally responsible.	

Assessment of Quality Area 4: Staffing arrangement

#	Standard	#	Element	Assessment
4.1	Staffing arrangements enhance children's learning and development.	4.1.1	The organisation of educators across the service supports children's learning and development.	<ul style="list-style-type: none"> • Safe and predictable environments that encourage active engagement • Higher than required staff child ratios and consistent well qualified staff within all the rooms • A primary caregiving model is utilised in all rooms based on the circle of security and attachment theory • Feedback sessions are conducted for each staff member every term to reflect on individual practice in addition to contributions towards a whole Centre/integrated approach • Professional development opportunities are offered frequently to staff • Strong staffing team, consistent and committed to developing strong partnerships with families to provide ongoing feedback about each child's day, planning and development.
		4.1.2	Every effort is made for children to experience continuity of educators at the service.	
4.2	Management, educators and staff are collaborative, respectful and ethical.	4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.	<ul style="list-style-type: none"> • Sound team work and an environment that fosters reflection, discussion and debate with a solution orientated perspective • Release time off the floor for QIP projects, NEP's, ILP's, portfolios and attendance to team leaders and room meetings • Staff are actively involved in the development of the statement of principles in partnership with families • Training is provided to support development of skills in managing work places with high levels of stress. • Leadership regularly access manager assist program to inform practice and policy around supporting staff who experience high levels of stress or anxiety in the workplace.
		4.2.2	Professional standards guide practice, interactions and relationships.	

Assessment of Quality Area 5: Relationships with children

#	Standard	#	Element	Assessment
5.1	Respectful and equitable relationships are maintained with each child.	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	<ul style="list-style-type: none"> • Sensitive and responsive educators who sit and engage in children's play • Unhurried routines including meal times and nappy/ toileting time • Primary caregiving which means each child has a key worker who knows their interests, strengths and challenges and the child has a safe base to explore from and return to. • Educators across the Centre have undertaken training in circle of security and attachment theory. Core programs that all educators undertake are Marte Meo, COS and SMART training. • Staff are familiar with the foundational principles of EYLF particularly in regard to the relationship between children's wellbeing and learning. • Utilising RRR scales in regards to wellbeing and engagement levels • NEP's conducted in partnerships with families and agencies on a regular basis. • Student Review Team meetings occur each term in partnership with Develop OT to support educators knowledge and referral pathways for children • Staffed under ratio to allow for small group interactions (1:3 Nest, 1:5 Reeds, 1:8 River)
		5.1.2	The dignity and rights of every child are maintained.	
5.2	Each child is supported to build and maintain sensitive and responsive relationships.	5.2.1	Children are supported to collaborate, learn from and help each other.	
		5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	

Assessment of Quality Area 6: Collaborative partnerships with families and communities

#	Standard	#	Element	Assessment
6.1	Collaborative partnerships with families and communities.	6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.	<ul style="list-style-type: none"> Families are viewed as the child's first educator and the 'expert' in understanding their child as an individual Partnerships with families are recognised as vital in providing a responsive and engaging learning environment Large numbers of community based programs are offered at our Centre. We are also connected with a large number of community services. Minimum of 2 parent visits into the Centre before starting childcare/preschool programs. Families can have as many visits as they require before starting and we also offer ½ days to start so that staff can connect with children and families at more depth prior to commencement Frequent tours offered for families, community members and professionals. Information sharing occurs through informal conversation, All About Mes, learning portfolios, welcome/transition packs, newsletters and room diaries. Parent handbook amended to include updated policies and procedures, recommended immunisation schedule, governance structures, student and volunteer information and single intake information in regard to preschool. Policy folder is easy to access and families are informed of new policies. These are also available on our website for easy access. Our Facebook page is also actively managed. Committees, numerous community based programs, working bees, and volunteering opportunities exist at our site. Regular Centre newsletters including administrative news, CDC term planner and recipes from kitchen. Each room sends out a newsletter twice a term Ongoing professional development for educators is provided focused on the importance of connecting with families and community The centre works in strong partnership with surrounding schools and preschools attending regular meetings and participating in shared initiatives. The centre regularly hosts a networking event for surrounding services that work in some capacity with families and children. Transitions between rooms or to school are facilitated by visits, prior and follow up communication processes with new educators and follow up communication with parents with transitions that are internal to the centre.
		6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.	
		6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.	
6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.	
		6.2.2	Effective partnerships support children's access, inclusion and participation in the program.	
		6.2.3	The service builds relationships and engages with its community.	

Assessment of Quality Area 7: Leadership and service management

#	Standard	#	Element	Assessment
7.1	Governance supports the operation of a quality service.	7.1.1	A statement of philosophy guides all aspects of the service's operation.	<ul style="list-style-type: none"> • Clear improvement priorities, provision of opportunities for shared leadership and celebration of achievement support a positive and focused work culture. • Team meetings, team leaders meetings, staff meetings, and leadership meetings ensure regular opportunities for reflective practice and monitoring of achievements against identified priorities. • Staff meetings consistently focus on pedagogy and provide opportunity for shared reflective dialogue as a professional learning community. • Professional development opportunities are provided regularly for staff based on feedback sessions and identified site priorities. Staff are empowered to drive their own professional learning pathways consistent with individual professional interests as well as centre priorities. • Numerous initiatives to attract and retain staff including above award wages, RDO's, feedback opportunities and professional development opportunities, exceptional facilities and wellbeing focused initiatives. • Statement of principles was developed in partnership with families, children and staff and then shared with the governing council and partnerships group. • Comprehensive induction of new staff, students and volunteers including an information handbook, tour of the site and introduction to all staff • Staff parents and service providers based at the site are engaged in an annual planning day and ongoing review process to. The Governing Council is involved in the planning and reported to regularly. • A feedback culture is actively encouraged to support improvement and a rigorous ongoing policy review process is in place.
		7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.	
		7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.	
7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.	7.2.1	There is an effective self-assessment and quality improvement process in place.	
		7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.	
		7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.	

Improvement Matrix

Standard/ Element	Goals	Target date:	Progress:	Pathways for further development/ action required
1.3.1	Monitor and maximise opportunities for development of oral language skills through play based meaningful contexts	From Term 2 2018 onwards	<ul style="list-style-type: none"> • Multiple whole site training opportunities undertaken. • Rosters and routines have been reviewed and changed to accommodate requirements of Playspaces. Routine changes have ensured educators are continuously available to children and parents at drop off and pick up to support these key transitions and improve both relationships and oral language opportunities for children particularly at drop off. • Team meetings have had a continued reflective focus on reviewing and refining Playspace practices including the planning behind curriculum opportunities offered within Playspaces. • Data collection regarding Aboriginal learners has been completed in Term 1 and Term 4. • Parent engagement opportunities have been offered each term regarding oral language. • Curriculum mapping has been undertaken each term with a reflective focus on experiences offered within the curriculum that offer oral language development. This has led to increased opportunities to engage with texts and socio-dramatic play. 	<ul style="list-style-type: none"> • Continue implementing Playspaces as a project across the entire Centre. • Use of RR&R to analyse the capacity of Playspaces to support the extension of the many oral exchanges children experience within conversation. • Use of RR&R to support data collection regarding oral language skills of Aboriginal learners with a focus on developing increasingly sophisticated language and reciprocity of conversation. • Map curriculum opportunities that offer oral language opportunities and chances for extension. • Engage parents with opportunities to participate in the development of their children's oral language skills.
1.2.2	Further develop the skills of educators to notice, name and lift up and extend STEM opportunities that exist within meaningful play based contexts.	From Term 1 2018 onwards	<ul style="list-style-type: none"> • Mapping oral language and STEM opportunities completed each term in 2018. • Whole staff teams have attended STEM training focused on noticing and naming STEM opportunities within a play based setting. 	<ul style="list-style-type: none"> • Attending STEM training opportunities to further develop educators' capacity to notice and name STEM opportunities within play based learning environments including spotlight sessions hosted by Mitchell Park Kindergarten. • Map STEM curriculum experiences offered within the curriculum to better identify further opportunities for extension. • Explore connections with Forbes Primary School facilities and curriculum expertise as this becomes available.