



# Ngura Yadurirn Annual Report 2014



**Government of South Australia**  
Department for Education and  
Child Development

## 1. CONTEXT

**Preschool Name:** Ngura Yadurim

**Preschool Number:** 6641

**Preschool Director:** Susie Bowden

**Partnership:** Far West

The Ngura Yadurim Children and Family Centre began to operate on the 29th April 2013. Ceduna is 800km North West of Adelaide and has a population of approximately 2290. Ceduna has a number of Indigenous homelands situated within 30 minutes of town. 41% of our children at the preschool are Indigenous students most of which travel to preschool by a bus supplied and staffed by our centre. Our centre is a new purpose built building which is in a wonderful location in an education precinct between Minya Bunhii and Ceduna Area School. The capacity of the rural site is 56 children.

The Centre is a full-time integrated service which caters for children from birth to starting school and their families. An integrated service concept is new for the children, staff, families and wider community of Ceduna.

The Centre has a Director and 1 teacher in preschool, a Family Services Coordinator, a Community Development Coordinator and part time 0.5 admin support. There is a combination of long and short term staff with varied levels of experience. We have a high level of preschool support to develop the skills of our preschool children.

Students will attend Ceduna Area School or Crossways Lutheran School. We facilitate transition to both schools and transitions from Minya Bunhii Aboriginal 3 year old program.

The centre offers playgroups, parent programs, community programs and individual parent support in our large community room and meeting room. Ngura Yadurim has 2 consult rooms and accommodates visiting specialists, nurses for health checks, CAFHS and CAMHS staff and hearing services.

## 2. REPORT FROM GOVERNING COUNCIL



### AGM - Chairpersons Report 18<sup>th</sup> Feb 2015

Hello All, & Welcome to our Annual General Meeting for 2015. Especially for those of you who are new.

For those who don't know me, my name is Tamahina Cox.

I've been the Chairperson for the Centre now for nearly a year?! And have enjoyed every minute of it.

Although with work I'm very limited with what I can do and how much time I can give, everyone's been very supportive and the team here at the centre have been very welcoming. Thank you all for this opportunity.

I would encourage anyone of you to consider joining and/or taking on a role within our Governing Council.

Your role as a member would be awesome and one we cannot do without. So please consider it!

You will be required to initially undertake a 'police check' for working with children. And requires you to attend monthly meetings to decide on matters which will affect how the 'Our' Centre will run, and how that will affect your child/ren.

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2014 Governing Council had a total of **16 members.**

**Treasurer:** Annette Karam

Who's been doing a magnificent job, thank you Annette.

**FEES ARE DUE!**

We have many fees for 2014 still **outstanding.**

This is the money we use to educate your children. Please pay fees ASAP.

**Acting Secretary:** Janet Gregor

Thank you Janet for putting your hand up at the end of last year to do this important job for us.

### WHATS BEEN HAPPENING?

**New Name** Nguru Yadurirn Children's and Family Centre

Made the **Constitution** our own, that's been sent off for approval

**New Uniform** looks great. It's nice to see everyone looking smart and wearing the same.

**New Facebook page** if you haven't already, like the page. Great way to keep up to date with latest happenings at the Centre.

## Staff Updates

### **Some have left us...**

**Annie Lonnergan** - has resigned (last year)

**Alana Smith** – has returned to her position at ICC

**Roxanne Ware** – has moved back to Lincoln to be closer to family

**Staff Reliefs**; one of which a very familiar face **Sue Simmons**.

### **New Faces**

We welcome...

**Claire Higgs** as our 'NEW Preschool Teacher' to join **Sharon**.

We are very happy to have her as part of our educational team.

**Samantha Tonkin** has joined us as the new 'Family Services Coordinator's. Welcome Sam!!

'Community Development Coordinators' position - interviews are done, just going through the last of the formal processes.

**At Reception** we have Vanessa Powell

**Minyah Buhnii 3 year old program** looking at moving to Nguru Yarurim.

So that will see Mavis Miller and Vicki Coleman moving over to be based out of the Centre.

## Gardening Group

Everyone's done a fantastic job on the gardening. We've seen some yummy vegies come out.

## Playgroups

Playing Together Playgroup - Tuesdays at 9am

Nunga Playgroup - Thursdays at 11am

Kids & Dads

Women's Group – held at the centre last year – partnerships with Ceduna Centacare

## Fundraising

Still getting underway with how we can fundraise for the Centre. If you have any ideas we would love to hear them.

In closing I would like to thank all the 2014 members of the Governing Council for volunteering your time and effort. And to Susie and the team for their awesome support of the Governing Council and their tireless work, care & patience with our children.

Thankyou,

Tamahina Cox  
Chairperson Governing Council



### 3. HIGHLIGHTS 2014

What an amazing opportunity to lead such a wonderful site. The building of the staff team has been extremely rewarding. We have had some staff leave us for further development of their careers and new staff join us. The staff we have employed have not necessarily had experience and are working towards their required qualifications, they have made up for lack of experience with enthusiasm and commitment to learning. All of our new staff have either completed their required studies or are nearly finished certificates.

Preschool Same First Day has been a wonderful start for our children's learning journey. As an experienced staff team we have noted the extended development of children's dispositions of learning. The children have built new skills and at a deeper level through being together for a whole year.

The groups in the Learning Together space are growing in popularity. There was a slight drop in numbers in term 4 as the Centre was short staffed and a couple of groups had to go on hold.

	1	2	3	4	5	6	7	8	9	
Chillin Together	0	0	0	0	0	20	0	0	18	38
NYCFC Playgroup	15	24	22	31	25	31	33	24	23	228
Weena's Wellbeing Group	0	0	22	0	0	0	0	0	18	40
Twin's Playgroup	0	0	0	19	0	19	0	0	0	38
Save The Children Playgroup	4	11	8	5	13	15	10	12	10	88
Bringing up Great Kids (BUGK)	0	0	0	0	0	0	0	0	0	0
Circle of Security (COS)	10	8	12	12	12	12	12	10		88
Kids and Dads Playgroup	0	0	0	12	0	0	0	0	0	12
Deadly Dads Playgroup	0	0	0	0	0	8	8	16	0	32
Governing Council	0	0	0	15	0	0	0	15	15	45
Centre Care	0	0	6	0	0	0	10	0	0	16
Nunga Wellbeing	2	10	2	0	4	12	9	11	17	67
<b>Total Attendance</b>	<b>31</b>	<b>53</b>	<b>72</b>	<b>94</b>	<b>54</b>	<b>117</b>	<b>82</b>	<b>88</b>	<b>101</b>	<b>692</b>

<b>YEARLY TOTAL ATTENDANCE LEARNING TOGETHER GROUPS 2014</b>	
NYCFC Playgroup	728
STC Playgroup	394
Twins Playgroup	65
(BUGK)	35
Circle Of Security	268
Deadly Dads Playgroup	15
Kids and dads Playgroup	39
Nunga Wellbeing	81
Chillin Together	266
Weenas Wellbeing	36
	1927

Overall the yearly attendance in these formal groups was great and hopefully we will build on this in 2015.

We had 270 people attend the family night to finish term 4. It was a wonderful thing to see parents, grandparent, uncles, aunties and more attend the centre to celebrate the festive season and share a meal. Family nights are the most successful way we have got families to the centre. We have held 2 in 2014, both hugely attended and we will hold

one a term in 2015 as they are so successful in engaging families.

We have been successful in gaining a Country Arts SA grant to complete some Aboriginal artwork at the centre in 2015.

Governing Council has been a highlight with the Aboriginal Parent Advisory group being a large proportion of these numbers and all working enthusiastically for the Centre. We will focus on the Aboriginal voice again in 2015.

#### 4. QUALITY IMPROVEMENT PLAN

A summary of our QIP progress is below – we have refined goals and completed sections.

## Quality Improvement Plan for QA1

### Summary of strengths for QA1

#### Strengths

The Preschool team are working on all aspects of the preschool education program and practice for the Ngura Yadurirn Children and Family Centre Preschool Program. The team of Preschool educators use the Early Years Learning Framework as the foundation for learning programs and experiences to extend and enrich children's learning from birth – 5 years.

- Program promotes learning across five learning outcomes
- Program is visible for families to see
- Information is put in newsletters
- Weekly program available as flyer, on Facebook and on sign in table
- Regular reflection as a staff team about staff observations and children's interests being sure the curriculum is relevant to children

Educators provide flexible routine where children can make choices about what and where they play.

- Opportunities are provided to make choices
- Children's voice is sought and ideas are followed up
- Children are made aware of options or encouraged to explore environment

Educators are developing a program that responds to children's ideas, questions and interests and takes into account Parents/Carers feedback and voices. We respect every child's skills, current knowledge and culture.

- Curiosity is encouraged and nurtured and seeking out answers is supported
- Trying a different way is valued
- Children opinions are heard and asked for

Educators collate children's learning and development in a continuous reporting cycle with photos and stories sharing this learning with families.

Additional staffing is provided to support children on support programs and children who have NEP's.

Our playgroups are programmed for children and families around their interests, skills and family culture. Families are given feedback through learning stories linked to the Early Years Learning Framework.

- Playgroup families engage with EYLF
- Families are exposed to the language of dispositions at each session
- Family voices are heard and opinions asked for
- Information gathered at end of each term to set program for following term

## Key improvements sought for QA1

<b>Standard/element</b> 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.
<b>Identified issue</b>	To be more aware of each child's knowledge and interests and use in our programming
<b>Standard/element</b> 1.1.4	The documentation about each child's program and progress is available to families.
<b>Identified issue</b>	Develop partnerships between staff and families

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program so each child has a sense of agency and feels valued.	H	Be more aware of each child's knowledge and interest.  All staff will observe and record children's needs and interests which will inform our planning	Know each child and have observations of every child  Staff meeting workshop on getting to know a child Feb 2015  Observations on planning board to inform the programming. What next how does the cycle complete and begin again?  Staff will plan for children around observations of play. Focus on our children with special needs and be sure the planning cycle is in place.  Utilise Learning Stories as record of learning.  Individual Learning Plans for all Aboriginal Children	Term 4 2015 and ongoing	<ul style="list-style-type: none"> <li>Observations more structured, recorded and included in children's folders</li> <li>Exploring a variety of Learning Stories, sharing stories with families and seeking feedback.</li> <li>Planning process and timetabling has begun</li> <li>Children are divided into groups and staff are including this into routine these groups were formed but with the lack of staffing we struggled to get them working efficiently we are reflecting and developing a plan.</li> <li>Parent information gathered on</li> </ul>

			<p>Have small focus groups</p> <p>Collect parent information about children</p>	<p>Have small group work each day with each child included in a small group activity. Observations will inform small group work.</p> <p>Parent information included in program – we need evidence around this in 2015</p>	<p>End of term 1</p> <p>Beginning term 2</p> <p>Structure in place and evidence in folders end 2015</p>	<p>enrolment This will continue with emphasis on getting every child's returned</p> <ul style="list-style-type: none"> <li>• Parent information gathered from interview night. We had over half of families attend in 2014 our aim is to have an increase in 2015. We gave opportunities for families who didn't attend to catch up in other ways.</li> <li>• We have a new report proforma</li> </ul>
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<p>I.1.4</p>	<p>The documentation about each child's program and progress is available to families so that families are informed of children's progress.</p>	<p>H</p>	<p>Develop partnerships between staff and families</p> <p>Learning stories to share</p> <p>Actively offer interview times</p> <p>Follow up and support families with resources, knowledge etc</p> <p>Our surveys indicated some families needed more information around curriculum and learning so we will keep this as a high priority for 2015</p> <p>Offer contact visits for all families – either in their homes or at centre – offer transport.</p>	<p>Families and staff will be working together to optimise children's learning</p> <p>Each child will have learning stories in their folders</p> <p>Interview will be offered in term 2 every year</p>	<p>Term 4</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Interviews were offered and 50% of families came to centre</li> <li>• 3 families were spoken to at other times</li> <li>• Learning stories are being included in folders</li> <li>• Exploring new ways of presenting learning stories as above</li> </ul> <ul style="list-style-type: none"> <li>• Exploring ways of sharing folders and learning stories with families</li> </ul>
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			<p>Have a conversation about curriculum at family nights.</p> <p>Mail our newsletters with curriculum information to ensure families receive it.</p>			
1.2.2	Educators respond to children's ideas and play and use intentional teaching to scaffold and extend each child's learning optimising the learning of each child.	H	<p>Staff will be sensitive to childrens play and scaffold learning.</p> <p>Staff will support children through supplying tools to extend exploration and play development.</p>	<p>Staff will be interacting with children and extending learning.</p> <p>Staff will plan for children around observations of play</p>	<p>Completed</p> <p>Observations moved into 1.1.2</p>	<ul style="list-style-type: none"> <li>• Program is flexible</li> <li>• Children's interests are followed and built on</li> </ul> <p>Our staff has worked extremely hard on responses in 2014. Staff are sensitive to children's play and scaffold their engagement with voice prompts and tools when needed. We are observing and gathering data efficiently. There is work to do around folding the observations into curriculum and as a team we have decided to focus on this in 1.1.2 and our new goals for 2015.</p>



## Quality Area 2: Children's health and safety

This quality area of the *National Quality Standard* focuses on **safeguarding and promoting children's health and safety**.

### Quality Area 2: Standards and elements

<b>Standard 2.1</b>	<b>Each child's health is promoted.</b>	
	Element 2.1.1	Each child's health needs are supported.
	Element 2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	Element 2.1.3	Effective hygiene practices are promoted and implemented.
	Element 2.1.4	Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.
<b>Standard 2.2</b>	<b>Healthy eating and physical activity are embedded in the program for children.</b>	
	Element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
	Element 2.2.2	Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child.
<b>Standard 2.3</b>	<b>Each child is protected.</b>	
	Element 2.3.1	Children are adequately supervised at all times.

	Element 2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
	Element 2.3.3	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
	Element 2.3.4	Educators, co-ordinators and staff members are aware of their roles and responsibilities to respond to every child at risk of abuse or neglect.

## Quality Improvement Plan for Q2

### Summary of strengths for QA2

#### Strengths

Educators are aware of the importance of creating a safe and secure environment for children to play and learn.

- Educators are aware of supervising children indoors and outdoors and in areas where there are blind spots.
- Educators do regular checks of equipment and resources indoors and outdoors.

Individual child's health needs are supported with the development of Health Plans in consultation with medical specialists/doctors and parents/carers.

- Health plans are in folders and staff are made aware of them
- Practices are in place to support children with health needs
- Medication administration record
- Staff are aware of the procedure – labelled bottles, storage, 2 staff members, recording etc
- First aid practices are in place – recorded and parents are notified in writing of incidents

Learning program reflects children's health needs so that they are able to participate in learning experiences.

Educators encourage children to rest on an available rest mat if the child is tiring and staff respond to children's requests for eating, drinking, toileting, etc



Educators actively encourage children to develop independence in these areas, but also provide explicit teaching in life skills and healthy choices.

These life skills are incorporated into our curriculum

- Healthy lifestyles
- Physical fitness
- Personal hygiene
- Emotions and social relationships
- Self confidence and wellbeing

The Centre has strongly implemented the policy of only the nominated people on the Enrolment Form to be picking up children from the Centre. Parents and Carers are supporting this ruling. There is a sign in and sign out folder for Parents and Carers to sign when picking up their child. Processes have been set up to support the ECW on the bus run. The ECW is able to confidently identifying and communicate with nominated persons when dropping children off home on the bus run.



## Key improvements sought for QA2

<b>Standard/element</b> 2.1.2	Element 2.1.2 Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.	
	<b>Identified issue</b>	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation
<b>Standard/element</b> 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	
	<b>Identified issue</b>	Policies and Procedures required in relation to health and safety are developed with an integrated service approach and implemented
<b>Standard/element</b> 2.3.1	Children are adequately supervised at all times.	
	<b>Identified issue</b>	Children are adequately supervised indoors and outdoors, collecting children from buses, on the MB bus, drop off and pick up from centre, excursions etc.

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation	H	<p>Review Learning Program so that it is inclusive of time for children to have opportunities for sleep, rest and relaxation.</p> <p>Explain and discuss this with children</p>	<p>Children successfully engaged and participating in learning experiences.</p> <p>Children know how to regulate energy levels</p> <p>Children relax when needed and know when, where and how to do this.</p>	<p>Term 4</p> <p>Completed</p> <p>Processes are in place and will be revisited regularly to be sure that best practice is happening and make any necessary changes.</p>	<ul style="list-style-type: none"> <li>• Provide resting opportunities</li> <li>• Provide clean changes of clothes and nappies when needed.</li> <li>• Provide rest mats if children wish.</li> <li>• Children are encouraged to make choices</li> <li>• Explicitly teach skills around hand washing and other hygiene practices.</li> </ul>
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	H	<p>Develop Policies for Nutrition, so that it reflects an integrated service and is developed with consultation with children staff and</p>	<p>Policies and Procedures required in relation to health and safety are implemented</p> <p>Policy available to families via enrolment pack, parent booklet and</p>	Term 4	<ul style="list-style-type: none"> <li>• Consultation with families and community</li> <li>• Draft policy written</li> <li>• Healthy eating policy going to governing</li> </ul>

			<p>parents/carers.</p> <p>Family education needs to be conducted</p>	<p>website.</p> <p>Website not up and running as yet.</p> <p>Lunch boxes will only consist healthy options for children</p>	<p>Term 4 2015</p> <p>Term 4 2015</p>	<p>council for approval</p> <ul style="list-style-type: none"> <li>• Policy has been approved.</li> <li>• All families given policy on enrolment</li> </ul>
2.3.1	Children are adequately supervised at all times to ensure the safety of every child.	H	Structures in place to supervise children – indoors and outdoors, collecting children from buses, on the MB bus, drop off and pick up from centre, excursions etc.	Children's wellbeing and safety are adequately being provided.	<p>Term 4</p> <p>Completed</p> <p>Processes are in place and will be revisited regularly to be sure that best practice is happening and educate any new staff members.</p>	<ul style="list-style-type: none"> <li>• Staff are aware of supervision ratios and cover all areas of centre with supervision.</li> <li>• Bus supervision is in place</li> <li>• Staff are vigilant about student supervision at all times</li> <li>• We ensure DECD adequate staff is on the bus for supervision.</li> </ul>

## Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the **physical environment** and ensuring that it **is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.**

### Quality Area 3: Standards and elements

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

## Quality Improvement Plan for QA 3

### Summary of strengths for QA3

#### Strengths

We used EYLF and focused on Belonging as a basis to develop a story of what we wanted to create and why we wanted to create it. The physical environment is flexible, welcoming and accessible.

Educators and children have been part of the consultation of purchasing resources, equipment and furniture for the new Centre.

We believe through critical analysis we have created an indoor and outdoor learning environment that is attractive, warm and inviting for both children and their families.

- Children have spaces to play and talk without undue distractions
- We seek feedback from families and children and implement new ideas
- Reflect on changes

We provide a wide range of learning areas and high quality experiences for children to explore their world through stimulating environments at their own levels.

- Spaces support children's emerging interests allowing them to be curious and creative
- Spaces encourage a free flow of activities throughout the day
- Encourage children to be decision makers
- Spaces are organised to ensure that routine activities promote success – labelled bins, eating, sleeping etc

We have used nature to plant vegetable garden, harvested, cooked and eaten from our garden. We have chook bucket and a recycling system in place for compost.

Children are able to access both the indoor and outdoor learning areas for most of the sessions so that they can make choices about where they play, for how long and who with.

- All areas provide safe secure play spaces for children to explore in.
- Outdoors provides opportunities for large play ideas, messy and noisy activities

Children have access to resources and are encouraged to ask if they are unable to find needed tools for play.

We have a safe storage area inside and outside

### Key improvements sought for QA3

<p><b>Standard/element</b> 3.2.1</p>	<p>Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.</p>
<p><b>Identified issue</b></p>	<p>Establishing stimulating indoor and outdoor learning environments</p>
<p><b>Standard/element</b> 3.3.2</p>	<p>Children are supported to become environmentally responsible and show respect for the environment.</p>
<p><b>Identified issue</b></p>	<p>Establishing and maintaining sustainable environmental practices</p>

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	<p>Establishing stimulating indoor and outdoor learning environments</p> <p>Outdoor play spaces require further development</p>	H	<ul style="list-style-type: none"> <li>Programs reflecting outdoor and indoor play experiences.</li> <li>Enhancing natural play spaces indoor and outdoors.</li> <li>Establishing a garden in the preschool outdoor space</li> <li>Children and family voices and included in creating learning environments</li> </ul> <p>2. Gather further input</p>	<ul style="list-style-type: none"> <li>Stimulating play spaces are created indoor and outdoors.</li> <li>Children are experiencing indoor and outdoor play experiences.</li> <li>A stimulating garden space is created for children to experience the natural environment through play experiences.</li> <li>Outdoor area will have defined spaces for play that are flexible for children to vary and extend the use.</li> <li>Children will better utilise the outdoor space provided.</li> </ul>	Indoor space is working well.	<p>Indoor space is engaging for children and families.</p> <p>Children are given ample time to choose between outside and inside.</p> <p>Staff program for indoor and outdoor learning and are guided by children's voices.</p> <p>Garden is producing vegetables and herbs which we</p>

			<p>from students and community re outdoor space.</p> <ul style="list-style-type: none"> <li>• Reflect cultural and natural features</li> </ul>	<ul style="list-style-type: none"> <li>• Children and family voices are respected and inclusive of creating stimulating indoor and outdoor learning environments.</li> </ul>	<p>Our focus for 2015 will be the outdoor environment</p>	<p>are processing</p> <p>Front entrance is welcoming. We have had a lot of feedback on the feeling the centre gives as welcoming and embracing.</p> <p>Staff and students have been exploring some ideas for outside plan. Shared ideas with Governing Council. Will get community input in 2015.</p>
3.3.2	Establishing and maintaining sustainable environmental practices	H	<ul style="list-style-type: none"> <li>• Establish practices across the centre</li> <li>• Recycling food scraps</li> <li>• Recycling can/bottles</li> </ul>	<ul style="list-style-type: none"> <li>• All areas within the centre have established sustainable practices</li> <li>• Sustainable practices shared across the</li> </ul>	<p>Procedures in place end 2015</p>	<p>Recycle education with children and families happening</p>

			<ul style="list-style-type: none"> <li>• recycling paper and card.</li> <li>• Have recycling system running across the centre</li> <li>• Clean up walks around the centre</li> <li>• Preschool Program includes educational experiences to learn more about conservation and environmental care</li> <li>• Refine the composting system to put back into the gardens</li> </ul>	<p>centre and in the newsletter</p> <ul style="list-style-type: none"> <li>• All children, staff and visitors to the centre are enacting the centres sustainable practices.</li> </ul> <ul style="list-style-type: none"> <li>• Compost system will be working fluently</li> </ul>		<p>Visited the recycle centre in Ceduna</p> <p>Information sent home to families about packaging etc.</p> <p>Explicitly teaching recycle symbol and procedures.</p>
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## Quality Area 4: Staffing arrangements

This quality area of the **National Quality Standard** focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

### Quality Area 4: Standards and elements

<b>Standard 4.1</b>	<b>Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.</b>	
	Element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.
<b>Standard 4.2</b>	<b>Educators, co-ordinators and staff members are respectful and ethical.</b>	
	Element 4.2.1	Professional standards guide practice, interactions and relationships.
	Element 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
	Element 4.2.3	Interactions convey mutual respect, equity and recognition of each other's strengths and skills.

## Quality Improvement Plan for QA4

### Summary of strengths for QA4

#### Strengths

We have a really enthusiastic team of educators who enjoy coming to work every day. We have a new DECD teacher in 2015.

We have 3 teachers, 1 ECW's with a Diploma in Children's Services, 1 ECW studying Diploma, and 3 ECW's completing Certificate III in Children's

Services. We also support 2 students completing their cert 3 in children's services.

The appointment of an ECW for the whole year out of centre funds allows for continuity within the Centre.

There is a clearly recognised nominated supervisor every day with photo id in the front entrance. This is also identifiable in the sign in book.

The Preschool team regularly meet for staff meeting and to reflect upon our practice and the children's learning. Leadership team meet weekly and the whole staff meets 3 times a term. We encourage respect of all opinions and have a critical friend system in place on a rotation system.

All staff have a copy of The code of conduct is the document is available to all and on display in the front entrance.

Wherever possible we all attend professional development together to support engagement with new ideas and to ensure a culture of learning and inquiry.

We always have the correct ratios of staff:students and are aware of the certified supervisor for the day.

## Key improvements sought for QA4

<b>Standard/element</b> 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	
	<b>Identified issue</b>	Recruitment of staff with required qualifications  Current Staff have relevant qualifications  Sign in and sign out procedures need improvement
<b>Standard/element</b> 4.2.2	Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.	
	<b>Identified issue</b>	Build a team that supports and challenges each other, has ownership over the centre and is aware of our centre philosophy.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	H	<p>Recruitment of staff with required qualifications</p> <ul style="list-style-type: none"> <li>Work with TAFE SA re working in DECD Early Childhood services to support people interested in applying to work in Early Childhood Services.</li> </ul> <p>Current Staff have relevant qualifications</p> <ul style="list-style-type: none"> <li>Staff have access to training to gain acquired qualifications needed</li> </ul>	<ul style="list-style-type: none"> <li>More people expressing an interest and applying to work in DECD Early Childhood Services and have the relevant qualifications needed</li> <li>Staff have gained qualifications required</li> </ul>	<p><b>Completed with procedures in place and training of staff ongoing. Will revisit procedures yearly as different levels of staff training needed.</b></p> <p><b>We have systems in place to support staff.</b></p>	<p>We have 2 teachers and a fulltime ECW in the preschool.</p> <p><b>In 2015 we have 2 teachers in the preschool and we fund an ECW across centre.</b></p> <p>We also have sufficient qualified staff to offer our children preschool support.</p> <p>We are supporting staff to study minimum qualifications.</p> <p>2 staff are currently studying to further their qualifications.</p>

						<p><b>1 staff member completed Diploma</b></p> <p><b>1 staff member studying Diploma</b></p> <p><b>3 staff members studying Cert 3</b></p>
4.2.2	<p>Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills to improve practice and relationships.</p> <p><b>New staff – large turnover</b></p>	H	<ul style="list-style-type: none"> <li>• Whole Ngura Yadurim staff meetings weekly</li> <li>• Whole staff PD sessions of areas of focus.</li> <li>• <b>Our staff are a very new team with our longest serving staff member taking terms 2 and 3 off so team building and support will be a large part of 2015</b></li> </ul>	<ul style="list-style-type: none"> <li>• Staff are working collaboratively and supportive of each other's work.</li> <li>• Staff are informed of NYCFC developments to support their work</li> <li>• Staff are leading focus areas.</li> <li>• <b>Staff are sharing tasks and responsibilities</b></li> </ul>	<p>Term 4 and ongoing</p> <p><b>End 2015</b></p>	<p>Meetings are happening weekly</p> <p>We use a sign in book to share messages</p> <p><b>Staff are attending PD together</b></p> <p><b>Have started a critical friend system</b></p>

			<ul style="list-style-type: none"> <li>• Whole staff social events organised.</li> </ul>	<ul style="list-style-type: none"> <li>• Through social events staff are showing mutual respect of one another.</li> </ul>	End 2015	<p>Staff observations planned</p> <p>A staff event is scheduled each term.</p>
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## Quality Area 5: Relationships with children

This quality area of the **National Quality Standard** focuses on relationships with children being responsive, respectful and promoting children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning

### Quality Area 5: Standards and elements

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

## Quality Improvement Plan for QA5

### Summary of strengths for QA5

#### Strengths

The relationships between educators and the children are strengths at the Ngura Yadurim. Many children are either related or connected through family and friendship groups.

Educators have a good depth knowledge of individual children and their cultural background and interests through parent input sheets that parents fill in when the child is enrolled. Children know that staff care about them, know their interests and about their family culture.

Educators give encouragement, set clear limits and individualise programs to reduce challenging behaviours. We sensitively monitor, support and guide children's interactions with others as they explore this identity and build social skills.

Educators work hard to ensure children develop a sense of belonging and additional educators are employed to ensure inclusion of children with additional needs. Families are valued and kept informed if we are changing a routine to aid in a child's success at preschool.

The Preschool team recognises the importance of building a secure and trusting relationship with each child and their family. The centre encourages families to spend time in the centre with their children or attending another group ie playgroup, parenting conversations or learning groups.

We value each child and his or her opinion. Educators are sure to listen to children and teach all children to actively listen to others.

The Centre works closely with the 2 local schools and Day Care centres in developing supportive transition programmes.

## Key improvements sought for QA5

<b>Standard/element</b> 5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
<b>Identified issue</b>	Support children to gain skills to self-regulate their emotions and use words to solve conflict
<b>Standard/element</b> 5.2.3	The dignity and the rights of every child are maintained at all times.
<b>Identified issue</b>	Children's voices are reflected through the environment.

# Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2	<p>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</p> <p>We have a very new staff team and will build a deeper knowledge around responsive relationships in 2015</p>	H	<p>Children developing greater awareness of their emotions and thoughts.</p> <p>Educators are modelling care, empathy and respect for children, staff and families by their actions and words.</p> <p>T and D being planned for 2015 around empathy and trauma.</p> <p>34</p> <p>Educators attending PD on responding to behaviour as</p>	<p>Children are able to express a wide range of emotions and thoughts.</p> <p>Children are engaging and participating</p> <p>Staff team will have increased level of compassion and empathy around each child's journey and the effects of trauma.</p>	<p>Term 1 – the curriculum around emotions and wellbeing went well in 2014.</p> <p>End of 2015</p>	<p>We have spent many sessions explicitly teaching about negotiating conflict with others.</p> <p>Staff role model decision making and support play negotiations.</p> <p>Had a puppet performance on emotions</p>

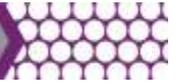


## Quality Area 6: Collaborative partnerships with families and communities

This quality area of the **National Quality Standard** focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

### Quality Area 6: Standards and elements

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



	Element 6.3.3	Access to inclusion and support assistance is facilitated.
	Element 6.3.4	The service builds relationships and engages with their local community.

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## Quality Improvement Plan for QA6

### Summary of strengths for QA6

#### Strengths

The staff at NYCFC acknowledges the families are the primary influences in their children's lives and have strong beliefs about the education of their children. Educators know that the relationships with families are fundamental to the quality of education and care that the child will connect with.

We value every families input and feedback equally and make time to connect with families.

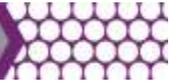
Educators know that children are part of a wider community and that sharing of information with families and working collaboratively with other agencies to facilitate programs, provide transport and ensure families wellbeing is being looked out for is part of being a children centre.

We go out of our way to help families when they are in need and be sure that support is wrapped around them if needed. We have a family services coordinator and a community development coordinator who can help in each of their roles.

Newsletters and term calendars are distributed to families each term. - The newsletters/term calendars are emailed to the parent engagement group and the partnership groups as well as many other contacts that the Community Development Officer has within the community. The newsletters and calendars were also distributed to the families and staff of the Save the Children Playgroup sessions that are held at the NYCFC. The NYCFC held numerous community sharing displays within the community and at the previous preschool site, where there was opportunity to distribute the newsletters and term calendars to the wider community.

As an NYCFC we hold partnership group and yarning session meetings to keep families and other agencies informed and updated.

The service builds relationship's to unite and engage with the local Aboriginal and non-Aboriginal community through the networks of staff that are employed within the centre.



## Key improvements sought for QA6

<b>Standard/element</b> 6.1.1	There is an effective enrolment and orientation process for families.	
	<b>Identified issue</b>	Improved Enrolment and orientation process
<b>Standard/element</b> 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	
	<b>Identified issue</b>	The NYCFC Team as a whole inclusive of Director, CDC, FSC and Preschool staff working collaboratively to engage respectfully and appropriately with families within the community.
<b>Standard/element</b> 6.3.1	Links with relevant community and support agencies are established and maintained	
	<b>Identified issue</b>	Regular meetings for staff, partnership and parent groups to be held without reliance on any one staff.

## Improvement plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	There is an effective enrolment and orientation process for families	H	<ul style="list-style-type: none"> <li>To reduce the time pressure, ensure more staff are aware of the enrolment &amp; orientation processes.</li> <li>Establish a Centre Enrolment Policy.</li> <li>Strategy could be that there is an option for a group and or individual enrolment &amp; orientation process</li> <li>Parents/carers nominate preferred school on enrolment form to assist in the Transition process.</li> <li>Enrolment Pack for the new Centre updated.</li> </ul>	<p>Improved Enrolment and orientation process</p> <ul style="list-style-type: none"> <li>Families feel welcome and have the sense of belonging</li> <li>All Centre staff are aware of the Enrolment and Orientation for the Centre.</li> <li>Enrolment and Orientation – is a wholeness of centre.</li> <li>Enrolment and Orientation process is tailored for the individual and families.</li> <li>Effective Transition processes operating.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Before term 3</li> </ul> <p>Completed</p> <p>An effective process is in place, packs are made and staff are aware of process.</p>	<p>Feedback has been very positive about our welcoming environment and sense of belonging.</p> <p>Enrolment packs made</p> <p>All staff are aware of across centre enrolments.</p> <p>Families are supported to fill in forms when needed.</p>

				<ul style="list-style-type: none"> <li>Parents/Carers have access to the relevant and updated information about the Centre.</li> </ul>		<p>Support is offered at time of enrolment pack collection.</p> <p>Transition processes are in place and we have had a lot of positive feedback from school staff and parents.</p> <p>Transition meeting held in term 3</p> <p>New ways of communicating with parents have been put in place – mailing out newsletters</p>
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	H	<ul style="list-style-type: none"> <li>Consultations with families that use the centre for different services/programs</li> <li>One to one home visits engaging with families.</li> <li>Referrals from other service providers in the community.</li> <li>We will give</li> </ul>	<ul style="list-style-type: none"> <li>The NYCFC Team as a whole inclusive of Director, CDC, FSC and Preschool staff working collaboratively to engage respectfully and appropriately with families within the community.</li> </ul>	Process in place by Term 4 2015	<p>Transport being offered to families in way of TAXI</p> <p>Feedback from parents sought through surveys and conversations</p>

			<p>families more information around volunteering and spending time at the centre (part of our survey feedback said that families didn't know what was happening in the centre, so we need to really focus on this area)</p> <ul style="list-style-type: none"> <li>Governing council reflects the cultural diversity of enrolments</li> <li>Build Aboriginal Parent advisory Group</li> </ul>	<ul style="list-style-type: none"> <li>More families utilising the service and attending programs with improved outcomes for families and children.</li> <li>Focus on engaging vulnerable families</li> <li>Have a clear process for capturing Aboriginal Voice</li> <li>Build relationships with families. All families' opinions, values and beliefs reflected in the centre.</li> </ul>		<p>Personal invites being made</p> <p>Newsletter and personal invites to share skills at the centre.</p> <p>Home visits will be offered in term 1 and 2.</p> <p>Playgroups and parent groups well attended</p> <p>Have received some grant money for Aboriginal projects.</p>
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6.3.1	Links with relevant community and support agencies are established and maintained.	H	Meeting dates set agreed upon and maintained.	Regular meetings for staff, partnership and parent groups to be held without reliance on any one staff.	Process in place by end 2015	<p>Lack of staff has delayed this process as we need to be off site for a lot of this.</p> <p>Decided we will report about the centre at the Local Working Together meeting.</p> <p>Nothing is cancelled or postponed.</p> <p>Once our new CDC starts this will be shared amongst leadership team.</p> <p>Regular staff meetings happen</p> <p>Inviting nurse to attend one staff meeting a term. Which she has agreed to.</p>
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# Quality Area 7: Leadership and service management

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

## Quality Area 7: Standards and elements

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

	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
<b>Standard 7.3</b>	<b>Administrative systems enable the effective management of a quality service.</b>	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.
	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

## Quality Improvement Plan for QA7

### Summary of Strengths

## Strengths

The whole Centre Team are working hard to develop new positive culture and identity as an integrated health, care and education service for children and their families from Birth to 6 years of age.

Our leadership team incorporates a multidisciplinary team and has a deep understanding of education and care and have clear expectations about the purpose of our service. As a team we listen to differing views, recognised and address areas of difference and manage our team through change processes.

All staff members are contributing to the planning and decision making to establish the operational processes of the Centre.

Some staff have worked at the Preschool for many years while others are new to our centre, state and education.

Ngura Yadurim Children and Family Centre has a governance structure of the NYCFC Leadership Team, Governing Council, Aboriginal Parent Advisory Group and Local Partnership Group.

## Key improvements sought for QA7

<b>Standard/element</b> 7.1.1	Appropriate Governance arrangements in place to manage the service .
<b>Identified issue</b>	Governance is not complete – Governing Council not in place
<b>Standard/element</b> 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
<b>Identified issue</b>	The induction of educators, co-ordinators and staff members is comprehensive
<b>Standard/element</b> 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
<b>Identified issue</b>	Staff deserve the respect and time to goal set and improve their skills and our families deserve staff able to be critically reflective
<b>Standard/element</b> 7.3.1/7.3.2/7.3.5	<p>Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.</p> <p>Administrative systems are established and maintained to ensure the effective operation of the service.</p> <p>Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.</p> <p>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</p>
<b>Identified issue</b>	The centre is new and our policies and processes around compliance need to be embedded

## Improvement Plan

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
7.1.1	Appropriate Governance arrangements in place to manage the service	H	<p>Formation and the establishment of the NYCFC Governing Council.</p> <p>Continuation of Aboriginal Parent Engagement Group.</p> <p>Continuation of processes and structures of the Partnership Group.</p> <p>Continuation of processes and structures to support the NYCFC Leadership Team.</p>	<p>Processes and structures in place and a Governing Council operating successfully.</p> <p>Aboriginal community members engaging and actively participating in the Aboriginal Parent Engagement Group</p> <p>Agencies and services are engaging and actively participating in the Partnership Group</p> <p>The Leadership Team using evidence based decision making processes to inform the work that we do.</p> <p>All members of Governance bodies have</p>	<p>End of term 1 2014 – <b>completed</b></p> <p><b>2015 Governing Council is in place</b></p> <p>End Term 3 2014</p> <p><b>Completed in place and part of our 6.1.2 goals</b></p> <p>End Term 3 2014</p> <p><b>Completed – decisions made</b></p> <p>Ongoing- <b>completed – leadership structure in</b></p>	<p><b>Governing Council is formed and functioning</b></p> <p>Seeking ways to engage out Aboriginal families in the Yarning Group – <b>invites, working with a small group</b></p> <p>Conversations about 2015 and holding 1 meeting at out centre and reporting to a community meeting another 3 times. This is to lessen meetings that our community have to attend.</p> <p><b>We have decided to report at the Working Together meetings where all agencies attend.</b></p>

			Training and support for Governance bodies	accessed governance training and have access to support.	place  Ongoing- completed Procedures in place	Volunteer RAN EC training conducted  Further training will be ongoing  New constitution sent off for approval
7.1.2	The induction of educators, co-ordinators and staff members is comprehensive	H	Develop a comprehensive Induction, that is inclusive of an Integrated service, NYCFC and the local communities	All NYCFC staff have accessed a comprehensive induction process and have a greater awareness of the NYCFC's particular brief and their role within this.	End Term 4 / ongoing  Completed – procedure in place folder has been developed	Folder being put together  Sufficient time put aside for induction
7.2.2	The performance of educators, coordinators and staff members evaluated and individual development plans are in place to support performance improvement.	H	Individual performance management meetings are timetabled with appropriate documentation strategies utilised.	Each staff member is engaging in regular documented performance management meetings  Performance review cycle in place and staff are aware	End term 4 / ongoing  - completed by end 2015	Professional Conversation Meetings with all staff held  Proforma developed  Timetable of meetings and release of staff documented

				Staff receive ongoing feedback		
7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements	M	Set up appropriate systems to store information. Discuss with other CFCs and local schools on appropriate systems.	Systems and processes are set up to operative accordingly as required.	Term 3 – completed – processes in place	Files are secure and office locked every night  Filing cabinets are locked  Archiving completed when appropriate  Record of all criminal history checks available  Staff record available
7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service	H	Employment of personnel to support and manage administration – Reception, Finance	Receptionist and Finance personnel employed	End Term 2/beginning term 3 – completed – procedures in place and will be evaluated at end of 2015	Contact numbers are secured  12 hours of admin per week

						<p>Systems for message taking in place</p> <p>Staff are aware of nominated supervisor role</p>
7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly	H	<p>Implement the required policies and procedures as stated in the legislation.</p> <p>Develop in consultation with parents/carers, staff and governance bodies the required local context policies as required by the legislation.</p>	<p>DECD policies and procedures are developed, implemented and reviewed and inform the work that we do.</p> <p>The centre is implementing and reviewing the 4 local context policies that are required.</p>	<p>Term 2 / ongoing</p> <p>Finished by end 2015</p>	<p>All policies were available for consultation of community and staff in draft form.</p> <p>Policies are being finalised and approved by Governing Council in an orderly manner</p> <p>Policies are accessible to families</p> <p>Volunteers are required to have a criminal history check</p>

## 5. INTERVENTION AND SUPPORT PROGRAMS

The Centre has had 14 children on preschool support, 13 of these are Aboriginal children, 4 are GOM children and 3 are on NEP's. 1 student has been supported for behavioral and social scaffolding. We have 2 Aboriginal 3 year old children enrolled. The staff have identified 1 student with hearing issues who now has the support of an aid and is able to fully engage in learning.

All of our supported students have moved forward with speech and language. A barrier is often irregular attendance which will be a major focus for us in 2015.

A commendation from a family with a high needs child provided feedback on their statement of learning that 'the staff at the Centre had helped her understand her child and that the skills we have built with her child and family had improved the quality of all their lives.'

## 6. STUDENT DATA

### 6.1 Enrolments

Figure 1: Enrolments by Term

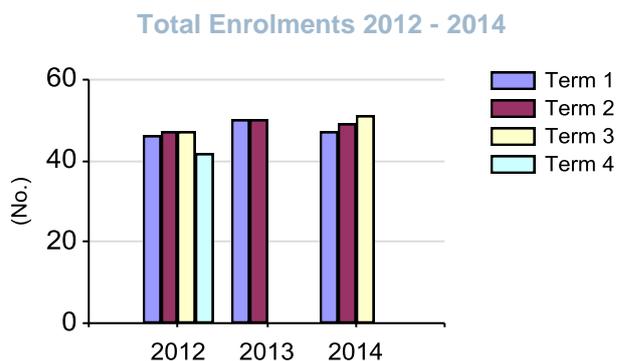


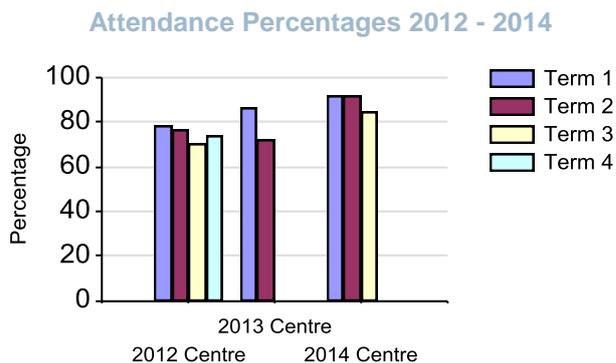
Table 1: Enrolments by Term

Enrolment by Term				
2012	46	47	47	42
2013	50	50		
2014	47	49	51	

Based on person counts in the two week reference period each term.  
Excludes pre-entry.  
Source: Preschool Data Collection, Data Management and Information Systems

Enrolment at the Centre is relatively steady as it is the only preschool in the town. We will start 2015 with approx. 50 children.

## 6.2 Attendance



**Table 2: Attendance Percentages 2012 - 2014**

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2012 Centre	78.3	76.6	70.2	73.8
2013 Centre	86.0	72.0		
2014 Centre	91.5	91.8	84.3	
2012 State	87.4	85.9	84.5	85.5
2013 State	88.7	88.0		
2014 State	89.9	88.8	85.9	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed

Attendance is steady and sitting above or close to the state average for the year. We aim to keep momentum in 2015 and try to keep the enthusiasm and engagement of families' level across the year. Term 3 brings with it a lot of movement in our Aboriginal population. The Aboriginal Attendance Improvement funding is used to pay for the use of a bus and payment of the driver plus 2 staff member to travel on bus to keep the NQS ratios correct. This is a large investment of funds but without transport many of our Aboriginal children would not attend preschool.

In 2015 we plan to monitor attendance on a daily basis. Calling every family not attending to check in and uncover the barriers if any and put in steps to overcome them.

## 6.3 Destination – Feeder Schools

**Table 3: Feeder School Percentage Data 2012 - 2014**

Feeder Schools				
Site number - Name	Type	2012	2013	2014
0734 - Ceduna Area School	Govt.	88.9	92.9	86.0
8004 - Crossways Lutheran School	Non-Govt.	11.1	7.1	14.0

Total	100.0	100.0	100.0
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Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.

Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

Ceduna Area School (CAS) is our neighboring public school and the only government school in Ceduna. CAS and Ngura Yadurirn have had a very thorough transition process that spanned 3 terms. I believe that this has contributed to the large number of our students attending CAS. Many of the children attending Crossways have family connections either through staff or siblings already attending the school.

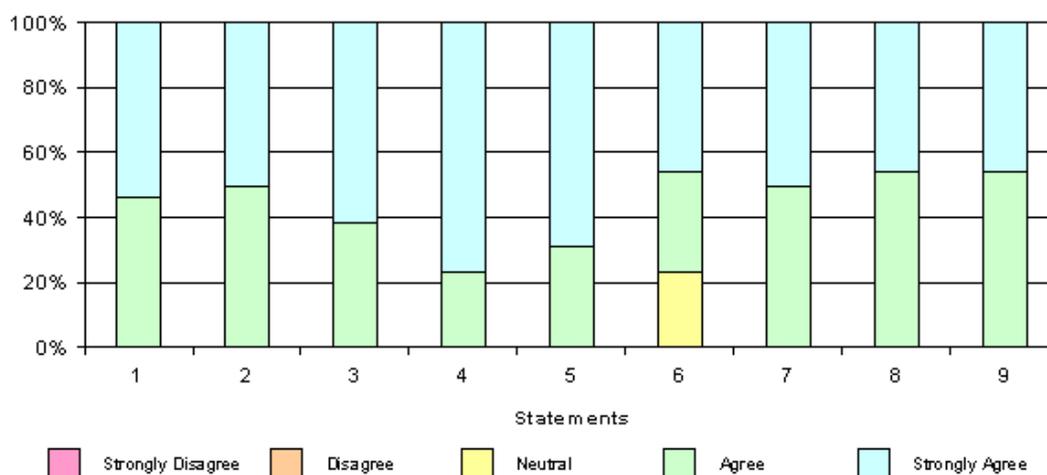
## 7. CLIENT OPINION

### DECD Parent Opinion Survey 2014

#### 6641 Ceduna Preschool Centre Inc

#### Aggregation of Preschool Survey Responses

#### Parent Opinion - Quality of Teaching and Learning



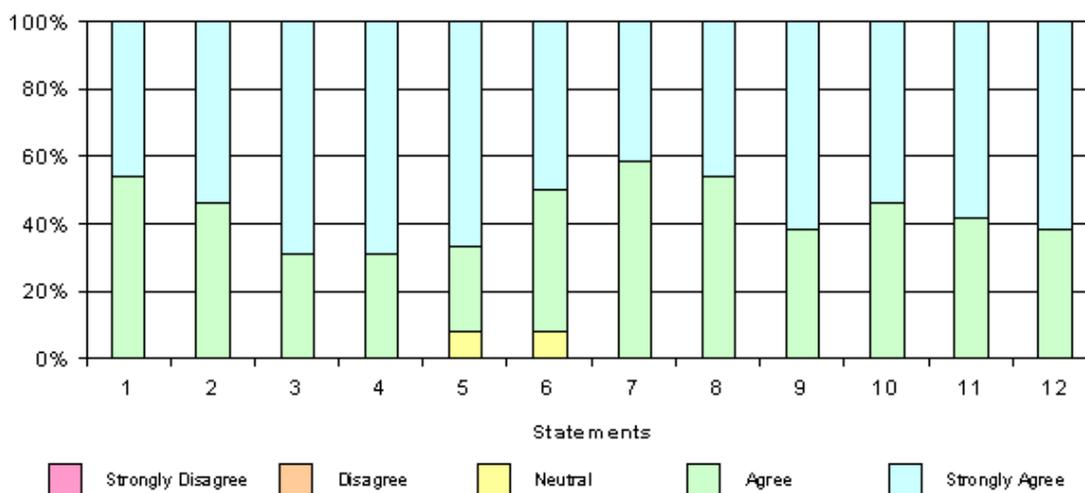
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	0%	46%	54%	13
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	50%	50%	12
3	This preschool has the expectation that children will learn.	0%	0%	0%	38%	62%	13
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	23%	77%	13
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	0%	31%	69%	13
6	My child's teachers clearly inform me about the learning program.	0%	0%	23%	31%	46%	13
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	50%	50%	12
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	54%	46%	13
9	The preschool has an excellent learning environment.	0%	0%	0%	54%	46%	13

Quality of teaching and learning is our core business and 23% of families even though it is only a small snapshot saying they are neutral on clearly being informed

about their child’s learning is a concern to staff. We have always updated the curriculum program in the Centre and we have moved it around throughout the year to find the best spot for it, incorporated newsletter inserts, encouraged questions and have had formal parent conversations. This will be a focus for us in 2015 and will be an improvement priority for our Quality Improvement Plan (QIP).

**Aggregation of Preschool Survey Responses**

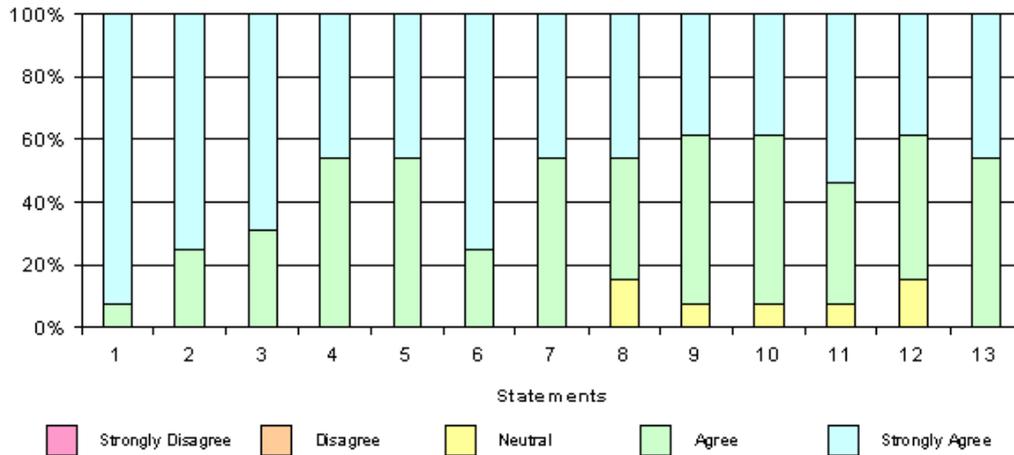
**Parent Opinion - Support of Learning**



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	My child is motivated to learn at this preschool.	0%	0%	0%	54%	46%	13
2	My child’s teachers provide help and support when it is needed.	0%	0%	0%	46%	54%	13
3	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	31%	69%	13
4	My child is happy at this preschool this year.	0%	0%	0%	31%	69%	13
5	My child would receive support for any special needs he/she had.	0%	0%	8%	25%	67%	12
6	The preschool changes its programs and activities to improve student achievement.	0%	0%	8%	42%	50%	12
7	Children know how they are expected to behave at preschool.	0%	0%	0%	58%	42%	12
8	Teachers at this preschool treat my child fairly.	0%	0%	0%	54%	46%	13
9	This preschool provides a safe and secure environment.	0%	0%	0%	38%	62%	13
10	Children have enough materials and resources for their learning.	0%	0%	0%	46%	54%	13
11	This preschool has information available about other support agencies within the community.	0%	0%	0%	42%	58%	12
12	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	38%	62%	13

Ngura Yadurim prides itself on having a calm and predictable environment for our students and families. This is commented on regularly by visitors to the Centre. 58% of families surveyed only agreeing that their children know how to behave at preschool means we have not given families enough information about the way we set up our environment to encourage a sense of belonging. We will endeavor to address this in our 2015 QIP.

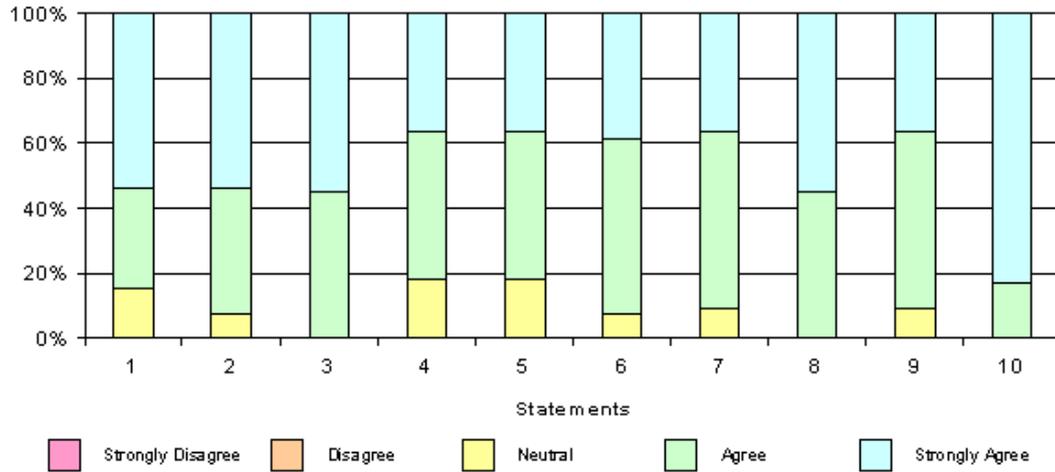
**Aggregation of Preschool Survey Responses**  
**Parent Opinion - Relationships and Communication**



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I feel welcome at this preschool.	0%	0%	0%	8%	92%	13
2	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	25%	75%	12
3	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	31%	69%	13
4	I am given opportunities to have a say in matters about this preschool.	0%	0%	0%	54%	46%	13
5	There is a broad variety of communications that inform me about this preschool.	0%	0%	0%	54%	46%	13
6	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	0%	25%	75%	12
7	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	54%	46%	13
8	I receive helpful information about my child's progress and achievement.	0%	0%	15%	38%	46%	13
9	This preschool provides opportunities to discuss my child's progress.	0%	0%	8%	54%	38%	13
10	I am well informed about preschool activities.	0%	0%	8%	54%	38%	13
11	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	8%	38%	54%	13
12	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	15%	46%	38%	13
13	Teachers let me know how well my child is doing.	0%	0%	0%	54%	46%	13

The majority of families agree or strongly agree that we have developed positive relationships and have good communication. However it must be acknowledged that one person not feeling they are informed of their child's progress and what is happening in the preschool is too many and there maybe others who are feeling this way. Information sharing is a theme of the neutral comments that must be addressed. We acknowledge and welcome feedback such as the suggestion to email as not everyone is on facebook. We have also included this in our 2015 QIP.

**Aggregation of Preschool Survey Responses**  
**Parent Opinion - Leadership and Decision Making**



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	This preschool is well organised this year.	0%	0%	15%	31%	54%	13
2	I have confidence in how the preschool is managed.	0%	0%	8%	38%	54%	13
3	I believe there is effective educational leadership within the preschool.	0%	0%	0%	45%	55%	11
4	The preschool seeks parents' opinions about educational programs.	0%	0%	18%	45%	36%	11
5	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	18%	45%	36%	11
6	The preschool is always looking for ways to improve what it does.	0%	0%	8%	54%	38%	13
7	Parents are invited to participate in decisions about their child's education.	0%	0%	9%	55%	36%	11
8	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	0%	45%	55%	11
9	The preschool includes parents and community in decision making.	0%	0%	9%	55%	36%	11
10	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	17%	83%	12

Conversations and opportunities to be heard again are the neutrals and an area we must strive to excel in. Our aim for 2015 is to have a lot more strongly agrees and many more responses to get a larger snapshot.

## Parent Comments - Quality of Teaching and Learning

All staff so an excellent job as my daughter is very happy and interested in the subjects that they do.

Great

Just Awesome

## Parent Comments - Support of Learning

Do a great job

## Parent Comments - Relationships and Communication

I wish I knew more about how much parental involvement was allowed also more on volunteering as well.

Maybe emails about what is going on during the term as im not on facebook. specific info about dates for school transition days to school- would like to sit in on a session.

## Parent Comments - Leadership and Decision Making

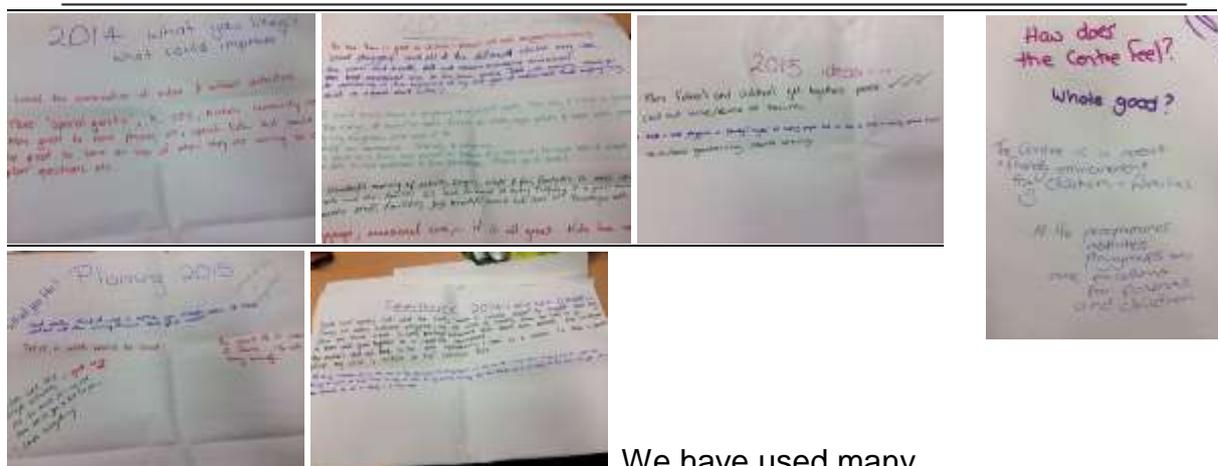
I would like to see my daughters speech a little clearer and her words clearer.

I am very impressed with the quality of Suzi as a leader. She has blown me away with her kindness, compassion and great leadership skills. Since she has been at the kindy the atmosphere has changed dramatically. She always has time for children and for parents. We love her. I would also like to say that Sharon is just delicious with the children. Well done team.

## Parent Comments - Other comments

All staff do a fantastic job and my daughter loves attending preschool and settles really well

I am concerned about how much water my child drinks throughout the day as her water bottle often comes home full- she is a huge water drinker at home, also allowing enough time to eat lunch- she can be a slow eater



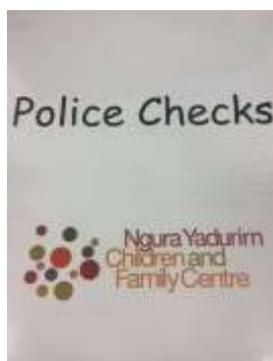
We have used many ways to collect data on our Centre in 2014. We have held parent conversations, yarning area chats, had many opportunities for families to jot down notes and feedback on postie notes, sometimes with a theme and other times an open suggestion style. Feedback is overwhelmingly positive with some excellent suggestions for improvement.



There has also been the opportunity for families to be involved in the Children's Centre Survey. This survey had one section on the children Centre and many areas about parenting etc. The section focused on Children Centre was predominately positive in the strongly agree section. There were again some neutral responses in the trusting of staff and curriculum – this survey was done in the first term of the year and I would have liked to do the same survey at the end of the year. Again it is in the information sharing areas

which we will explore much more deeply in 2015.

## 8. ACCOUNTABILITY



We have the required police checks for all of our staff, cleaners, gardeners, governing council and volunteers in one folder available for viewing if requested.

## 9. FINANCIAL STATEMENT

NYCFC Funding	\$ 220,644.00
Occasional Care	\$ 42,944.49
Preschool	\$ 376,440.37
Parents Fees Rec'd	\$ 14,100.45
Early Literacy Grant	\$ 24,558.00
Attendance Improv. Gr	\$ 23,894.00

**Ngura Yadurirn Children & Family Ctre**  
**Profit & Loss**  
**January through December 2014**

Cash Basis

	Jan - Dec 14
Ordinary Income/Expense	
Income	
4000 · 2013 Surplus B/Forward	0.00
4100 · Resource Entitlement Statement	640,028.71
4200 · General Income	
4205 · Miscellaneous Income	7,141.60
4210 · Fundraising Income	
Book Fair	402.73
Hats	22.73
T/Shirts	540.02
4210 · Fundraising Income - Other	1,658.82
Total 4210 · Fundraising Income	2,624.30
4230 · Interest Income	1,841.73
4240 · Donations	4.70
Total 4200 · General Income	11,612.33
4300 · Parent Contributions.	
4330 · Eager Beavers Fees	36.00
4310 · Fees - Parent Contributions	9,707.00
4320 · Occasional Care Fees	4,357.46
Total 4300 · Parent Contributions.	14,100.46
4600 · Early Literacy Learning Strateg	24,558.00
4800 · Attendance Improvement Grant	23,894.00
Total Income	714,193.49
Expense	
6100 · Human Resources	
6101 · Admin Support 0.5 ECW	21,794.73
6102 · Learning Together 0.5FTE	8,016.40
6103 · Add Preschool Funding 1.0 ECW	61,169.64
6104 · Universal Access Staffing	7,615.18
6110 · Teachers	172,857.98
6120 · Temporary Relieving Teachers	10,419.42
6130 · Director - Level 1	124,379.08
6150 · Early Childhood Worker - Daily	29,113.23
6190 · Leadership Development [4days]	6,245.5
Total 6100 · Human Resources	435,990.21
6210 · Attendance Grant	
6210-2 · Friday Bus Run	2,970.90
6210-3 · Bus Hire	1,899.09
Total 6210 · Attendance Grant	4,869.99
6220 · Curriculum Maintenance	
6220-1 · Food	282.51
6220-2 · Paint, etc	1,405.48
6220-3 · Resources	3,972.84
6220-4 · Toy Replacement	1,007.55
Total 6220 · Curriculum Maintenance	6,668.38
6230 · Administration	
6230-2 · Finance Officer	1,243.75
6230-3 · Postage & Freight	308.28
6230-4 · Office Supplies	
101 · Stationery	348.68
102 · Printing & Computers	639.61
Total 6230-4 · Office Supplies	988.29
6230-6 · Bank Charges	79.02
Total 6230 · Administration	2,619.34
6250 · Facilities	
6250-1 · Breakdown/General Maintenance	11,338.30
6250-2 · Equipment Repair & Replacements	3,157.3
Total 6250 · Facilities	11,654.03

**Ngura Yadurirn Children & Family Ctre**  
**Profit & Loss**  
**January through December 2014**

Cash Basis

	Jan - Dec 14
6260 · Utilities & Maintenance	
6260-1 · Cleaning	40.79
6260-2 · ETSA	47.51
6260-4 · Telstra	1,324.52
Total 6260 · Utilities & Maintenance	1,412.82
6270 · Fundraising	
6270-1 · Fund Raising Expenditure	3,592.39
Total 6270 · Fundraising	3,592.39
6280 · Other Expenditure	
6280-2 · Leadership	3,764.65
6280-3 · Bad Debts Written Off	720.00
6280-4 · T & D	1,817.54
6280-5 · Miscellaneous Expenses	8,094.15
6280-6 · ECD Local Partnership Conference	176.82
6280-7 · Occasional Care Expenses	2,243.86
Total 6280 · Other Expenditure	16,817.02
6290 · NYCFC Operating Expenditure	
6290-1 · CDC G&S - Professional Developm	168.18
6290-2 · CDC G&S - Travel	1,018.58
6290-3 · CDC G&S - Group Programs	6,169.61
6290-4 · CDC G&S - Emergency Assistance	717.43
6290-5 · CDC G&S - Child Care	5,597.35
6290-6 · CDC G&S - Consumables	991.84
6291-1 · FSC G&S - Professional Developm	22.87
6291-2 · FSC G&S - Travel	398.17
6291-3 · FSC G&S - Group Programs	5,061.83
6291-5 · FSC G&S - Childcare	1,130.10
6291-6 · FSC G&S - Consumables	2,086.54
6292 · Centre Goods & Services	2,837.07
6293 · Hygiene Supplies	1,649.94
6294 · General Consumables	120.68
6295 · Whole Site Collaborative Planni	2,106.86
6297 · Cleaning.	90.60
Total 6290 · NY CFC Operating Expenditure	30,167.65
6300 · CACFC Set up Grant	
6300-1 · Learning Together	4,505.60
6300-2 · Occasional Care Set Up	1,628.63
6300-3 · Preschool Program Fixed	976.91
6300-4 · Preschool Program Variable	336.18
6300-5 · DECD/Health/Comm Facilities SAU	7,206.12
6300-6 · Shared Staff Room	676.05
Total 6300 · CA CFC Set up Grant	15,329.49
6400 · Preschool DECD Commiss. Grant	19,288.31
6500 · CDC / FSC Central Office Funds	24,108.75
6600 · Preschool '13 Surplus B/Forward	75,892.32
Total Expense	648,410.70
Net Ordinary Income	65,782.79
Other Income/Expense	
Other Expense	
Suspense	0.00
Total Other Expense	0.00
Net Other Income	0.00
Net Income	65,782.79