



Australian Children's
Education & Care
Quality Authority

Ngura Yadurirn Children and Family Centre Quality Improvement Plan 2015

Service details

Service name	Service approval number
NGURA YADURIRN CHILDREN AND FAMILY CENTRE	SE-00011676
Primary contact at service	
Susie Bowden	
Physical location of service	Physical location contact details
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Approved Provider	Nominated Supervisor
Primary contact: Department of Education and Child Development Trish Strachan, Executive Director, Office for Children and Young People Telephone: 08 8226 3463 Mobile: 0437 719 134 Email: trish.strachan2@sa.gov.au	Name: Susie Bowden Telephone: 08 8625 2294 Mobile: 0408 859 542 Fax: 08 8625 2295 Email: susie.bowden194@schools.sa.edu.au
Postal address (if different to physical location of service)	
GPO Box 1152, Adelaide SA 5001	

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	09:00	09:00	09:00	09:00	09:00		
	Preschool 9-3 Nunga Womens Group 9:30-12:30 Circle of Security 6-7:30pm Deadly Dads 1xterm Dads and kids Playgroup 1Xterm	Preschool 9-3 Playgroup 9am-11am Occasional Care 12-3 Nunga Yarn Time 12-2pm	Preschool 9-3 Occasional Care 9-12 Nguntju Tjuta Iti Tjuta Birthing Group Parenting Group Circle of Security Or Bringing up Great kids am - pm	Preschool 9-3 Nunga Playgroup 11-1pm Occasional Care 12-3 Chillin Together 1-3pm	Preschool 9-3 Garden Group Family Contact Playgroup 1-3pm		Drop in Gardening Group once a month
Closing time	16:00	16:00	16:00	16:00	16:00		

Additional information about your service

The Ngura Yadurirn 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. We have a high level of disadvantage. 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 rural and remote 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. We have 55 children enrolled in preschool, 24 ATSI children in preschool, 26 females and 29 males, 3 Aboriginal 3 year olds, 1 non-English speaking GOM child, 5 families with English as a second language and 40 families accessing Occasional Care.

The centre has an allocation of a Director and 1 teacher in preschool, Family Services Coordinator, Community Development Coordinator and part time 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 an extensive transition program to both schools and transitions from Minya Bunhii Aboriginal 3 year old program. This program begins in term 2 with the teachers visiting the preschool and our preschool children going for a series of story times, in term 3 we do a spaces and places transition when we familiarise the children with the large area school environment and in term 4 the preschool children begin the formal transition program into classroom building up to 2 full days at end of term.

The centre offers playgroups, parent programs, community programs and individual parent support in our large community room and meeting room. Ngura Yadurirn has 2 consult rooms and accommodates visiting specialists, nurses for health checks, CAFHS and CAMHS staff and hearing services. We hope to have an Occupational Therapist in 2015.

The centre has ample parking. The Centre programs operate during South Australian school terms.

How are the children grouped at your service?

Currently we have 55 children enrolled divided into 2 groups of children which attend two different sessions. Children access the Preschool program with 2 full days and a half day. The same group of children attend Monday and Wednesday with the other group attending Tuesday and Thursday. After considering feedback from parents around school transition for social reasons as children will attend school together we mix the

groups on Fridays so all preschool children have an opportunity to get to know each other.

The Centre utilise our Attendance grant to hire a bus to provide transport to support Aboriginal children to access the Preschool Program.

Person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisor: Susie Bowden

The philosophy statement was developed incorporating consultations with staff, families and Governing Council. The philosophy will be reviewed at the beginning of term 2 2015. Governing Council has this on the agenda, families will be surveyed and consulted with conversations and the centre will have a closure day to complete this process.



PHILOSOPHY STATEMENT

The Ngura Yadurirn Children and Family Centre is a centre for all families and children from birth to five years and will help build the capacity of every child.

We believe that children will thrive best in an environment which supports their development, education and safety. We do this by supporting and encouraging children to:

- Build stimulating learning foundational skills in numeracy and literacy in a safe and happy environment
- Explore play based pedagogy that assists in the development of children's skills, interests and dispositions.
- Develop relationships with others where they feel safe, valued and recognised.
- Build important strong spiritual, emotional, physical and intellectual relationships between children and families.
- Extend boundaries and enhance life-long learning in a safe and developmentally appropriate way

We believe in the provision of high quality first learning experiences, both in preschool and home environments. We do this by:

- Listening to the voice of children, parents and families
- Integrating programs within the centre that will enable the strengths of all children to be acknowledged and valued and will support all children to reach their potential
- Constructing a place of learning with a focus on promoting environmentally sustainable practises
- Continually seeking to improve all aspects of the work undertaken at the Ceduna ACFC to the benefit of all families
- Actively inviting and supporting all families to engage in the management of our centre, to help define policy and operations and identify needs and aspirations of families within our community.

The Ngura Yadurirn Children and Family Centre will have a strong focus on supporting Aboriginal families with young children to have the best start in life.

We believe in the need for strong and safe family environments which best support children. We do this by working in partnership with families to:

- listen to the voices of Aboriginal children and families
- Become a focal point for families, to enhance family structures through a strength based approach.
- Share our knowledge, experience and respect for each individual child and family.
- Strengthen the importance of Aboriginal Culture and improving the educational and health outcomes for Aboriginal children to give the best possible start in life.

The Ngura Yadurirn Children and Family Centre will create opportunities to unite Community

We believe in the need for an integrated and inclusive community to best support families

We do this by:

- Acknowledge the importance of the Aboriginal and non-Aboriginal Communities
- Working with other services to support and build relationships with all families, based on mutual respect, inclusivity and honesty.
- Providing an integrated service with an emphasis on cultural diversity, identity and inclusion
- Creating opportunities to unite all community through strengthening belonging, ownership and shared voice through communication, collaboration and celebration.
- Develop and establish respectful, reciprocal and collaborative partnerships in the community to address needs of individual families and the broader population.
- Providing programs, services and information that is responsive to the needs of families and that will bring families together with a sense of community.
- Promoting our commitment to the practice of Reconciliation in all areas of our service in which cultural diversity and inclusion is valued.
- Sharing best practise with families, other early childhood services and the wider community to promote the importance of the early years of childhood

Quality Area 1: Educational program and practice

This quality area of the *National Quality Standard* focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Quality Area 1: Standards and elements

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

Quality Improvement Plan for QA1

Summary of strengths for QA1

Strengths

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

Standard/element 1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	
	Identified issue	To be more aware of each child's knowledge and interests and use in our programming
Standard/element 1.1.4	The documentation about each child's program and progress is available to families.	
	Identified issue	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	<p>Be more aware of each child's knowledge and interest.</p> <p>All staff will observe and record children's needs and interests which will inform our planning</p> <p>Have small focus groups</p> <p>Collect parent information about children</p>	<p>Know each child and have observations of every child <i>Staff meeting workshop on getting to know a child Feb 2015</i></p> <p>Observations on planning board to inform the programming. <i>What next how does the cycle complete and begin again?</i></p> <p>Staff will plan for children around observations of play. <i>Focus on our children with special needs and be sure the planning cycle is in place.</i></p> <p><i>Utilise Learning Stories as record of learning.</i></p> <p>Individual Learning Plans for all Aboriginal Children</p> <p>Have small group work each day with each child included in a small group activity. <i>Observations will inform small group work.</i></p> <p>Parent information included in program – <i>we need evidence around this in 2015</i></p>	<p>Term 4 2015 and ongoing</p> <p>End of term 1</p> <p>Beginning term 2</p> <p>Structure in place and evidence in folders end 2015</p>	<ul style="list-style-type: none"> Observations more structured, recorded and included in children's folders Exploring a variety of Learning Stories, sharing stories with families and seeking feedback. Planning process and timetabling has begun Children are divided into groups and staff are including this into routine <i>these groups were formed but with the lack of staffing we struggled to get them working efficiently we are reflecting and developing a plan.</i> Parent information gathered on enrolment <i>This will continue with emphasis on getting every child's returned</i> Parent information gathered from interview night. <i>We had over half</i>

						<p>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.</p> <ul style="list-style-type: none"> We have a new report proforma
1.1.4	The documentation about each child's program and progress is available to families so that families are informed of children's progress.	H	<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>Have a conversation about curriculum at family nights.</p> <p>Mail our newsletters with curriculum information to ensure families receive it.</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"> Interviews were offered and 50% of families came to centre 3 families were spoken to at other times Learning stories are being included in folders Exploring new ways of presenting learning stories as above <ul style="list-style-type: none"> Exploring ways of sharing folders and learning stories with families

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"> • Program is flexible • Children's interests are followed and built on <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>
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Quality Area 2: Children's health and safety

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

Quality Area 2: Standards and elements

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



Quality Improvement Plan for Q2

Summary of strengths for QA2

Strengths

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

Standard/element 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.	
	Identified issue	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation
Standard/element 2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	
	Identified issue	Policies and Procedures required in relation to health and safety are developed with an integrated service approach and implemented
Standard/element 2.3.1	Children are adequately supervised at all times.	
	Identified issue	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"> • Provide resting opportunities • Provide clean changes of clothes and nappies when needed. • Provide rest mats if children wish. • Children are encouraged to make choices • Explicitly teach skills around hand washing and other hygiene practices.
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 parents/carers.</p> <p>Family education needs to be conducted</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 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</p> <p>Term 4 2015</p> <p>Term 4 2015</p>	<ul style="list-style-type: none"> • Consultation with families and community • Draft policy written • Healthy eating policy going to governing council for approval • Policy has been approved. • All families given policy on

						enrolment
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.	Term 4 Completed Processes are in place and will be revisited regularly to be sure that best practice is happening and educate any new staff members.	<ul style="list-style-type: none"> • Staff are aware of supervision ratios and cover all areas of centre with supervision. • Bus supervision is in place • Staff are vigilant about student supervision at all times • We ensure DECD adequate staff is on the bus for supervision.

Quality Area 3: Physical environment

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

Quality Area 3: Standards and elements

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

Quality Improvement Plan for QA 3

Summary of strengths for QA3

Strengths

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

Standard/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.
Identified issue	Establishing stimulating indoor and outdoor learning environments
Standard/element 3.3.2	Children are supported to become environmentally responsible and show respect for the environment.
Identified issue	Establishing and maintaining sustainable environmental practices

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"> Programs reflecting outdoor and indoor play experiences. Enhancing natural play spaces indoor and outdoors. Establishing a garden in the preschool outdoor space Children and family voices and included in creating learning environments Gather further input from students and community re outdoor space. Reflect cultural and natural features 	<ul style="list-style-type: none"> Stimulating play spaces are created indoor and outdoors. Children are experiencing indoor and outdoor play experiences. A stimulating garden space is created for children to experience the natural environment through play experiences. Outdoor area will have defined spaces for play that are flexible for children to vary and extend the use. Children will better utilise the outdoor space provided. Children and family voices are respected and inclusive of creating stimulating indoor and outdoor 	<p>Indoor space is working well.</p> <p>Our focus for 2015 will be the outdoor environment</p>	<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 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</p>

				learning environments.		ideas for outside plan. Shared ideas with Governing Council. Will get community input in 2015.
3.3.2	Establishing and maintaining sustainable environmental practices	H	<ul style="list-style-type: none"> • Establish practices across the centre • Recycling food scraps • Recycling can/bottles • recycling paper and card. • Have recycling system running across the centre • Clean up walks around the centre • Preschool Program includes educational experiences to learn more about conservation and environmental care • Refine the composting system to put back into the gardens 	<ul style="list-style-type: none"> • All areas within the centre have established sustainable practices • Sustainable practices shared across the centre and in the newsletter • All children, staff and visitors to the centre are enacting the centres sustainable practices. • Compost system will be working fluently 	Procedures in place end 2015	<p>Recycle education with children and families happening</p> <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>

Quality Area 4: Staffing arrangements

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

Quality Area 4: Standards and elements

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

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

Standard/element 4.1.1	Educator-to-child ratios and qualification requirements are maintained at all times.	
	Identified issue	Recruitment of staff with required qualifications Current Staff have relevant qualifications Sign in and sign out procedures need improvement
Standard/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.	
	Identified issue	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"> Work with TAFE SA re working in DECD Early Childhood services to support people interested in applying to work in Early Childhood Services. <p>Current Staff have relevant qualifications</p> <ul style="list-style-type: none"> Staff have access to training to gain acquired qualifications needed 	<ul style="list-style-type: none"> More people expressing an interest and applying to work in DECD Early Childhood Services and have the relevant qualifications needed Staff have gained qualifications required 	<p>Completed with procedures in place and training of staff ongoing. Will revisit procedures yearly as different levels of staff training needed.</p> <p>We have systems in place to support staff.</p>	<p>We have 2 teachers and a fulltime ECW in the preschool. In 2015 we have 2 teachers in the preschool and we fund an ECW across centre.</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. 1 staff member completed Diploma 1 staff member studying Diploma 3 staff members studying Cert 3</p>
4.2.2	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. New staff – large turnover	H	<ul style="list-style-type: none"> Whole Ngura Yadurim staff meetings weekly Whole staff PD sessions of areas of focus. Our staff are a very new team with our longest serving 	<ul style="list-style-type: none"> Staff are working collaboratively and supportive of each other's work. Staff are informed of NYCFC developments to support their work Staff are leading focus areas. 	<p>Term 4 and ongoing</p> <p>End 2015</p> <p>End 2015</p>	<p>Meetings are happening weekly</p> <p>We use a sign in book to share messages</p> <p>Staff are attending PD together</p> <p>Have started a critical friend system</p> <p>Staff observations planned</p>

			<p>staff member taking terms 2 and 3 off so team building and support will be a large part of 2015</p> <ul style="list-style-type: none"> • Whole staff social events organised. 	<ul style="list-style-type: none"> • Staff are sharing tasks and responsibilities • Through social events staff are showing mutual respect of one another. 		<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

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

Quality Improvement Plan for QA5

Summary of strengths for QA5

Strengths	<p>The relationships between educators and the children are strengths at the Ngura Yadurirn. Many children are either related or connected through family and friendship groups.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The Centre works closely with the 2 local schools and Day Care centres in developing supportive transition programmes.</p>
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Key improvements sought for QA5

Standard/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.	
	Identified issue	Support children to gain skills to self-regulate their emotions and use words to solve conflict
Standard/element 5.2.3	The dignity and the rights of every child are maintained at all times.	
	Identified issue	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. T and D being planned for 2015 around empathy and trauma.</p> <p>Educators attending PD on responding to behaviour as reflected through the EYLF</p> <p>Extended training on Learning Dispositions.</p>	<p>Children are able to express a wide range of emotions and thoughts. 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>
5.2.3	The dignity and the rights of every child are maintained at all times	H	<p>Children's voices are reflected through the environment.</p> <p>Children's voices support the furnishing, setup of the indoor and outdoor learning</p>	Children have a sense of Belonging in the new centre	Children's voices are reflected in our environment. Every child's dignity and worth are valued.	<p>Children are surveyed for decision making</p> <p>Children have been voting on preschool decisions</p> <p>Students are actively</p>

	Cultural Awareness		spaces and the learning experiences Staff will be patient, gentle, calm and reassuring even when children strongly express distress, frustration and anger	Staff will feel confident in dealing with children's large emotions	End 2015	involved in the changing of the physical environment inside and outside. In contact with local elders to attend our 3 whole staff meetings a term to discuss local issues and strategies. Planning additional training for staff around big emotions including bullying etc.
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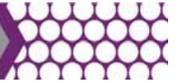


Quality Area 6: Collaborative partnerships with families and communities

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

Quality Area 6: Standards and elements

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



Quality Improvement Plan for QA6

Summary of strengths for QA6

Strengths

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.

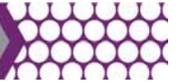
Educators know that children are part of a wider community and that sharing of information with families and working collaboratively with other agencies to facilitate programs, provide transport and ensure families wellbeing is being looked out for is part of being a children centre.

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

Standard/element 6.1.1	There is an effective enrolment and orientation process for families.	
	Identified issue	Improved Enrolment and orientation process
Standard/element 6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	
	Identified issue	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.
Standard/element 6.3.1	Links with relevant community and support agencies are established and maintained	
	Identified issue	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"> To reduce the time pressure, ensure more staff are aware of the enrolment & orientation processes. Establish a Centre Enrolment Policy. Strategy could be that there is an option for a group and or individual enrolment & orientation process Parents/carers nominate preferred school on enrolment form to assistant in the Transition process. Enrolment Pack for the new Centre updated. 	<p>Improved Enrolment and orientation process</p> <ul style="list-style-type: none"> Families feel welcome and have the sense of belonging All Centre staff are aware of the Enrolment and Orientation for the Centre. Enrolment and Orientation – is a wholeness of centre. Enrolment and Orientation process is tailored for the individual and families. Effective Transition processes operating. Parents/Carers have access to the relevant and 	<ul style="list-style-type: none"> Ongoing Before term 3 <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. 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</p>

				updated information about the Centre.		place – mailing out newsletters
6.1.2	Families have opportunities to be involved in the service and contribute to service decisions.	H	<ul style="list-style-type: none"> • Consultations with families that use the centre for different services/programs • One to one home visits engaging with families. • Referrals from other service providers in the community. • We will give 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) • Governing council reflects the cultural diversity of enrolments • Build Aboriginal Parent advisory Group 	<ul style="list-style-type: none"> • 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. • More families utilising the service and attending programs with improved outcomes for families and children. • Focus on engaging vulnerable families • Have a clear process for capturing Aboriginal Voice • Build relationships with families. All families' opinions, values and beliefs reflected in the centre. 	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>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>

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

Standard 7.1	Effective leadership promotes a positive organisational culture and builds a professional learning community.	
	Element 7.1.1	Appropriate governance arrangements are in place to manage the service.
	Element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.
	Element 7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service.
	Element 7.1.4	Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning.
	Element 7.1.5	Adults working with children and those engaged in management of the service or residing on the premises are fit and proper.
Standard 7.2	There is a commitment to continuous improvement.	
	Element 7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations.
	Element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.
	Element 7.2.3	An effective self-assessment and quality improvement process is in place.
Standard 7.3	Administrative systems enable the effective management of a quality service.	
	Element 7.3.1	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
	Element 7.3.2	Administrative systems are established and maintained to ensure the effective operation of the service.
	Element 7.3.3	The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation.

	Element 7.3.4	Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.
	Element 7.3.5	Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Quality Improvement Plan for QA7

Summary of Strengths

Strengths	<p>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.</p> <p>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.</p> <p>All staff members are contributing to the planning and decision making to establish the operational processes of the Centre.</p> <p>Some staff have worked at the Preschool for many years while others are new to our centre, state and education.</p> <p>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.</p>
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Key improvements sought for QA7

Standard/element 7.1.1	Appropriate Governance arrangements in place to manage the service .	
	Identified issue	Governance is not complete – Governing Council not in place
Standard/element 7.1.2	The induction of educators, co-ordinators and staff members is comprehensive.	
	Identified issue	The induction of educators, co-ordinators and staff members is comprehensive
Standard/element 7.2.2	The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.	
	Identified issue	Staff deserve the respect and time to goal set and improve their skills and our families deserve staff able to be critically reflective
Standard/element 7.3.1/7.3.2/7.3.5	Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements. Administrative systems are established and maintained to ensure the effective operation of the service. Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner. Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.	
	Identified issue	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>Training and support for Governance bodies</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 accessed governance training and have access to support.</p>	<p>End of term 1 2014 – completed 2015 Governing Council is in place</p> <p>End Term 3 2014 Completed in place and part of our 6.1.2 goals</p> <p>End Term 3 2014 Completed – decisions made</p> <p>Ongoing- completed – leadership structure in place</p> <p>Ongoing- completed Procedures in place</p>	<p>Governing Council is formed and functioning</p> <p>Seeking ways to engage out Aboriginal families in the Yarning Group – invites, working with a small group</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. We have decided to report at the Working Together meetings where all agencies attend.</p> <p>Volunteer RAN EC training conducted</p> <p>Further training will be ongoing</p> <p>New constitution sent off for approval</p>
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	End Term 4 / ongoing Completed – procedure in place folder has been developed	<p>Folder being put together</p> <p>Sufficient time put aside for induction</p>

				and their role within this.		
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 Staff receive ongoing feedback	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
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 Systems for message taking in place Staff are aware of nominated

						supervisor role
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>	Term 2 / ongoing Finished by end 2015	<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>