



Quality Improvement Plan

2016

**Children and young people are at
the centre of everything we do.**

Service details

Service name	Service approval number
Woodcroft Heights Children's Centre for Early Childhood Development and Parenting	
Primary contact at service	
Marian Nayda	
Physical location of service	Physical location contact details
Street: 25 Investigator Drive Suburb: Woodcroft State/territory: South Australia Postcode: 5162	Telephone: (08) 8381 8005 Mobile: Fax: (08) 8387 4791 Email: dl.3625.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: DECD Telephone: 8226 1000 Mobile: Fax: Email: decdcustomers@sa.gov.au	Name: Marian Nayda Telephone: (08) 8381 8005 Mobile: Fax: (08) 8387 4791 Email: dl.3625_leaders@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating hours

For each day of the week this service is open, indicate the times of the day when education and care is provided.

For centre-based services, this does not include non-contact hours for staff. Please nominate the scheduled opening and closing times using 24 hour clock (e.g. 07:30 to 18:00) rather than the actual opening and closing times (e.g. 06:55 to 18:10) if different. Round times to the nearest quarter of an hour.

If the service is open for two sessions per day, please indicate the opening and closing times for both sessions.

For family day care services or multi-site services, please provide the operating hours of the service office.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	8.50	8.50	8.50	8.50	8.50		
Closing time	3.00	3.00	3.00	3.00	3.00		

Additional information about your service

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

Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

Parking is available in the centre carpark in front of the centre and on the streets around the centre.

Our preschool and Occasional Care programs operate only during school terms: Term 1 2016, 1st February – 15th April; Term 2, 2016: 01 May – 8th July; Term 3 2016, 25^h July – 30th September; Term 4 2016, 17th October – 16th December. Some community programs facilitated by partner agencies (eg CAFHS and Families SA) operate throughout the year.

Two pupil free days will be held during the year.

How are the children grouped at your service?

Children are grouped into Occasional Care and Preschool groups.

Children who are enrolled in preschool sessions attend for 2 ½ days per week during school terms. One group of children attend for full days on Mondays and Tuesdays and half days on Wednesday afternoons. A second group of preschool children attend for half days on Wednesday mornings and for full days on Thursdays and Fridays.

Five sessions of Occasional Care are held each week for children from 2-5 years of age and one session for children under 2 years of age is held each week. Each Occasional Care session is 3 hours in duration. Children attending Occasional Care sessions generally attend for one session per fortnight for a (school) term at a time. Occasional Care sessions are held in parallel with Preschool sessions and children attending Occasional Care sessions interact freely with preschool children for most of the time that they are present.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan (e.g. 'Nominated Supervisor, Cheryl Smith')

Nominated Supervisor, Marian Nayda

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service statement of philosophy

OUR VISION

We are a welcoming, innovative and inclusive service where young children, families and community members wonder, explore, create and develop knowledge and skills so that children reach their full potential in learning, health and wellbeing.

OUR PURPOSE

Our purpose is to support positive lifelong learning and wellbeing outcomes for children through, leading and delivering accessible high quality integrated health, education and family services which are derived from community needs, are built upon genuine family and community partnerships and are delivered in a welcoming, happy and safe environment which has children at the centre of all policies, practices and processes.

OUR PHILOSOPHY

In relation to children we believe that :

Each child is unique and brings with them knowledge and life experiences as an active citizen in different family and community contexts

Each child is a competent learner with personal strengths

All children have a right to equity of access to services and an environment free of discrimination.

In relation to children's learning and wellbeing we believe that:

Children have a right to play as a process and context for learning

Children's learning is holistic and is best supported in a constructivist learning environment which builds on the knowledge and experiences of children, and allows time for extended exploration and problem solving

Children's emotional development and learning dispositions, such as curiosity, resilience and optimism are important attributes for achieving optimal lifelong outcomes

Children have a right to safe, healthy environments which encourage engagement in learning, provide challenge, promote self worth and initiative and show respect for the contributions they bring

Children have a right to be happy and have fun

A continuous cycle of planning, implementation, reflection and review must inform program development.

In relation to families we believe that:

Families are a child's first and most influential educators

Each family is unique and that differing family customs, structures, beliefs and cultures are worthy of understanding and respect

Positive relationships with families which promote open communication and mutual trust support children's learning and wellbeing

Building learning communities which recognise and utilise the strengths and competencies of families promotes genuine partnerships and positive learning and wellbeing outcomes for individual and the community as a whole.

In relation to community we believe that:

We have a responsibility to develop knowledge of the context of our local community as this is critical to the development of responsive programs and services
Building positive partnerships and connections between professionals, community members, families and children supports the delivery of integrated services to benefit children and families
A 'no wrong door' approach to our service delivery supports children's right to access to services
Continuously seeking to build and enhance the capacity of the whole community is important to maximising learning and wellbeing outcomes for children.

In relation to colleagues we believe that:

All staff have a responsibility to build collaborative relationships through fostering open communication, a culture of respect, support and professionalism
Continual reflection, sharing of knowledge, experience and resources to build capacity of all service providers are critical to maximising opportunities for children
Taking time to celebrate, have fun and recognise achievements builds strong healthy teams to optimise service delivery.

In relation to professionalism we believe that:

All members of the community have a right to experience a welcoming environment in which staff interact with all in a positive ethical manner, present with a professional personal appearance, respect confidentiality, and demonstrate reliability
Organisational and our centre goals and policies should drive and be evident in our day to day practice
Grievances should be accepted and acted upon
Advocacy for high quality universally available earlychildhood programs and child friendly environments is a part of the role of our professional staff team.

In relation to Professional Learning and Development we believe that:

Building new knowledge and capacity amongst our whole community is at the heart of strengthening our service delivery and developing innovative practices to improve outcomes for children
Our staff team must demonstrate a commitment to expanding their knowledge and skills, participating in research, embracing and acting upon new learning and contributing to the expansion of knowledge amongst the broader early childhood community
All research and professional development must be undertaken in an ethical manner.

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
PRIORITY AREA: QA1 Educational Program and Practice				
<p>All children will show strengthened knowledge and skills in</p> <p>1. Being socially responsible and respectful of the environment (EYLF – Children are connected with and contribute to their world)</p>	<p>Infrastructure of the centre environment reflects a commitment to environmental sustainability (underground tanks, solar panels etc).</p> <p>A worm farm established as part of our educational program in 2012 is operational.</p> <p>A compost bin was established in 2014</p> <p>Current programming supports children to develop</p>	<p>1. Review and extend the existing recycling strategy for food scraps and other recyclables and non recyclables, purchase of an additional compost bin, continued family participation in food recycling and expansion of the 'ecobin' system to offices</p> <p>2. Monitor food packaging children bring to centre – Use a range of</p>	<p>1. Children, staff and families have implemented an expanded range of environmentally sustainable practices, record data, evaluated outcomes and can articulate their understandings about these practices</p> <p>2. Food packaging in general waste is low</p> <p>3. A second compost bin is</p>	<p>Commence Term 1, 2016 with continuous development and monitoring throughout the year</p> <p>Introduce new compost bin and 'ecobins' in term 2</p> <p>Monitor and record packaging in term 2</p> <p>Evaluate outcomes term 4</p>

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
	<p>significant understanding about care for their immediate environment (eg putting belongings and equipment away). Current programming promotes opportunities for children to develop and demonstrate understanding of a range of sustainable environmental practices (food scraps and packaging waste are separated, paper recycling is well established). Minimal use of food packaging is promoted at the centre. Staff have recognition of a disparity in cost between 'bulk food'</p>	<p>mathematical and literacy processes (counting, graphing, timelines etc) to inquire into, reflect upon, compare various food packaging options.</p> <p>3. Continue to build shared community commitment to environmentally friendly packaging options through discussion, centre displays, newsletters etc</p> <p>4. Continue to promote environmental awareness and consumption of fresh food through planting vegetables and cooking experiences</p>	<p>operational and used in 'rotation' with the first bin and output from the worm farm to support the vegetable gardens.</p> <p>4. Staff have reflected on outcomes at staff meetings throughout the year</p>	

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
<p>2. how symbols and pattern systems work (EYLF – 'Children are Effective Communicators')</p>	<p>purchases and highly packaged individual food portions</p> <p>Children demonstrate high levels of engagement with a range of communication tools and strategies.</p> <p>Incorporation of Auslan signing into the regular program is well established.</p> <p>Representation of ideas using graphs and charts is well established as a process for recording data (eg timelines, foods, lifecycles) to support children's interest and understandings in literacy and numeracy.</p>	<p>1. Staff to engage in professional development to support enhanced pedagogical approaches to promoting children's literacy and numeracy development - including utilisation of DECD Numeracy and Literacy Indicators</p> <p>2. Source, develop and implement learning experiences which continue to expand</p>	<p>1. Staff have strengthened the implementation of learning experiences to support children's increased understandings of a variety of symbols and patterns</p> <p>2. Staff can articulate how learning experiences have supported this outcome.</p> <p>3. All children will show interest and engagement in learning experiences with symbols and patterns</p>	<p>Commence Term 1, 2016 with continuous development and monitoring throughout the year</p> <p>(Dancify T2 and Patch T3)</p>

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
	<p>Shared music experiences are embedded as a tool to promote many learning concepts</p> <p>Significant opportunities exist for children and staff to co-construct new ideas and adjuncts to enhance the outdoor learning environment</p>	<p>different symbolic representations (eg invite families from CALD backgrounds to share different oral and written language representations, explore flags), use graphs (eg country of origin), tables, timelines (eg to represent types and quantities of recyclables and non-recyclables/ food packaging, fruits brought to centre)</p> <p>3. Aboriginal language and symbolism is promoted through engagement with visiting Aboriginal</p>	<p>and will demonstrate their growing understandings.</p> <p>4. Staff have reflected on outcomes using DECD and ACECQA tools.</p> <p>5. Outcomes have been discussed and recorded in staff and governing council meetings and reports, centre displays and children's records</p>	

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
		<p>cultural performers</p> <p>4. A dance series presented by 'Dancify' will support children's development of patterns, sequences and rhythm</p> <p>5. A Patch Theatre production of 'Emily Loves to Bounce' will support children build their symbolic thought and problem solving strategies</p> <p>6. Children to design and create maps to represent a 'butterfly garden' which includes new paths and play</p>		

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
<p>3. Use of ICT has been expanded to access information, investigate ideas and represent their thinking.</p>	<p>Children and staff currently use an ageing electronic white board for drawing, accessing information (eg Auslan signing), investigation with a digital microscope, research and presentation of stories. Computers are available for children to use. CD players and 'ipods' are available for curriculum experiences (eg music). Cameras and video recordings are used for assessment, reporting and</p>	<p>spaces in the outdoor play area</p> <ol style="list-style-type: none"> 1. Explore opportunities to expand use to research relevant topics (eg dance, Olympic Sports). 2. Explore the use of new technologies to support and enhance focussed numeracy and literacy learning (eg tablet computers) 	<ol style="list-style-type: none"> 1. Children have engaged productively in the use of new/different ICT technologies to expand their learning. 2. Children's numeracy and literacy understandings have been expanded and enhanced through the use of technologies. 	<p>Commence Term 1, 2016 with continuous development and monitoring throughout the year</p>

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
<p>Staff are focussed, active and reflective in designing and planning, delivering, documenting and evaluating programs for each child in line with Numeracy and Literacy Results Plus initiative and use of the DECD Numeracy and Literacy Indicators</p>	<p>staff professional development activities.</p> <p>Child Profiles are gathered on entry into Occasional Care and preschool.</p> <p>Regular discussions occur with many parents (including face to face, telephone and email).</p> <p>Termly reports are prepared for all Occasional Care and Preschool Children.</p> <p>Preschool Statements of Learning (term 4) are provided to parents and schools.</p> <p>Daily anecdotes recorded by teachers are reflected in</p>	<p>The centre Director will engage in Professional Development as part of the DECD Numeracy and Literacy Results Plus initiative focussing on</p> <p>A Tracking and monitoring every learner's growth</p> <p>B designing a numeracy and literacy improvement cycle</p> <p>C Enacting changes in pedagogical practice</p> <p>D Identifying and enacting clear intervention processes</p>	<p>The Director has engaged in Professional Development Expectations of the initiative for 2016 have been met.</p> <p>Teachers are using the 'Indicators' confidently for planning, teaching, monitoring and reporting of children's learning</p>	<p>Commence Term 1, 2016 with continuous development and monitoring throughout the year</p>

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
	<p>centre programing</p> <p>Teachers discuss and record the learning, development and needs of each child each term</p> <p>Intervention services are sourced as indicated</p> <p>Staff meeting agendas include reporting on children's learning outcomes and areas of need or concern.</p>			

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
PRIORITY AREA: QA2 Children's Health and Safety				
Children and families continue to build participation in physical activity	Wide ranging physical activities are promoted in our day to day curriculum Many children come to and from the centre by car.	<ol style="list-style-type: none"> 1. Expand children's participation in physical activity through exploration of natural environments (through links with organisations such as (eg NRM, Natureplay, Little Athletics) 2. Promote physical activity in natural environments with families through excursions (Robertson Reserve), Olympics activities (eg Olympics Family Day) displays and newsletter items 	<ol style="list-style-type: none"> 1. Learning experiences have been developed, implemented and evaluated which promote fundamental movement. 2. Children have been engaged in targeted physically active experiences in natural environments 3. Families demonstrate understanding and commitment to physical activity through anecdotal comments and engagement with centre learning 	Commence Term 1 2016 with further development and monitoring throughout the year

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
		3. Expand children's physical development through a range of dance and athletic (eg Little Athletics) experiences	experiences 4. Information about physical activity is shared with families through newsletters, and centre displays. 5. Dance experiences have supported children active engagement in physical activity.	
PRIORITY AREA: QA6. Collaborative Partnerships with Families and Community				
Continuity of learning and transitions for each child are supported by sharing relevant information (including home, Occasional Care, preschool, school and other agencies and settings as appropriate)	Child Profiles are gathered on entry into Occasional Care and preschool. Regular discussions occur with many parents (including face to face, telephone and email). Staff from preschool and	1. Seek opportunities for joint Professional Development with school and children's centre staff 2. Review and develop transition process with Woodcroft Primary School to maximise effectiveness	1. Joint school/preschool professional development activities have been undertaken. Staff have implemented relevant new learnings 2. An effective transition process for children in	Commence Term 1, 2016 with continuous development throughout the year

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
<p>Community development is strengthened through universal and targeted family support programs</p>	<p>school plan some joint learning experiences (eg library visits, joint presentations, visits by school classes to the preschool & vice versa). Staff from preschool, school, DECD support services and other agencies meet to collaborate and support smooth transitions for children with additional needs.</p> <p>A number of health and family support programs are available for families (universal and targeted playgroups, CAFHS services,</p>	<p>and continuity of learning.</p> <p>3. Liaise with staff at all schools where children enrol</p> <p>4. Explore opportunities for joint curriculum projects (eg buddy for STEM activities, Butterfly garden)</p> <p>Explore community needs with parents and build, coordinate and continue to expand the range of programs based on</p>	<p>place for all children moving between education and care settings.</p> <p>3. Joint cross sector curriculum projects have been undertaken</p> <p>Parents and community members engage in new programs and report positive outcomes through qualitative and</p>	<p>Commence Term 1, 2016 with continuous development throughout the year</p>

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
	parenting programs)	community feedback and needs and available 'Community' Staff support Staff to engage in relevant professional learning to support implementation of new programs (eg SMART, Circle of Security, Marte Meo) Staff to seek professional networking opportunities (external agencies, DECD colleagues) to build relationships and strengthen service provision Staff to explore strategies to increase knowledge and skills of the team to promote recognition of and	quantitative data Staff have developed new knowledge and skills and strengthened service provision Staff have built new connections and relationships to strengthen family support, pathways and confidence and capacity Data collection demonstrates positive community engagement with programs and services	

QUALITY IMPROVEMENT PLAN

SITE: Woodcroft Heights Children's Centre

DATE: 29th February 2016

Where do we want to be ? (Strategic Directions)	Where are we now? (Evidence of current state)	How will we get there? (Strategic Actions)	How will we know? (Success Measures)	When?
Cultural Inclusive understandings and practice are strengthened	Kurna acknowledgement is recited daily as part of preschool program	capabilities to respond to the social issue of Family Violence within the centre and community. Recognition of Kurna acknowledgement is expanded Resources used in 'Community' programs are audited for cultural inclusivity	Increased commitment to Kurna acknowledgement Increased use of culturally inclusive resources in community programs.	
QA7 Leadership and Service Management				
Vision and philosophy statements are reviewed and underpin current centre operations	Vision and philosophy statements are in place to support centre operations	Staff and Governing Council will reflect upon and update statements.	Vision statement is updated All staff and governing Council members show commitment to, enact and promote the centre vision and philosophy	Term 1, 2016