

2024

Quality Improvement Plan for Woodcroft Heights Children's Centre

Site number: 3625

[Click or tap here to enter text.](#)



Service name

Woodcroft Heights Children's Centre

Service address

25 Investigator Drive Woodcroft SA 5162

Service approval number

SE-00011134



Acknowledgment of Country

We acknowledge the Kurna people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

Woodcroft Heights Children’s Centre offers a variety of programs for children and their families from birth to 6 years. Examples of our programs include:

TERM 1 2024 TIMETABLE

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|--|--|---|---|--|
| <p>PRESCHOOL Green Group 8:30am to 3:15pm</p> | <p>PRESCHOOL Green Group 8:30am to 3:15pm</p> | <p>PRESCHOOL Green Group 8:30am to 11:30am (Fortnightly - Odd Weeks) Gold Group 8:30am to 11:30am (Fortnightly - Even Weeks)</p> | <p>PRESCHOOL Gold Group 8:30am to 3:15pm</p> | <p>PRESCHOOL Gold Group 8:30am to 3:15pm</p> |
| <p>MIDBT 10:00am to 1:00pm A specialised Health program for women. MIDBT – Mother Infant Dialectical Behaviour therapy. Bookings and referral required.</p> | <p>OCCASIONAL CARE Over 2s And Under 2s 8:45am to 11:45am or Over 2s 12:10pm to 3:10pm Booking Required</p> | <p>OCCASIONAL CARE Over 2s 8:45am to 11:45am Booking Required</p> | <p>OCCASIONAL CARE Over 2s 8:45am to 11:45am or Over 2s 12:10pm to 3:10pm Booking Required</p> | <p>MYTIME 11:00am – 1:00pm A support group for parents and carers of children with a disability, developmental delay or chronic medical condition. Enjoy nibbles, guest speakers & activities with other parents and carers. FREE crèche available. Booking essential</p> |
| <p>CHILD AND FAMILY HEALTH Services to make an appointment to see the CaFHS nurse phone CaFHS on 1300 733 606</p> | <p>CHILD AND FAMILY HEALTH Services to make an appointment to see the CaFHS nurse phone CaFHS on 1300 733 606</p> | <p>PLAYGROUP – Led by our Occupational Therapist Baby Group 9:30am to 10:30am Suitable for babies up to 12 months. A playgroup especially for “little ones”.</p> | <p>PLAYGROUP Led by Learning Together All ages – Birth to 4 years 9:30am to 11:00am Playgroups offer a chance for families to meet in a relaxed environment. There is a variety of activities to join in on.</p> | <p>CHILD AND FAMILY HEALTH Services to make an appointment to see the CaFHS nurse phone CaFHS on 1300 733 606</p> |
| <p>EARLY PARENT GROUP 2:00pm to 4:00pm A 4 week CaFHS led group for new parents and their babies. Contact CaFHS to register and find out more information. Ph: 1300 733 606</p> | <p>EARLY PARENT GROUP 1:30pm to 3:30pm A 4 week CaFHS led group for new parents and their babies. Contact CaFHS to register and find out more information. Ph: 1300 733 606</p> | <p>Come and play, connect with others, and learn about helping your child’s development.</p> | <p>PLAYGROUP Led by Learning Together Baby Group 12:30pm to 2:00pm For babies up to 12 months Come and play, connect with others, and learn about helping your child’s development.</p> | <p>EARLY PARENT GROUP 1:30pm to 3:30pm A 4 week CaFHS led group for new parents and their babies. Contact CaFHS to register and find out more information. Ph: 1300 733 606</p> |
| <p>WOODCROFT HEIGHTS CHILDREN’S CENTRE</p> | <p>Phone: 8381 8005</p> |  | <p>Child and Family Health Services to make an appointment to see the CaFHS nurse phone CaFHS on 1300 733 606</p> |  |

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 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 early childhood 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.

Strengths

Quality Area 1: Educational Program and Practice

During the last half of 2022, we undertook a self-review and as a part of this process, we critically reflected using the idea of an external lens. Our aim was to find a way to notice ways we could strengthen our assessment and reporting processes to make the planning cycle clear and evident. Through several different processes, which were built upon each other (to encourage deeper and deeper reflection), we discovered that without educators joining the dots for parents, other educators (TRT's) or an Assessor, what we thought were clear and evident processes, actually had some significant gaps. On reflection, many practices were now embedded, but sometimes missed a whole team approach to critical reflection, meaning some voices were missing.

Throughout 2023, as a staff team, we have critically reflected on ways to improve on our planning and assessment cycle. We have introduced new processes and procedures to ensure we have a clear and evident cycle for individual children and groups of children in our planning and assessment.

To strengthen up our planning cycle to ensure the voices of all educators, children and families are represented, we will be:

- Changing our staff meetings to be more structured, to ensure they are more focussed on analysing, designing and critically reflecting observations on children. This will enable all staff to be involved in the process in order to have a wider perspective
- Involving families in the development of their child's individual learning goals through a reciprocal goal setting meeting with an educator. Families will be able to critically reflect on these goals throughout the year with the educators at our site through formal and informal conversations and evidence of learning sent home for them to reciprocally feedback on
- Changing up the way we program to make it more evident where our observations have come from to inform the planning of experiences and to include a deeper reflection on what we have planned and where to next
- Have more systematic procedures in how we evidence the planning cycle, including when family and children's voice is incorporated and how this will be acted upon

Strengths

Quality Area 2: Children's Health and Safety

We have strong processes in place to ensure children's health and safety are paramount and to ensure all children are protected. To do this, we work closely with families to ensure we have a holistic understanding of their child and family needs. We work hard to develop strong and trusting relationships where the needs of all families are planned for in a systematic and consistent way. We work in collaboration with families to work through Health Care Plans and to individualise each child's risk assessment.

We work with families at Parent Information Meetings to ensure all children's health needs are effectively planned for, prior to their eligible year commencing. Before enrolment, families complete a questionnaire about their child so we can begin to get to know their child prior to start. Any parent concerns are followed up by a conversation at their child's orientation visit or by phone prior to the visit. We start to map children from this moment to look at how to set up our learning environment for the first week of kindy. For example, if a child will have a need to support sensory moments, we will seek clarification and set some sensory learning spaces up to support their child (water play, big body movement like wheelbarrows/trampoline, trains, dolls, Lego etc).

We encourage families to work with us to connect with external service providers. We have a strong communication process that includes communication books that go between service providers and ourselves so we can support children with consistent language and messages to set them up for success. This is not a set structure that all families follow. We design this process based on individual family and child needs. Sometimes this is through supporting staff members to be off the floor to catch up with parents, sometimes a Teams Meeting to put all service providers together to reflect on goals and set new goals to provide consistency, other times to give our preschool support worker time to meet one to one with a service provider to ensure we have the right resources to support individual children.

We meet regularly with families to ensure our collaborative goals for the health needs of children are current or to see if we need to change and adapt to make goals more positively achievable.

Strengths

Quality Area 3: Physical Environment

At Woodcroft Heights Children's Centre, we align our pedagogy with theories that promote learning through play in a socially constructed learning environment. Through setting up our environment to promote learning through play, we provide an environment that is inclusive, challenging and engaging. We provide play spaces that allow children to use materials in multiple ways to encourage participation for all our learners. Remembering we also have Occasional Care that is integrated into our kindy program, we spend time critically reflecting on how we can set up spaces that all our learners can actively engage in, positively seek out challenge and work collaboratively with other children inclusively.

The Children's Centre is purpose built as an early childhood education and care centre. Children have access to flexible spaces within the indoor and outdoor environment that facilitate opportunities for learning and development across all developmental areas (eg swings and sandpit promote gross motor development in the outdoor environment, flexible spaces in both the indoor and outdoor environment promote dramatic play, table top activities such as 'craft' activities, writing and drawing activities promote development of creativity, literacy and numeracy and manipulative skills (eg staplers, scissors). A couch and carpet mat provides an attractive and comfortable area for children to enjoy books. Specialist equipment is organised in consultation with families and professional staff to meet the needs of children with additional needs.(eg low chairs for children with low muscle tone to sit at group times) Contracts are in place for cleaning and gardening to ensure the environment is clean and well maintained. These are reviewed and updated annually by the Governing Council as part of embedded site practice. Regular playground inspections are undertaken to ensure all equipment and fixtures are safe and in good working order. Reports are provided at staff meetings and recorded using our departmental 'STAR' online program. Maintenance is organised via the departmental 'Hotline' as needed.

A preventative maintenance schedule is in place to ensure compliance with key safety requirements (eg fire extinguishers, exit lights, RCD testing). The centre is well resourced with play-based learning resources that promote learning across all developmental domains, children's and developmental capabilities. Purchase of resources is regularly supported by parent fee contributions and community fundraising. A range of resources including books and pamphlets are displayed and available for parents to take away or borrow to support them in their parenting role Staff promote concepts of environmental sustainability through embedded program implementation (eg use of different bins - paper, general recyclables, organic and general landfill). Compost bins are available as part of embedded practice to recycle food scraps. Parents are encouraged to provide food for children that has minimal packaging. We are also currently exploring ways to reduce our impact with paper. We are exploring ways to communicate with families through an electronic footprint and ways to provide children's assessment through a digital platform to also reduce the amount of paper we use.

Strengths

Quality Area 4: Staffing Arrangements

At Woodcroft Heights Children's Centre, we value the rights of the child to be supported to positively engage with our learning environment. Keeping this in mind, we are a large Centre, both in physical size and enrolment numbers. We also structure our staffing, so we have educators assigned mostly to a specific session group to ensure our connections and relationships with children, their families and support services are consistent and enable us to know children on a deeper level.

We use a mix of IESP funding and site funding to ensure children who require adjustments to the curriculum are supported to successfully and positively access the curriculum and are given a level of support that is appropriate to the adjustments required. We do this through preschool support, bilingual support and additional ECW support. We review this support fortnightly at staff meetings to shift and move flexibly to the needs of our cohorts.

Staff are employed in line with departmental allocations which meet NQS child staff ratios as part of embedded practice. Rosters and day to day program implementation procedures maximise continuity for children in their staff interactions and maximise curriculum offerings that meet the needs of individual children. In 2024, we have introduced a new session structure and in order to support a smooth transition into this structure, we have over staffed the kindergarten program to enable long periods of time for staff to meet and critically reflect on the children, routines and procedures, assessment and planning.

We pride ourselves on having strong relationships with families from the moment they enrol into any program at our centre. Our staffing has been timetabled to ensure representation of all our community programs are also in our kindy programs. In 2024, the staffing timetable has been developed so our playgroup, occasional care, occupational therapist and speech therapist are able to attend our staff meetings/program planning times. This enables a wrap around from all service providers for every child.

Turnover of educators at the site is low. Staff have clearly designated and documented roles but work supportively and collaboratively as a team to ensure children's needs are met and general administrative and management tasks are undertaken efficiently and effectively. Staff share and assume responsibilities for a range of day-to-day management activities (for example individual staff are appointed annually to undertake roles such as checking First Aid Kits, maintaining the inventory, managing petty cash).

Embedded staff meeting structures provide opportunities for staff to talk, share and challenge each other with regards to children's development, curriculum planning and implementation and to retain currency in relation to current research (fortnightly meetings focus on continuous improvement, while alternative fortnightly meetings focus on general management and curriculum review and reflection, sharing of practice and planning).

Strengths

Quality Area 5: Relationships with Children

At Woodcroft Heights Children's Centre, we pride ourselves on developing strong, positive relationships between educators, children, and their families. Often, we have known children for over 2 years prior to their eligible kindergarten year through their access of our Occasional Care and other community programs. This means that we have already begun to support children to gain a sense of identity and belonging prior to their kindy start. This is such a bonus for our children transitioning into the kindy program as they have already played in our space, developed a relationship with educators, experienced our routine and have some sense of our expectations prior to their first day.

Building and maintaining positive relationships with children is at the heart of all centre activities and is embedded in the centre philosophy. Child Profiles completed by parents at enrolment provide valuable information to support staff understandings about children's strengths, interests, developmental needs, and family goals. This information is used along with staff observations and discussions with families to develop day to day curriculum.

Individualised plans are developed with families and specialist providers to support inclusion and particular needs of children to ensure their dignity, rights and sense of confidence and security are supported and promoted. For example, toileting plans are developed, implemented, and reviewed as needed. Communication books are used to connect with private therapists (eg NDIS providers) as needed to provide continuity of learning between goals set by therapists and learning and development in the preschool setting. Staff liaise regularly with families and support staff to facilitate children's development of self-regulation skills.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

We have developed strong connections with our local community through the various community groups our centre offers to the local community. Families can be connected with Woodcroft Heights Children's Centre from birth through our CaFHs Nurse, parenting programs, targeted and universal playgroups, occasional care, community driven parent workshops and then into our kindergarten program for their eligible year of kindy. This enables us to make strong connections that help families feel deeply connected by the time their child commences in their eligible kindergarten year.

Community Centre Programs:

- Families who connect with our kindergarten prior to their eligible kindy year are automatically encouraged to join in on any of our programs that suit their family needs. This embedded process happens through CaFHs, our Occupational Therapist and Speech Pathologist, Occasional Care Worker, wider local community programs and our kindergarten staff.
- We use questionnaires and feedback from our community service providers to critically reflect on the services our families need most for the following year.
- Our Governing Council works with our local community to ensure their needs are considered when looking at program provision and parent workshops for our families

Kindergarten Program:

- We have made conscious decision to critically analyse all the decisions we make when engaging families in our kindy program. We discuss whether our decision is collaborative encouraging partnership or whether the invitation is for families to support our needs.
- We are now making sustainable choices that take a longer time to plan and implement i.e. This year we are having a Family Night to work alongside our curriculum focus on identity and belonging. The night allows Green Group and Gold Group to physically see each other for the first time, cementing the idea that the kindy is shared between them. This night will also have our AGM attached to it. We have set up a structure for one member of each family to hear our Annual Report, celebrating last years achievements and encouraging new members to join. We are also having our OT and Speech Pathologist provide a parent workshop based on Developmental Milestones, in support of our families working with us to set some learning goals for their child's kindy year.
- Our collaborative partnerships are now shaped by meaningful engagement and post event/term, we critically reflect to see if we hit the mark or if we need a deeper level of feedback to ensure our next collaboration is provided based on family and community voice, not ours.

Strengths

Quality Area 7: Governance and Leadership

We are working through a process to review and update our Site Philosophy Statement. From our 2022 Self Review, we identified a need to critically reflect and update our statement. We are doing this in a thorough process as it has not been updated for many years. The process will be undertaken by:

- educators – reflecting on our pedagogies and the approaches we believe create an ultimate learning environment for children
- children – given the chance to voice what is important to them in their own learning space
- families – providing their thinking around what they value in the education of their children in their kindy year and what we can do to further collaborate with them
- local community members who access our other programs through our centre – what do they value as members of our extended programs. How can we make sure they develop a deep connection with our centre, be provided the support programs that suit their needs, who do we make sure they have a voice in these decisions?

Through this process we will critically reflect on how to pull all of these voices together to accurately incorporate them into our Philosophy Statement. To do this, we are creating a sub committee that has representatives of all of our service provisions, represents the cultural diversity of our community and drives all the service operation decisions we make.

Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise Site name: Woodcroft Heights Children's Centre

Goal 1: To foster children's identity as capable and confident social learners

STEP 2 Determine challenge of practice

Area of Impact: Wellbeing **Domain:** Resilience and Persistence

Challenge of Practice: If educators engage in regular professional dialogue to gain shared understanding of individual learners, then children will develop as capable and confident learners in a social context

Success Criteria (what children know, do, and understand):

- Children have a sense of belonging to the environment and are connected with educators/peers
- Children understand and respect the perspectives and needs of others
- Children are willing to try new things and have a go at challenging tasks
- Educators have a shared understanding of the needs and supports of children

STEP 3 Plan actions for improvement

| Actions | NQS Links | Timeline | Roles & Responsibilities | Resources |
|---|----------------------------|-----------------|--|--|
| Educators to engage in Responsive Relationships training with SP and OT, including reflections and implementation | 5.1.1, 5.1.2, 5.2.1, 5.2.2 | Term 2 + 3 | All educators, facilitated by Alicia (OT) and Melanie (SP) and Monique | Responsive Relationships Course + materials Time to implement and reflect Constructive professional conversations |
| Educators to use Mapping Tool to guide professional dialogue and track functional needs of children. This should link to observations, programming cycle, documentation, individual learning plans and preschool support Engage with Support Services and other PD as needed to up skill staff | 1.2.1, 6.1.2, 6.2.2 | Throughout 2024 | All educators, led by Monique | Mapping Tool – Monique to provide Designated time to reflect and critique Floorbook + training Support Services and other professional learning |
| Educators to critically reflect on programming, practices, routines, documentation and staffing structure to find the best fit experiences for us at this time | 1.1.3, 1.3.1, 1.3.2 | Throughout 2024 | All educators, led by Monique and Amanda F | Designated time to reflect and critique Critical reflection templates |

National Quality Standard priorities

| Priority | NQS links | Key steps | Timeline | Resources | Roles & Responsibilities |
|---|--|---|------------|--|---|
| Undergo a deep review process for our Philosophy Statement, including consultation with our families, children, local community, and educators | 7.1.1 6.1.2 1.1 1.2 | <ul style="list-style-type: none"> • Initial consultation to begin with Governing Council to consider the method we will undertake • Process will be developed for our children, families, local community partners and educators to have input into • Governing Council will work with educators to pull together everyone's voice to produce our final Philosophy Statement. | 13/12/2024 | <p>Time per Governing Council Meeting to be put aside for the Sub Committee to feed back to the group</p> <p>Online app to send out survey and possibly put together a diagram of most consistently used words</p> | <p>Director to drive processes</p> <p>Director to drive work with educators, service providers and the children</p> <p>Governing Council Chairperson to drive Sub Committee and collaboration with the local community and families</p> |
| Develop a site assessment and reporting procedure (which was highlighted as a QA for strengthening in our 2022 and 2023 NQS self-review | 1.1.2 1.1.3 1.2.1 1.2.2 1.2.3 1.3.1 1.3.2 1.3.3 | <ul style="list-style-type: none"> • Review of our site's current ongoing planning cycle for individuals and groups of children • Use critical reflection to identify ways to strengthen our processes to observe, assess, plan, implement and evaluate our assessment and planning processes • Create our own pictorial version to share with our families • Establish a review process to ensure we can | 13/12/2024 | <p>Time to resource educators to connect with individual families to set goals in collaboration and to review them</p> | <p>Teachers to drive the process</p> <p>ECW's to support teachers to collect observations and to help analyse them</p> <p>All staff to attend staff meetings to allow whole team analysis and planning</p> |

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|---|--|--|-------------------|--|---|
| | | demonstrate a cycle of planning for every child | | | |
| <p>More deeply imbed our collaborative partnerships with families and community (which was highlighted as a QA for strengthening in our 2022 and 2023 NQS self-review)</p> | <p>6.1.1 6.1.2 6.1.3 6.2.1 6.2.2 6.2.3</p> | <ul style="list-style-type: none"> • Establish practices that embed our collaborative partnerships, making sure there is a solid connection from our baby playgroups, community playgroups, parent workshops, occasional care all the way through to our kindergarten program. • Create processes that require critical reflection on connections between programs, prior to making concrete decisions on which programs to go with • How do we make sure the community programs we offer, support families to develop a sense of belonging in our centre? Do they have connection points to our other services for sustainability? | <p>13/12/2024</p> | <p>Establish set times to meet regularly with Alicia, Melanie, Lucy to tap into the needs of the wider local community</p> | <p>Director to drive local community connection and to connect with program providers to engage them in the centre</p> <p>Alicia and Melanie to work with the wider community that access other services in our centre for their feedback and advice</p> <p>Governing Council to establish ways of collaborating with the local community to seek their advice on programs to support their needs</p> |

Endorsements

Endorsed by director/principal

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|-------------------------------------|
| Name Monique Hocking |
| Date Tuesday, 21 May 2024 |

Signature:

Endorsed by governing council chairperson

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|------------------------------------|
| Name Katelyn Peachey |
| Date Friday, 31 May 2024 |

Signature:

Endorsed by education director

| |
|--|
| Name Heather Makris |
| Date Click or tap to enter a date. |

Signature: