Quality Improvement Plan

Balaklava Community Children’s Centre

Start date: March 2014
Review date: March 2015
<table>
<thead>
<tr>
<th>Service name</th>
<th>Service approval number</th>
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<tbody>
<tr>
<td>Balaklava Community Children's Centre</td>
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<table>
<thead>
<tr>
<th>Primary contacts at service</th>
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<tbody>
<tr>
<td>Dale Gathercole, Director</td>
<td>Skye Colley, Assistant Director</td>
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<thead>
<tr>
<th>Physical location of service</th>
<th>Physical location contact details</th>
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<tbody>
<tr>
<td>Street: 15 Scotland Street</td>
<td>Telephone: 08 88 621 251</td>
</tr>
<tr>
<td>Suburb: Balaklava</td>
<td>Dale Mobile: 0404 652214</td>
</tr>
<tr>
<td>State/Territory: South Australia</td>
<td>Skye Mobile: 0439860908</td>
</tr>
<tr>
<td>Postcode: 5461</td>
<td>Fax: 08 88 621 271</td>
</tr>
<tr>
<td></td>
<td>Email: Dale <a href="mailto:BCCC.kindy916@schools.sa.edu.au">BCCC.kindy916@schools.sa.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Skye <a href="mailto:BCCC.childcare150@schools.sa.edu.au">BCCC.childcare150@schools.sa.edu.au</a></td>
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<table>
<thead>
<tr>
<th>Approved Provider</th>
<th>Nominated Supervisor</th>
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<tr>
<td>Trish Strachan</td>
<td>Name: Dale Gathercole</td>
</tr>
<tr>
<td>Executive Director for Children &amp; Young people</td>
<td>Telephone: 08 88 621 251</td>
</tr>
<tr>
<td>Department for Education and Child Development</td>
<td>Mobile: 0404 652214</td>
</tr>
<tr>
<td>Telephone: 08 8226 1000</td>
<td>Fax: 08 88 621 271</td>
</tr>
<tr>
<td>Email: <a href="mailto:trish.strachan@sa.gov.au">trish.strachan@sa.gov.au</a></td>
<td>Email: <a href="mailto:BCCC.kindy916@schools.sa.edu.au">BCCC.kindy916@schools.sa.edu.au</a></td>
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<tr>
<td></td>
<td>Monday</td>
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</tr>
<tr>
<td>Opening time</td>
<td>7:45</td>
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<tr>
<td>Closing time</td>
<td>17:45</td>
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Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

- Off street parking is available next door at 3 Humphrey Street.
- Preschool operates from 8:25 to 15:00 Mon, Tues, Wed, & Thurs & on three Fridays during each term (generally from Week 2 to 4) during the South Australian State School Terms: Term 1 28\(^{th}\) Jan-11\(^{th}\) Apr Term 2: 28\(^{th}\) Apr-4\(^{th}\) Jul Term 3: 21\(^{st}\) Jul-26\(^{th}\) Sept Term 4: 13\(^{th}\) Oct-12\(^{th}\) Dec Term 1 2015 27\(^{th}\) Jan-10\(^{th}\) Apr. Preschool is also closed on Public Holidays.
- Long Day Care operates 49 weeks of the year 7:45-17:45 Mon-Fri (except Public Holidays and our annual 3 week closure over the Christmas-New Year period starting Monday 22\(^{nd}\) Dec 2014 and resuming 12\(^{th}\) Jan 2015 TBC.
- Out of School Hours Care is provided 7:45-8:45 and 15:00-17:45 Mon to Fri during the South Australian State School Terms: Term 1 28\(^{th}\) Jan-11\(^{th}\) Apr Term 2: 28\(^{th}\) Apr-4\(^{th}\) Jul Term 3: 21\(^{st}\) Jul-26\(^{th}\) Sept Term 4: 13\(^{th}\) Oct-12\(^{th}\) Dec. Term 1 2015 27\(^{th}\) Jan-10\(^{th}\) Apr. (excluding Public Holidays) and during State School Holidays the OSHC program is available 7:45-17:45 Mon-Fri (except Public Holidays and 3 week annual closure over the Christmas-New Year period: Monday 22\(^{nd}\) Dec 2014 and resuming 12\(^{th}\) Jan 2015 TBC.
- Play Group runs independently of Preschool and Child Care with parent volunteers acting as the Coordinators. Play Group operates Fridays 9:30 - 11:30am during the South Australian State School Terms: Term 1 28\(^{th}\) Jan-11\(^{th}\) Apr Term 2: 28\(^{th}\) Apr-4\(^{th}\) Jul Term 3: 21\(^{st}\) Jul-26\(^{th}\) Sept Term 4: 13\(^{th}\) Oct-12\(^{th}\) Dec Term 1 2015 27\(^{th}\) Jan-10\(^{th}\) Apr. Preschool is also closed on Public Holidays.

How are the children grouped at your service?

- We are licensed for 59 children in total: 29 in Childcare (with up to 8 babies) and 30 children per session in Preschool.
- The Preschool program caters for children from 3 years of age (Children who are Under the Guardianship of the Minister and Aboriginal or Torres Strait Islander); currently children with identified special needs may start up to 2 terms earlier than they would normally start if they can be catered for within existing capacity.
- Long Day Care is vertically grouped catering for children 6 weeks to 12 years of age.
- Universal Access enables Preschool children to attend 2 full days and on 3 Fridays, totalling 600 hours annually.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan:

Nominated Supervisor, Dale Gathercole (Director) and Declared Supervisor, Skye Colley (Manager of Child Care Services) and Governing Council Chair and NQS Parent Rep Kerry Williams (Parent).
Relationships help children feel they belong, giving them the security to be who they are and the confidence to become who they want to be.

We believe in play, as by supporting them we help children learn lessons for life.

We believe children thrive when they feel safe & supported and can become all they hope to be.

By providing children with opportunities, we help them lay foundations for the lifelong learners they will become.

BCCC Educators are committed to quality learning and care.

Children & their families are the centre of everything we do.

Balaklava Community Children's Centre
LEARNING TOGETHER, EVERY DAY

Government of South Australia
Department for Education and Child Development
Summary of Community Consultation 2011

- Participate in a variety of experiences
- Learn through play & experiences in a balance in all developmental areas
- Learn through trial & error
- Opportunities to practise-repetitiveness
- Age appropriate experiences

- Enjoy/relish childhood
- Experience things that I can't provide, including play & learning opportunities
- Children are active learners
- Play facilitates brain development
- Provide resources
- Encourage use of natural environment
- Meaningful & memorable experiences

- Responsive staff - intervene, extend, encourage, self help, role modelling, listening, observing, questioning, challenging, extending conversations, nurture growing independence
- Community involvement
- Social interaction

- Participate in BCCC/GC/Committees
- Support policies & events
- Acknowledge all families have skills, knowledge & their own unique culture, including beliefs, values share
- Parents as partners
- Parents are a child’s first educator - families are welcomed & feel comfortable to be a part of their child’s learning journey
- Ongoing support for families

- Comfort with their peer group
- Friendship
- Sense of security
- A feeling of belonging
- Relationships with caring/supportive adults outside of the family
- Relationships with staff

- Relationships - help children & families feel safe & secure & supported
- Communicate with staff & families
- Encourage, be supportive, listen, provide guidelines, be role model
- Understand each child’s level of development
- Work as a team
- Respect
- Be flexible

- By talking to children we are stimulating their brain pathways.

- Literacy and numeracy development relies on quality and quantity of early language and mathematics experiences.

- Children need to feel safe, secure, & trusting before they can learn, have basic needs met
- Educators value each child’s beliefs & values
- Children’s work is valued
- Home language is valued
- Build on children’s interest

- Literacy and numeracy development relies on quality and quantity of early language and mathematics experiences.

- Experience of an educational setting
- Foundations for future learning (literacy, speech and age appropriate skills)
- Preparedness for school

- Learning support
- Supportive Transition programmes

- Access to technology
- Adequate time/resources
- Story reading

- Social skills
- Self confidence
- Independence
- Realistic sense of self
- Self worth
- Thrive in areas of strength
- Support in areas needing development
Self Review 2013-14 was based on the following information and feedback:

- Children’s voice: listening to and observing children’s play choices and interests
- Ongoing discussions, reviews and reflections in the areas of Programming, Observation, Reporting to parents and Caregivers for Childcare, Preschool and OSHC
- Leadership/Programmers reflections and feedback to and from staff, resulting from site based discussions and those involving visitors form other sites to our Centre
- Individual & team reviews reflecting on how observations of individuals and groups inform the programme
- Other data collected includes Individual Learning Plans (ILP) for children of Aboriginal and Filipino culture, Individualised Education Plans, ISP or ILP (Additional Needs), analysis of referral statistics, Preschool Attendance data, Parent feedback “Tell us about your child”, and Teacher Rating of Oral Language & Literacy (TROLL) are used in the programming process and to gauge children’s voice
- AEDI data 2009 & 2012
- Staff reflection on assessment and reporting processes
- Feedback from Parents and Caregivers on their child/children’s learning in the Communication Books/Folders and in Preschool as part of the Summative Reporting process, Annual Client Survey and formal and informal feedback
- Respect, Reflect, Relate Relationship Scale-external auditors feedback and staff reflections
- Policy reviews and implications for practice
- Networking and reflection with educators from other sites

Recommendations for 2014-15

Continue robust programming discussions, trials and reflections:

- Incorporate information about children’s learning from each Service in the Newsletter
- Continue to reflect on our observation, information gathering, programming and reporting cycle and record a commonly agreed procedure to support consistent and quality curriculum delivery, including an increase and equitable allocation of programming time for Childcare educators
- Continue to report children’s experiences to families through the Communication Book/Folders, including feedback sheets with a strengthened connection to the learning experiences, child’s outcomes and future learning. Strengthen children’s voice within the reporting process.
- Report to families of all children in a cyclic manner to strengthen our home-Centre partnerships around individual child development whilst sharing strategies and information.
- Review the results of the Aboriginal and Torres Strait Islander Cultural Competence Tool Audit and educator self-review using the Australian Professional Standards for Teachers (1.4 & 2.4) making agreements and plan actions to address data.
- Find and allocate funding to enable staff T&D around learning key words to support our Filipino children and make their families feel welcome and included through the use of dual signage including Tagalog, English and photos or pictures to support information and routines.
- Programme learning experiences in the outdoor learning environment, including under the verandah to support children’s holistic development.
- AEDI 2012 & 2009 data identified Physical Development as an area of vulnerability for 1 in 5 children living in Wakefield, therefore this initiative will become an ongoing embedded part of our program. Explore implications for practice and document agreed strategies.
- Children attend regularly and engage in experiences to support their holistic development.

NB: Links strongly to QA 4, 5, 6 & 7
## QA 1 Improvement Plan: Educational Program and Practice

<table>
<thead>
<tr>
<th>Standard/element</th>
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</table>
| **[1.1.4]** Short Term Plan | Ongoing curriculum information is provided to families. | H | • Incorporate information about children’s learning from each Service (Under 2s, Over 2s, Preschool & OSHC) in the Newsletter, on Facebook and through Communication Books and Folders as part of the reporting process  
• Display current curriculum information prominently in each room  
• Each service to document children’s learning for display to families eg Floor Book, photo display | • Parents receive information about their child’s learning programme twice a term  
• Parents are able to support their child’s learning | Term 1 Wk4 ongoing | • Kirstyn, Emma, Nat, Lucy, Abbi/Emily, Skye & Dale meet regularly (generally twice per term) about the Centre program.  
• Information is provided to Governing Council as part of the Leadership Report  
• Communication Books and folders reflect children participating in the curriculum through photos, Learning Stories, snapshot reports and their artefacts  
• From the beginning of 2014, each newsletter includes snapshot highlights of the Preschool and Childcare programs |

**Distance Travelled towards the Outcome:**

| **[1.2.3]** Long Term Plan | Our responsive cyclic programming process includes a regular review process and is implemented by all educators to support children in the achievement of their learning outcomes  
*Also refer QA5-RRR recommendations* | H | Continue robust programming discussions, trials and reflections:  
• Reflect on our observation, information gathering, programming, implementation, assessment and reporting processes at each Programmers meeting  
• Record a commonly agreed procedure to support consistent and quality curriculum delivery of the program by all educators  
• Educators undertake curriculum & pedagogy T&D and use their professional voice to explain why they have organised the learning as they have, and how these experiences facilitate the achievement of the BBB outcomes with all children.  
• Explore ways to strengthen ownership and consistent implementation of the curriculum by non-programming staff | • Educators implement the program with consistency, confidently conducting purposeful observations which inform the programme cycle.  
• Key educators reflect and review the programming cycle at Programmers Meetings  
• Children achieve their learning outcomes | T2 2014 ongoing | • Educators identified our ‘Big Rocks’ as a Service (relationships, play, wellbeing & literacy)  
• Programming reviews continued throughout 2013  
• Programming Team regularly meet (twice a term) and reviewed and modified observation, curriculum, reporting and programming processes and procedures across the site.  
• A team approach to program delivery has commenced. |

**Distance Travelled towards the Outcome:**
### QA 1 Improvement Plan: Educational Program and Practice

#### Standard / element

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| [1.1.4] Medium Term Plan | Continue to report children's experiences to families regularly with a strengthened presence of children's voices | S | ▪ CC & Kindy educators will discuss ways of representing and including children's voice in the reporting process.  
▪ Children's voice will be captured in reports to families.  
▪ CC educators will include a copy of children's individual programs, including child / parent / educator goals and evaluations and report.  
▪ Kindy educators will review assessment & reporting processes, including First Impressions Interviews, Agreed Goals, Learning Stories, Curriculum Snapshots and Summative Reports in Term 4.  
▪ CC staff document a summative report cycle for families | ▪ Parents receive information about their child's learning and development regularly, and can see their child has been involved in this feedback process  
▪ Parents are able to meet with educators on request to discuss their child. | Term 1 Wk 4 | ▪ Abbi/Emily, Kirsytn, Emma, Lucy, Nat, Skye & Dale are responsible for the reporting process to families.  
▪ Learning Stories are part of regular Preschool reporting and children's ownership of their Communication Books has strengthened as they are now easily accessible to them  
▪ Kindy staff meet with parents of newly enrolled children to identify individual focus goals at First Impressions interviews.  
▪ Childcare staff distribute a proforma to families 12wkly, inviting them to feedback ideas on what they would like included in the next programming cycle for their child. Phone contact is made if no response.  
▪ Revised Parent feedback sheets have been included in the communication books/folders. |

#### Distance Traveled towards the Outcome:

| [1.1.5] 100 Day Plan | Strengthen cultural inclusion across the site  
See QA2- Quiet experiences | M | ▪ Review results from the Aboriginal & Torres Strait Islander Cultural Competence Audit Tool & the Australian Professional Standards (1.4 & 2.4)  
▪ Make common agreements & plan actions to address recommendations  
▪ Increase use of Tagalog/English dual signage with photos or pictures to support families in their understanding and extend our welcoming culture  
▪ Educators learn key words in Tagalog | ▪ Recommendations from Cultural Competence Audit are implemented  
▪ Dual signage is used across the site | Term 3 2014 | ▪ Individual Education Plans and Inclusion Support Plans include input from interagency reports where applicable  
▪ Case Reviews are convened with Interagency and parents/caregivers.  
▪ Child Protection Curriculum implemented with Kindy children |

#### Distance Traveled towards the Outcome:
QA 1 Improvement Plan: Educational Program and Practice

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<tbody>
<tr>
<td>[1.1.1 &amp; 1.2.2]</td>
<td>Programme learning experiences in the outdoor learning environment, including under the verandah to support children’s holistic development. NB: AEDI data 2012 shows 1 in 5 children living in Wakefield are developmentally vulnerable in Physical Health &amp; Wellbeing</td>
<td>H</td>
<td>▪ Educators support holistic child development through intentionally programming developmentally appropriate experiences using the outdoor and verandah learning environments. ▪ Conduct a current state analysis, at Staff Meeting in Primary Caregiving teams, of the outdoor learning environment as a whole, considering implications and provisions for all aged services particularly OSHC and Babies. ▪ The Kitchen Garden established 2012 needs to be refreshed and incorporate more play opportunities ▪ Collaborate with children on their suggestions for further development of the outdoor/verandah learning environments ▪ Educator T&amp;D in what is a reasonable risk to promote appropriate challenges in play</td>
<td>▪ The learning environment (both indoors, under the verandah and outdoors) is fully utilised by children engaged in play.</td>
<td>Term 3 2014</td>
<td>Educators discussed this notion early Term 2 2013. Preschool educators attended T&amp;D Mud Patch started Term 2 2013 Swings have been repaired based on a Risk Assessment Term 3 2013 Mound redevelopment approved by DECD An outdoor kitchen has been purchased to extend on children’s play on the platform Plans to develop a water run have progressed; child and parent voice being reflected in planning processes</td>
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Distance Travelled towards the Outcome:

<table>
<thead>
<tr>
<th>[1.2.3] 100 Day Plan</th>
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<tr>
<td>Children attend regularly and engage in experiences to support their holistic development.</td>
<td>▪ Document Attendance Action Plan with key strategies ▪ Collaborate with Interagency services and consult other resources to identify key strategies for early intervention, targeting the domains in which children in Wakefield have been identified as developmentally vulnerable. ▪ Provide educators with T&amp;D as required ▪ BCCC to continue an AEDI presence on Community Forum. ▪ Disseminate strategies to families for use with their children at home- eg facebook, newsletter, interest based workshops</td>
<td>▪ FTE Attendance improves over time ▪ Early childhood development is supported at the Centre through the daily work of educators and the pedagogy used ▪ Partnerships with families and interagency services support child development through early intervention.</td>
<td>Term 4 2014</td>
<td>Commenced Term 3 2012 with an AEDI meeting with Interagency personnel and continues T&amp;D at Staff Meeting Term 1 2013- Being more talkative and responsive with Jane Moore undertaken Program review in light of EYLF &amp; NQS Developmental Milestones document Term 1 2013</td>
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Distance Travelled towards the Outcome:
Self Review 2013-14; was based on the following information and feedback:

- Ongoing sharing of information around health & safety issues with families and children and receiving their formal and informal feedback
- Parent, Individual, staff team & Governing Council reviews of policies and procedures, including sharing of information around children’s health needs, updating information with families and staff and trialling Medication Log.
- Implications for practice for children, their families and educators
- Spot Check from Health Inspector from Wakefield Regional Council
- Ensuring all staff have current training requirements: Staff training completed- Responding to Child Abuse & Neglect Term 2 2012; Apply First Aid, Anaphylaxis and Asthma Jan 2013, Criminal History Checks -ongoing
- Work Health and Safety: Induction into new system requirements at staff meeting, WHS Committee established and met regularly, Risk Assessments, including site audits, Business Manager Task Completions, Accident & Illness Reports- analysis for patterns of risk and established data base
- Preventative and cyclic maintenance
- Staff information: Protective Practices for staff and Responding to Sexual Behaviour * Managing Allegations of Sexual Misconduct
- Implementation of Protective Behaviours Curriculum in Preschool

Recommendations for 2014-15

- Continue offering quiet experiences and rest opportunities to support children in the development of self-management of their wellbeing including behaviour and social skills whilst enabling them to re-energise.
- Whilst continuing to use Start Right Eat Right principles, which form the basis of our current Nutrition, Food, Beverages and Dietary Requirements Policy & Procedures, we will be informed by developments in the field.
- Document an agreed process with feeder schools to exchange information on a daily basis about individual children’s wellbeing by the end of T2 2014.
- Review ‘Yard Check’ procedure, adding disinfecting procedures eg to entry & exit gates to Centre & Big Playground and that it is the Room Leader’s responsibility to ensure items identified as needing attention are disinfected.
- Continue to implement procedures and processes in a cyclic and ongoing way to ensure a safe work environment for all as we move into the new Work Health Safety system.
###QA 2 Improvement Plan: Children’s Health and Safety

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<tr>
<th>Standard/element</th>
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| [2.1.2] Medium Term Plan | Ensure quiet experiences and rest opportunities are incorporated within programs, including the outdoor learning environment. | M | • Review our learning environment, programme and the achievement of BBB Outcomes with educators through the lens of quiet experiences and rest opportunities to support children in the development of self-management of their wellbeing including behaviour and social skills whilst enabling them to re-energise.  
  • Implement findings | Programme incorporates these opportunities regularly across all service types | T3 2014 | ▪ Childcare educator discussion has identified factors that impact on a successful rest time.  
  ▪ Educators have begun a review of the daily routine with these impacting factors in mind.  
  ▪ Facilities upgrade included acoustic tiles to the sleep rooms in Childcare.  
  ▪ Kindy educators intentionally plan for a quiet area within the indoor or verandah learning spaces. |
| [2.1.1] Medium Day Plan | Plan for transition from a Start Right Eat Right Centre to an alternative reliable resource | L | • Whilst continuing to use Start Right Eat Right principles, which form the basis of our current Nutrition, Food, Beverages and Dietary Requirements Policy & Procedures, we will be informed by developments in the field  
  • Review suggestions and modify as required | BCCC educators consider implications for practice based on current information  
  • Policy and Procedures are reviewed as indicated | T4 2014 | ▪ Start Right Eat Right Reassessment passed Term 2 2012 |

**Distance Travelled towards the Outcome:**

**Distance Travelled towards the Outcome:**
**QA 2 Improvement Plan: Children’s Health and Safety**

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</table>
| [2.1.1] 100 Day Plan | A streamlined process for educators to communicate daily with the feeder schools regarding OSHC children’s health & wellbeing | H | ▪ Document an agreed process with feeder schools to exchange information on a daily basis about individual children’s wellbeing  
▪ Implement suggestions  
▪ Trial & Review | ▪ Information will be exchanged efficiently and in a timely manner with educators at feeder schools  
▪ BCCC educators will be informed about the health & well being of OSHC children | T2 2014 | ▪ Horizon Christian School return the Bus Form which we fax them each morning with the OSHC children recording any health considerations or incidents |

**Distance Travelled towards the Outcome:**

| [2.1.4] 100 Day Plan | Ensure outdoor learning environment is hygienic and safe for all users | S | ▪ Review ‘Yard Check’ procedure, adding disinfecting procedures eg to entry & exit gates to Centre & Big Playground as needed  
▪ Add responsibility to implement procedure to the Childcare Room Leader’s role to ensure items identified as needing attention are disinfected. This can be delegated to other staff. | ▪ Staff routine includes this procedure  
▪ Outdoor Learning environment is hygienic and safe to use | T2 2014 | ▪ Need has been identified  
▪ Current roles are in place  
▪ Staff feel it should be a shared responsibility |

**Distance Travelled towards the Outcome:**
## QA 2 Improvement Plan: Children’s Health and Safety

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| [2.1.4] Medium Day Plan | Safe Work Environment | H |  ▪ Continue to implement procedures and processes in a cyclic and ongoing way to ensure a safe work environment for all as we move into the new Work Health Safety system. | ▪ The transition to the new Work Health & Safety systems will be achieved in a timely manner  
 ▪ All staff will be informed of the changes  
 ▪ Procedures and policies will be in place | T4 2014 ongoing | ▪ An OHSW committee was established and met regularly throughout 2013  
 ▪ Business Manager was completed and a summary report included in the Annual Report  
 ▪ Work has commenced with the new WHS system with Staff having received induction training |

**Distance Travelled towards the Outcome:**
Self Review 2013-14 was based on the following information and feedback:

- WHS Audits and Management Plan - many tasks from this were completed at the annual working bee
- Risk Assessment conducted on the swing sets.
- Individual Learning Plans are reviewed by educators, families and Interagency teams to identify needs of individuals eg provision of quiet areas, sensory activities or particular resources.
- Feedback from children (especially those in the OSHC service) and their families about the learning environment - purchase of appropriate sized furniture for OSHC children, resources for the Outdoor Learning environment eg Helicopter, balls and rebound net, outdoor kitchen
- 2013-14 Maintenance Funding for Preschools funded the interactive play panels which replaced the Baby Fence in the Childcare room, painting of Kindy, foyer, kitchen and staff toilet, new carpet squares throughout and lino to Childcare & foyer, acoustic tiles to Baby Cot and Toddler Sleep rooms, and the upgrade of the stone building to accommodate a compactus for archiving files.
- Administration Office - installation of cupboards enabling the review and installation of a comprehensive filing system

Recommendations for 2014-15

- Strengthen the use of the Outdoor Learning environment by intentionally planning and strategically programming learning experiences which strengthen children's wellbeing and physical and language skills. Educators undertake training and development in the current Outdoor Learning Environment approach, moving to a methodology which encourages challenge in safe conditions and which is not risk averse. Consult with children, especially those in OSHC Service, for further ideas on preferred play/learning experiences/environments. Refer Action Plan QA 1.
- Review and refine BCCC Business Plan in light of: our Community Vision, the community need for more under 2 places and the need to strengthen our OSHC service. Resource: Wakefield Regional Council Strategic Plan. Continue to advocate in the broader community for funding and support to secure the expansion of our service facility. Continue to liaise with the broader community around potential development opportunities and grants.
- Incorporate natural elements when planning for developments to the outdoor learning environment: continue plantings and conduct Risk Assessment of dripper systems to ensure they do not present any tripping hazards; action the Water Course and upgrade of swing sets (as required) based on process of community collaboration and canvassing children's voice
### Q 3 Improvement Plan: **Physical Environment**

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| **[3.1.1]** Medium Term Plan | BCCC has a current Business Plan which reflects our community’s needs and provides members with a concise strategic direction. | H | - Establish a long term development vision  
- Review and refine BCCC Business Plan in light of our vision and the proven demand for more under 2yr places and the need to strengthen our OSHC service.  
- Consult the Wakefield Regional Council Strategic Plan as a resource.  
- Continue to advocate and liaise with the broader community for funding or grant opportunities and support for the development of our service.  
- Advocate for expansion of current facilities  
- Negotiate with the WRC for a lease of perpetuity or ownership of the 3 Humphrey Street block.  
- Consult feeder schools on their business plans to ensure we have the ‘whole picture’ when considering our business plan. | A concise Business Plan is documented in collaboration with the community. | Term 3 2014 | A BCCC development committee was established in 2013 and meets on a needs basis  
DECD have agreed in principle for BCCC to relocate to the Church of Christ Community Care Inc Community Development project if they should be successful in securing funding.  
DECD have supported the WRC & BCCC Accessibility Grant application  
HCS have the Early Years Development on their 5 year business plan (2009 – 2013)  
BCCC members voted (unanimously) on the concept of BCCC proceeding with the Community Development project with the Church of Christ Community Care Inc. |

#### Distance Travelled towards the Outcome:

| **[3.1.3]** Medium Term Plan | Incorporate natural elements when planning for developments to the outdoor learning environment. | M | - Continue plantings and refresh the Kitchen Garden  
- Conduct a Risk Assessment of the dripper systems across the site, including the mound to ensure they do not present any tripping hazards. Consider further plantings as a solution.  
- Action the Water Course in collaboration with the children and families.  
- Upgrade swing sets (as required) based on Risk Assessment  
- Complete downpipe repairs on stone building | The Outdoor Learning Environment is aesthetically pleasing, safe and promotes children's curiosity, play and holistic development. | T4 2014 | Kitchen Garden was established in 2012.  
Major working bee saw the further enhancement of the Outdoor Environment.  
Governing Council has approved funding for Water Course.  
Risk Assessment on swings is completed. |
Self Review 2013–14 was based on the following information and feedback:

- Leadership, in partnership with Finance Committee & Governing Council review staffing in line with NQS and budget constraints
- Performance Development process with staff, including a review of role statements in light of current requirements
- 360° feedback provided to Director and Assistant Director by staff
- Initiated a Sister Centre Mentoring program with Moonee Ponds Community Children
- Psychological Health Survey conducted
- Governing Council approved the narrowing of staff team to support the strategy of Primary Care across the site, including relief staff
- Full Team Meetings provide opportunities for team building, learning from each other and recognising each other’s capabilities
- Daytime Staff Meetings were trialled, reviewed and implemented
- Regular Budget Reviews and Reports to Governing Council
- Leadership reflections when compiling NQS style reports for Governing Council each month
- Meeting with TAFE, High School and Private Training Provider to support staff and students to achieve Certificate III
- BCCC convened a meeting of training organisations to discuss baseline requirements of students in achieving Certificate III
- All staff have achieved at least minimum qualification standards
- Management of staff leave and retention of staff
- Children’s voice has been captured through relationships, attachment and separation and their families responded to an additional question on the Annual Report reflecting on relationships with educators

Recommendations for 2014–15

- Document a procedure ‘Staff and Volunteer Acknowledgements Protocol’, explicitly addressing guidelines for farewells, length of service and appropriate gift/acknowledgements.
- Review Childcare staffing: roster in light of Primary Caregiving roles and meeting children’s attachment/relationship needs and the needs of the Centre; long term staffing arrangements with Governing Council in line with revised Business Plan; Assistant Director and Fulltime Qualified position in light of new roles, responsibilities and work load; and daytime staff meetings from staffing perspective.
- Continue building staff culture with a view to growing individual and professional self-esteem, confidence and a cohesive team approach. Continue to evolve the Performance Development processes across the site and include Coaching and Mentoring as a significant next step.
- Investigate the possibility of employing an extra staff member from 3.30 – 4:00pm in term 1 2014 as a trial to assist in daily jobs so the care and education of children is not compromised; and 2 hours a week of ECW1 to support children with Special Needs in Terms 2 to 4 in 2014. Monitor and review funding allocation to support educator Training and Development.

NB: Links strongly to QA 1, 5, 6 & 7
<table>
<thead>
<tr>
<th>Standard/element</th>
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</thead>
<tbody>
<tr>
<td>[4.1.1] 100 Day Plan</td>
<td>Consistent protocols in acknowledging staff.</td>
<td>L</td>
<td>▪ Explicitly address the issues of farewells, length of service and appropriate gift/acknowledgements through an agreed and documented process: ‘Staff and Volunteer Acknowledgements Protocol’.</td>
<td>▪ All staff will feel valued and acknowledged.</td>
<td>T3 2014</td>
<td>▪ Ad hoc recognition of staff occurs ▪ A range of tokens are used to acknowledge staff e.g. gifts, cards, and shared outings ▪ Draft procedure recorded by leadership</td>
</tr>
</tbody>
</table>

**Distance Travelled towards the Outcome:**

| [4.1] 100 Day Plan | Responsive staffing supports the achievement of quality learning and care outcomes. | H | Review Childcare staffing: ▪ the roster in light of Primary Caregiving roles and meeting children’s attachment/relationship needs and the needs of the Centre ▪ long term staffing arrangements with Governing Council in line with revised Business Plan ▪ Assistant Director and Fulltime Qualified position in light of new roles, responsibilities and work load ▪ daytime staff meetings from a staffing perspective. | ▪ Children and their wellbeing benefit from the decisions around the deployment of staff. | T2 2014 | ▪ Fulltime Qualified position advertised and filled in 2013 ▪ Collaborative Leadership team established ▪ Workload discussions have been held within the Leadership team ▪ Role and Responsibility statements underpin Performance Development |

**Distance Travelled towards the Outcome:**
## QA 4 Improvement Plan: Staffing Arrangements

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<tr>
<th>Standard/element</th>
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</table>
| [4.2] Long Term Plan | Functioning as a cohesive staff team, BCCC educators consistently deliver high quality education and care. | H | ▪ Continue building a cohesive staff team approach through culture building activities at staff meetings and providing individual recognition.  
▪ Support individual growth, professional self-esteem and confidence through opportunities to practise using professional voice.  
▪ Revisit Grievance Procedures and Code of Ethics  
▪ Discuss the way staff relationships impact on the learning environment and relationships with families, children and staff.  
▪ Continue to evolve the Performance Development processes across the site and include Coaching and Mentoring as a significant next step.  
▪ Leadership share the notion of ‘Complain Up’ with educators.  
▪ Continue to use the Psychological Health Survey and 360° Leadership Survey annually | ▪ Staff cohesion is strengthened.  
▪ Staff perform their work with confidence and are supported and empowered through Performance Development processes,  
▪ Staff use the Grievance Procedure as needed.  
▪ Staff reflect the Code of Ethics in their daily work | Started T1 2012 cont 2013 cont 2014 | ▪ Staff are encouraged to seek support with concerns in a timely manner with Leadership or by using the Grievance Procedure.  
▪ Leadership support staff in a range of ways eg with their study, flexibility around personal concerns, T&D opportunities. |

### Distance Travelled towards the Outcome:

| [4.1] 100 Day Plan | Children receive the best quality education and care through responsible and responsive financial management and staffing. | H | ▪ Investigate the possibility of employing an extra staff member from 3.30 - 4:00pm in term 1 2014 as a trial to assist in daily jobs so the care and education of children is not compromised.  
▪ Investigate an extra 2 hours a week of ECW1 time to support children with Special Needs in Terms 2 to 4 in 2014.  
▪ Monitor and review funding allocation to support educator Training and Development. | ▪ Staffing and financial decisions benefit children and staff with positive overall outcomes delivered by the Centre. | T1 2014  
T2 2014  
T3 2014 | ▪ Active Governing Council and committees support leadership in making the best decisions possible.  
▪ Regular reporting mechanisms are in place for finances.  
▪ Extra staff in Childcare during T1 on busy days was trialled. |
Key improvements sought in Relationships with Children

Self Review 2013-14 was based on the following information and feedback -

- Client Surveys distributed, collated and presented to parents in partnership with Governing Council. This included an additional question to families about primary relationships between their child and educators.
- External audit of the Relationship Scale (Respect, Reflect, Relate) strategies implemented to support educators to be more talkative and responsive (e.g., talk to all children as you pass by).
- Team Review Meetings convened to support individual children with challenging behaviours or specific developmental needs.
- Feedback from parents and caregivers as part of the cyclic reporting process on their child's learning and development and informal and formal feedback.
- TROLL data - Preschool children.
- Consistent Primary Caregiving - children are more likely to establish trusting secure relationships with the same adults.
- Other data collected includes First Impressions Preschool Interviews, extended Come and Try sessions in Childcare, Individual Learning Plans (ILP) for children of Aboriginal and Filipino culture, Individualised Education Plans (Additional Needs), analysis of referral statistics, Preschool Attendance data, Parent feedback “Tell us about your child”, and Teacher Rating of Oral Language & Literacy (TROLL) are used in the programming process and to gauge children's voice.
- Feedback from Parents and Caregivers on their child/children's learning in the Communication Books/Folders and in Preschool as part of the Term 4 Summative Reports.

Recommendations for 2014-15

- The role of Primary Caregiving needs to be interrogated and refined by educators to include the procedures for care and learning so educators embed being more talkative and responsive into their usual practice. Review the Primary Caregiving role in light of programming. Are educator observations enabling Programmers to design and implement learning experiences in response to individual children across the 5 BBB outcomes?

2013 RRR Commendations are to be expanded and strengthened within educator practice eg:

- Lots of good (level 5) conversations - explore this as a staff team - create reminder posters connected to play spaces.
- Chatty kids have better conversations - how can we develop this capability in children from an early age?
- Educators sitting with children at meal times - make it a priority and create opportunities to get alongside of children.
- Children and educators were very calm, friendly and happy - continue to have an inclusive and welcoming environment.
- Minimal inappropriate behaviour observed throughout the day - explore options for inappropriate behaviour (especially for children who have experienced trauma) and ensure strategies fit our non-violent ethos.
- Observations from the Preschool library book borrowing and the light table got a level 5 interactions - can we create similar opportunities in other spaces across the site?

2013 RRR Recommendations are to be implemented:

- Explore as a staff how to maximise the opportunities presented at 1:1 routine times - Most of the level 0 and 1 conversations (missed opportunities) were during routine times with babies and at the end of the kindy day. Use 1:1 routine times (e.g., nappy changes and mealtimes in high chairs) to engage in quality conversations.
- Minimal singing/ rhyming/ music was observed on the day and yet babies were observed as seeking educator interactions, therefore as a staff and particularly Under 2 Primary Caregivers need to explore how to embed quality interactions with U/2yr olds within their work constantly.
- If we all adopt the practise: ‘You do not walk past any child without saying something eg when passing through a room or in the outdoor learning environment, what are the implications?
- How can all educators move from formal/direct business talk to warmer conversational language with children? A smile, hand on a child’s shoulder, babbling noises, or just saying hello is a step in the right direction (and equates to a Level 2 conversation. Anything is better than a Level 1.)
- Consider capturing and recording Level 0 and Level 5 interactions at BCCC to increase educator understanding of what a Level 5 interaction looks like and the impacts it has on child development.

NB: Links strongly to QA 1, 4, 6
## QA 5 Improvement Plan: Relationships with Children

<table>
<thead>
<tr>
<th>Standard /element</th>
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<tbody>
<tr>
<td>5.1.2 100 Day Plan</td>
<td>Primary Caregiving is embedded throughout the Centre with all educators supporting children in their holistic development.</td>
<td>H</td>
<td></td>
<td>All staff implement agreed actions.</td>
<td>T2 2014</td>
<td>The role of Primary Caregiving was implemented across the site in 2013. The trial has received positive feedback from children, families and staff. Primary Caregiving across the site continues to be strengthened in 2014.</td>
</tr>
</tbody>
</table>

- Review the Primary Caregiving role in light of programming. Are educator observations enabling Programmers to design and implement learning experiences in response to individual children across the 5 BBB outcomes?
- Document the agreed roles and responsibilities for Primary Caregiving.
- Present to Governing Council for review, seeking feedback on the changes or resulting outcomes on relationships and communication.
- Revisit ‘being more talkative and responsive’ strategies to support staff to embed these into their daily interactions with children and babies.
- Document common agreements across the site and display them to support consistency of practise.
- Kindy will further explore and strengthen connections between the TROLL programme, curriculum strategies, assessment and particularly reporting findings to families.
- All staff implement agreed actions.
- Strategy and children’s achievement towards the agreed outcomes are monitored.

- 98% of parents indicated that their child shared positive relationships with staff at BCCC in 2011; 93.4% in 2012; 98% in 2013.
- Police Risk Assessment on the safety of our yard commented that Primary Caregiving was the key strategy in promoting child safety and the Centre.
- Staff trialled the Strive for 5 strategy in 2011
- RRR Relationship Scale observations by external and Centre staff occurred each year since 2011. Being more talkative and responsive has improved but needs to be strengthened across the site with increased continuity.
## QA 5 Improvement Plan: Relationships with Children

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</table>
| [5.1.1 & 5.1.2]  | Medium                           | H               | Expand and strengthen educator practice through the implementation of RRR **Commendations**:  
  * Whilst lots of good (level 5) conversations were observed across the site these need to be increased—explore this as a staff team—create reminder posters connected to play spaces  
  * Chatty kids have better conversations—how can we develop this capability in children from an early age?  
  * Educators sit with children at meal times—make it a priority and create opportunities to get alongside of children. Review placement of high chairs at meal times to be more inclusive of Under 2s during this social opportunity.  
  * Children and educators were very calm, friendly and happy—continue to have an inclusive and welcoming environment.  
  * Minimal inappropriate behaviour observed throughout the day—explore options for inappropriate behaviour (especially for children who have experienced trauma) and ensure strategies fit our non-violent ethos.  
  * Observations from the Preschool library book borrowing and the light table got a level 5 interaction—we can create similar opportunities in other spaces across the site? | Educator practise results in quality interactions and improved learning and care for children | T1 2014 ongoing | RRR observation has occurred in the Relationship Scale since 2011. External observers have participated since 2012.  
  * Steady improvement has occurred across the site  
  * Staff Meetings have been the central forum to developing and challenging staff pedagogy. |

**Distance Travelled towards the Outcome:**
## QA 5 Improvement Plan: Relationships with Children

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</table>
| [5.1.1 & 5.1.2]    | Educators initiate and maintain quality interactions with children | M               | Expand and strengthen educator practice through the implementation of RRR Recommendations:  
- Explore as a staff how to maximise the opportunities presented at 1:1 routine times - most level 0 and 1 conversations (missed opportunities) were during routine times with babies and at the end of the kindy day. Use 1:1 routine times (e.g. nappy changes and mealtimes in high chairs) to engage in quality conversations.  
- Minimal singing/ rhyming/ music was observed on the day and yet babies were observed as seeking educator interactions, therefore staff and particularly U/2 Primary Caregivers, need to explore how to embed quality interactions with U/2yr olds within their work constantly.  
- All educators adopt the practise: ‘you do not walk past any child without saying something eg when passing through a room or in the outdoor learning environment. What are the implications/resulting outcomes?  
- How can all educators move from formal/direct business talk to warmer conversational language? A smile, hand on a child’s shoulder, babbling noises, or just saying hello is a step in the right direction (and equates to a Level 2 conversation. Anything is better than a Level 1.)  
- Capturing and recording Level 0 and Level 5 interactions at BCCC to increase educator understanding of what a Level 5 interaction looks like and the impacts it has on child development. | Educator’s improve their practise resulting in higher quality interactions and improved learning and care outcomes for children | T1 2014 ongoing | RRR observation has occurred in the Relationship Scale since 2011. External observers have participated since 2012  
- Steady improvement has occurred across the site  
- Staff Meetings have been the central forum to developing and challenging staff pedagogy |

**Distance Travelled towards the Outcome:**
Self Review 2013-14 was based on the following information and feedback:

- Children's voice is captured through the relationships we share, noticing and nurturing their interests and play choices by being responsive.
- Annual Client Survey Term 2 2013 including the extra Relationship survey.
- Parent expertise is sought through the Enrolment Pack ‘Tell us about your child’ and through feedback forms in the Communication folders/books, Preschool First Impressions Interviews and through educator-parent and Caregiver discussions.
- AEDI Steering Committee: Our Children Our Community is parent driven whilst maintaining services representation.
- Educator informal reviews included discussions about individual children, their needs and supports in place.
- Review meetings with families and interagency for individual children with special needs focus on learning, support and transition.
- Strong transition program with our 3 feeder Schools are ongoing.
- Reminders sent about the Child & Youth Health 6 & 18 month old checks and 4-year old screenings plus the medical check.
- Pastor Jim visits the Centre regularly to read to children across the site.
- Business Plan partnerships exist with Wakefield Regional Council and DECD – lease of block at 3 Humphrey Street and Accessibility Childcare grant; Church of Christ Community Care Inc- possible new Centre as part of Community Development Project.
- TAFE and Balaklava High and Horizon Christian Schools- work experience and on the job training component of Certificate III training.
- DECD: newly formed Lower Mid North Partnership as part of the Gawler Portfolio.
- Interagency Partnerships with Health SA, DECD, Novita Children's Services,CAFHs and Learning Together at Home.
- Playgroup- ran by parent volunteers. The community are invited each week of school term to use our facilities.
- Church of Christ Swap Shop- donation of funds.
- 6th and 18th developmental C&YH checks are encouraged formally by an appointment reminder letter. C&YH reported an increase in developmental checks since this process at BCCC has been in place.

Recommendations for 2014-15:

- Finalise the draft curriculum support document linking the BBB Outcomes to recommended strategies, targeting the domains in which children in Wakefield have been identified as being developmentally vulnerable. Publish this document in a useable way to support educators when programming and interacting with children. Refer QA1.
- A process to engage families as partners in early intervention be discussed and agreed upon. Incorporate interagency referrals, including Families SA in this process review. Expand educator knowledge around early intervention strategies. Support the local Our Community, Our Children Facebook page which promotes local services and information available for families by adding links and information to Speech Pathologist, Occupational Therapist, CAMHS & CAFHS services and reminders e.g. 6 & 18month old checks. Our Children Our Community Services Directory may be a useful resource.

NB: Links strongly to QA 1, 4, 5.
### QA 6 Improvement Plan: Collaborative Partnerships with Families and Communities

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| 6.2. & 6.3        | Identify strategies for a partnership approach to strengthen early intervention targeting the AEDI domains. | H                | ▪ A process to engage families as partners in early intervention be discussed and agreed upon.  
▪ Incorporate interagency referrals, including Families SA in this process review.  
▪ Expand educator knowledge around early intervention strategies. Our Children Our Community (OCOC) Services Directory may be a useful resource.  
▪ Support the local OCOC committee to advocate for early intervention strategies in the community e.g. by suggesting links and information to add to their Facebook page which promotes local services and how to access information from services (Speech Pathologist, Occupational Therapist, CAMHS & CAFHS); adding reminders about the 6, 18mth & 4 yr old CAFHS checks.  
▪ Developmental Milestones (NQS & EYLF) are further explored to inform this strategy.  
▪ The strong interagency and feeder school partnerships continue.  
▪ Advocate vital need for early intervention with Wakefield Regional Council & Balaklava Area Committee. | ▪ Children’s needs are met earlier through a responsive partnership approach to early development  
▪ 2015 AEDI data reflect improvements | T3 2014 | ▪ BCCC commenced the AEDI Steering Committee for Wakefield in 2010 and continue to have a presence on the current committee OCOC  
▪ BCCC enjoys strong partnerships with its families, feeder schools and Interagency Services  
▪ Educators with a programming responsibility are familiar with the EYLF/NQS Developmental Milestones document  
▪ AEDI 2009 data identified children living in Wakefield as vulnerable in one or more domains (Wakefield 36.7%; Balaklava 31.6% and Outer Balaklava 52.2%) and two or more domains: (Wakefield 20.3%; Balaklava 15.8% and Outer Balaklava 31.8%).  
▪ AEDI 2012 data identified children living in Wakefield as children are vulnerable in one or more domains (Wakefield 35.1%; Balaklava 54.2% and Outer Balaklava 27.3%) and two or more domains: (Wakefield 18.4%; Balaklava 37.5% and Outer Balaklava 15.2%). |
Self Review 2013-14 was based on the following information and feedback:

- Whole site cyclic management process ensures continuous improvement - Quality Improvement Plan, action plans, monitoring & review, data analysis and Annual Reporting. This is done within the context of our Centre Philosophy statement and our commitment to our 4 Big Rocks: Relationships, Play, Wellbeing and Literacy
- Collaborative leadership team
- Feedback from children, staff, families and the community both formal and informal
- Client Survey distributed annually
- AEDI data 2012 & 2009
- Staff Psychological Health survey conducted 2013
- Reports to Governing Council and staff in the 7 Quality Areas invite feedback on an ongoing basis, including about continuity of educators
- The comprehensive induction of new staff is followed up after a week and then a month and 3-monthly
- Philosophy Statement finalised Term 4 2012. Big Rocks continue to be promoted.
- Performance Development is ongoing with individuals having developed both a personal and Quality Improvement Plan goal
- Annual Report contains reflections on our Quality Improvement Plan and recommendations for 2014-15
- Leadership identified the need to re-organise archival record files to support the efficient and effective management of the Centre
- Policies in line with NQS and DECD have been passed by Governing Council - procedures are being reviewed
- Business Plan

Recommendations for 2014-15

- Develop Mentoring protocols and processes with Community Children - Moonee Ponds service by:
  - Initially liaising with Emma Veliscek, Centre Director who is skilled with curriculum. Moonee Ponds was assessed in 2013 and can provide many rich learning opportunities to facilitate our self-review process.
  - Enable educators and children at BCCC and Moonee Ponds to become involved in skyping each other. Ensure ICT infrastructure is able to support this with ease.
  - Enlist families permission at both sites to enable the sharing of photos and experiences eg of some farming photos emailed to Moonee Ponds to show the children in Melbourne the different way of life in rural South Australia and they can send us photos of their “city” experiences.
  - Strengthen the use of the Centre's Facebook site, posting photos of activities / experiences, links to activities and child developmental information.
- Continue to make a cohesive community a priority. Discuss with Governing Council to affirm the timely review of the Centre's Vision, Values and Philosophy Statement. Review the Newsletter and its purpose. Consider expanding the use of Facebook, email, texts, including photographic attachments to families as part of the information, feedback process.
- Continue using a whole site cyclic management process to develop our QIP and to monitor its implementation through ongoing feedback in close collaboration with the BCCC community. Continue to administer the staff Client and Psychological Health Surveys to gauge overall progress in this area. Ensure continuity between documented polices and implemented procedures. Continue to review the management of information files: continue the upgrade of the Leadership Filing System, with consideration to electronic filing system being brought in-line with the hardcopy system; review the Centre Administration Filing System and marry where applicable to the Finance Officer's electronic files; review and re-organise the Centre's archival system.

NB: Links strongly to QA 1, 4, 5 & 6.
## QA 6 Improvement Plan: Collaborative Partnerships with Families and Communities

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<thead>
<tr>
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</table>
| [7.2.3] Long Term | BCCC performs as a high quality service. | H                | Develop Mentoring protocols and processes with Moonee Ponds Community Children's centre by:  
- Initially liaising with Emma Veliscek, Centre Director to establish a mentoring program.  
- Learning from Moonee Ponds, who was assessed in 2013, facilitate our self-review process.  
- Enable educators, children and families at BCCC and Moonee Ponds to connect eg skyping each other.  
- Obtain family's permission at both sites to enable the sharing of photos and experiences eg farming photos are emailed to Moonee Ponds to show the children in Melbourne the different way of life in rural South Australia and they send photos of their "city" experiences.  
- Ensure ICT infrastructure is able to support interstate communication readily.  
- Strengthen the use of the Centre's Facebook site, posting photos of activities / experiences, links to activities and child developmental information. | BCCC is confirmed as a High Quality Service through the assessment process. | T2 2014 ongoing | Margo and Darko met with Skye and Dale in T4 2013  
- Margo attended Staff Meeting and shared her opinions with Governing Council at a dinner meeting  
- Emma and Dale & Skye have emailed ideas about the Mentoring Process throughout Term 4 2013 & Term 1 2014  
- Emma and Dale & Skye discuss mentoring process via Skype Wk 1 Term 2 2014  
- Emma & Monica visit BCCC Wk 2 Term 2 2014, attending staff Meeting |

### Distance Travelled towards the Outcome:
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</table>
| [7.1.4] Long Term | BCCC is characterised by its cohesive community culture. | H                | A sustained cohesive community is maintained:  
School community is maintained:  
- through regular reviews of the Centre’s Vision, Values and Philosophy Statement  
- collaborative review of Policies  
- Effective and contemporary communication practices — review the Newsletter and its purpose. Consider expanding the use of Facebook, email, texts, including photographic attachments to families as part of the information, feedback process. | BCCC children, families and educators have a shared and common purpose. | T3 2014 | Centre Vision, Values and Philosophy Statements are in place  
- Policies have been documented in line with DECD and NQS  
- A Newsletter is sent home fortnightly  
- BCCC maintains a Facebook page  
- BCCC has email addresses for administration, Preschool and Childcare purposes  
- Leadership phones are currently used to text families and send photos of their child |

Distance Travelled towards the Outcome:
### QA 7 Improvement Plan: Leadership and service management

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</table>
| [7.3.2] Long Term | Effective whole site management resulting in continuous quality improvement. | H                | - Continue using a whole site cyclic management process to develop our QIP  
- Monitor QIP implementation through multiple measures of data: ongoing feedback in close collaboration with the **BCCC community**, children-responsive programming and reporting processes based on individual observations and needs; staff- 360° Leadership & Psychological Health surveys; parents- ongoing feedback through Communication books & folders, Annual Report Survey including the additional Child-Educator Relationship Question.  
- Ensure continuity between documented polices and implemented procedures.  
Continue to review the management of information:  
- continue the upgrade of the Leadership Filing System, with consideration to electronic filing system being brought in-line with the hardcopy system;  
- review the Centre Administration Filing System and marry where applicable to the Finance Officer's electronic files;  
- review and re-organise the Centre's archival system  
  | Continuous improvement is a shared journey with high ownership by the BCCC community.  
  | Efficient systems enable the easy access and retrieval of information. | T1 2014 | - A whole site management process has been in place for 3 years.  
- Multiple measures inform the QIP review and recommendations for the following plan are recorded as part of the Annual Report.  
- Administration filing system has been established  
- Administration computers have been networked and will enable photos to be archived on hard drive  
- Recommendations for improved systems have been identified with financial support allocated Term 2 2013.  
- Upgrade of Old building for suitable storage of archives was completed November 2013. Dates for sorting the archives has been set in May 2014 |

**Distance Travelled towards the Outcome:**