



Quality Improvement Plan

Version #14

11/14/2019

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Service Context

Welcome to Coogee Care Centre, the education and care service for Coogee Public School. We run Before School, After School and Vacation Care on the grounds of the school.

Coogee Care Centre is run by families, for families. We are 100% not-for-profit - all of our fees go back into running a high quality education and care service.

We are operated by a volunteer parent committee and a team of highly-qualified and experienced educators. Please refer to our web site for information on the staff and executive members of the parent committee.

Our Educator Team

Check out the [team photos](#) on our website to meet everyone in our team.

Our team is led by a Director and Area Leaders. We call them Area Leaders (because they have responsibility for a [Quality Area](#)) or Responsible Persons because they are in day-to-day charge of the service.

Most of our team are educators (we have over 40!). We also have an administrator, chef, cleaner and external bookkeeping agency. We all work for the Coogee Care Centre Committee, a group of parents that are elected by families at an Annual General Meeting.

Operating Hours

Before School Care: 7am - 9am

After School Care: 3pm - 6pm

Vacation Care: 7am - 6pm (incursion and excursion activities generally run 10am - 3pm)

Contact Details

<https://www.coogeearecentre.org.au/contactus>

OUR PRINCIPLES

We believe:

Children are individuals

and will learn and grow to achieve their maximum potential in a fun, safe and positive environment which encourages them to play freely, investigate, make mistakes, be challenged and take personal responsibility.

Learning through relaxed, fun play is important.

Children need some structure and routine, with plenty of opportunity to be inquisitive while taking measured risks in a safe environment.

All children learn differently.

Guidance can enhance all areas of development including social and emotional development. Children's behaviour can be positively guided to develop acceptable behaviour patterns and enhance their wellbeing and resilience.

Children are committed and involved.

They seek to collaborate with their peers and adults to challenge, create, explore and develop their individual identities.

Children need an inclusive, accessible, equitable environment

that allows them to fully participate.

It is important for children to understand and explore the natural environment

and the interdependence between people, plants, animals and the land.

We value strong connections with community

and collaborative relationships between children, educators, families, management and the community.

Self-reflection and continuous improvement

enable our service to grow and flourish.

Experienced, skilled and supported staff

enhance children's learning and development and ensure their safety and wellbeing.

Quality Area 1: Educational Program and Practice.

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

This section is edited by Educational Leader **Amy Woodhouse**.

QA1: Compliance with Regulatory Requirements

Is My Time Our Place used to guide the development of the program? S.323 S168R.254

YES

Have you developed a program that contributes to each child's learning and development outcomes outlined by the learning framework? R.73

YES

Do you document an evaluation of each child's wellbeing, development and learning?

YES

Is the information about the program displayed in a place at the service that is accessible to parents? Is a copy of the program available for inspection on request? R.75

YES

If requested, do you provide families with: Information about the content of the program and service routines and how they operate in relation to their children, including their participation? R.76

YES

YES

Standard 1.1: PROGRAM

The educational program enhances each child's learning and development.

Approved Learning Framework

Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.

For example:

- The Centre's educational program and practice is guided by the My Time Our Place Framework. The weekly program is displayed for parents and children to view. The program links experiences with the five learning outcomes.
- Educators use the learning outcomes to inform program planning and assess children's learning. [Storypark](#) can be used to track the learning outcomes, to ensure they are all being equally fulfilled.
- The principles and practices of the My Time Our Place Framework are enshrined in our philosophy, which is made in collaboration with families, and guides the essence of the program.

Child-centred

Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program. For example:

- The program is centered around children's interests and suggestions, which are collected through surveys, a suggestion board and a suggestion book. Brainstorming sessions are also included in the program, which allows educators and children to collaborate on programming ideas.
- Information about the child's family, culture and community is collected upon enrolment and used to inform the program. Families are also given the opportunity to give feedback and suggestions using Storypark, suggestion boards, books, surveys, social media accounts, verbal interactions, and our website.
- They can also post stories about their children on Storypark, and share the growth and development that happens at home.
- The program is responsive to the needs of the children each session. There are dedicated 'floater' roles, giving educators the freedom to provide spontaneous experiences based off the children's ideas.

Program learning opportunities All aspects of the program, including routines, are organized in ways that maximise opportunities for each child's learning. For example:

- The organisation of the program minimises the times during which children are expected to do the same thing at the same time. Children move freely between spaces, and have a choice between many programmed activities and open ended-resources.
- At mealtimes, children are encouraged to practice their independence. The senior students choose and serve their own fruit, older children are chosen to serve fruit to the juniors, and all children are encouraged to make their own breakfast.
- In morning and after school care sessions, every licensed space is open, with at least one educator dedicated to supervision. This allows children to seek support where necessary for expansions of play ideas, conflict resolution, and meaningful interactions with an adult.

Standard 1.2: PRACTICE

Educators facilitate and extend each child's learning and development.

Intentional teaching

Educators are deliberate, purposeful, and thoughtful in their decisions and actions. For example:

- Educators aim to facilitate positive interactions and experiences, and recognise the immense impact they have on the children. Daily staff meetings allow for reminders regarding quality interactions and relationships with children, for example self help skills, positive redirection and social diversity and inclusion. This knowledge is consolidated at monthly staff meetings, and during feedback sessions with the Educational Leader.
- World holidays are used to inform the program, which include cultural celebrations, and days of remembrance and/or recognition. This sparks conversations between educators and children about diversity, identity and respect. Educators and children also collaborate to research particular holidays, groups or cultural traditions, and work towards increased shared knowledge.
- An inclusion support plan is in place to help children with special needs develop their self-help skills using prompting questions, planned activities and routines. The inclusion support team transfers these skill and ideas to all children, and educate their colleagues about how to maximise children's potential.
- One of the centre's guiding principles for children is "I will challenge myself and not be afraid to make mistakes", which informs many of the interactions between educators and children. Staff in programming meetings choose activities that are age appropriate, but which also have the potential to build on children's skills. These range from cooking, long term fundraising projects, team challenges, and talent shows.

Standard 1.3: ASSESSMENT AND PLANNING

Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Assessment and planning cycle

Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analyzing learning, documentation, planning, implementation and reflection. For example:

- Educators analyse children's learning and development after every session by writing a Storypark planning note. This analysis and reflection is guided by both the Educational Leader, and a set of reflective questions. Other educators comment and expand on their colleague's observations, to offer a different perspective on children's learning.

Watch Video: <https://youtu.be/T5FzzbHglws>

○

Critical reflection

Critical reflection on children's learning and development, both as individuals and in groups, drives the program planning and implementation. For example:

- Educators record daily observations, children's comments and conversations in evaluation books, which are then used to build our child-centred program. The evaluation books and Storypark notes are both used as inspiration during programming meetings.
- Educators complete reflections based around their own performance, and document their struggles and achievements during sessions, and consider how they can further enhance children's learning. The Educational Leader provides feedback on these reflections, and provides guidance regarding the National Quality Framework and My Time, Our Place. Individual staff goals are set during these feedback sessions, ensuring all staff are meeting their potential as educators.

Information for families

Families are informed about the program and their child's progress. For example:

- The documentation about each child's program and progress is available to families and educators in an accessible format called Storypark. Storypark is a cloud based service that helps educators and families work together to record, share and extend children's learning. This provides opportunities for discussions with families about what their children are achieving and participating in at the Centre.
- Children's artwork, individual profiles and awards are displayed in the centre, and on various social media accounts which initiates conversation about children's achievements.

Quality Area 1: Areas of Improvement

Homework Hub

Provide additional space and educators for children to do their homework while at After School Care.

Completed 2018

Introduce Planning Templates

Planning templates link documentation together, provide evidence of our programming cycle and give an overview for each child. Using the StoryPark platform, we create group plans, individual child plans, planning cycles and Quality Improvement Plan self assessments.

Completed 2017

ASC Incursions, VC Incursions and Excursions

The 2017 budget allows for a broader range of Vacation Care incursions and incursions and the introduction of incursions for After School Care.

Completed 2017

Capture and Share Learning as it Happens

Using the StoryPark platform, we create and share stories about children's experiences. Families follow and contribute to activities that occurred for their child earlier in the day, extending their learning.

Completed 2016

iPads & OSMO

The 2016 budget allows for the purchase of iPads and OSMO experiences to support experiences for children around collaboration, creation and thinking critically.

Completed 2016

Increase Educator-to-Child Ratios

Increased ratios allows us to provide more individual care and a greater range of experiences and spaces for children.

Completed 2016

Increase Professional Development Opportunities

to improve educator's skills and qualifications.

Completed 2016

Implement a New After School Care Transition Routine

that provides children with more choice, less waiting time and more leadership opportunities.

Quality Area 2: Children's Health and Safety

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

This section is edited by Area Leader Ruby Dobra-Cuthbert.

QA2: Compliance with Regulatory Requirements

Have you ensured that all educators and families are aware of the medical conditions policy and always follow it? R.90 – 91 R.162

YES

Have you ensured that all educators, families and, where applicable, children are aware of the procedure for administering medication and always follow it? R.92-96 R.161

YES

Have you ensured that you meet each child's need for sleep and/or rest? R. 81

YES

Have you ensured that all educators and families follow the service's policies and procedures around preventing and dealing with the outbreak of infectious diseases? R.88

YES

Have you ensured that all educators follow service procedures in the event of an accident, injury or illness? R.85-87

YES

Do you have sufficient first aid kits? Have you checked that they are fully stocked and removed all out-of-date items? R.89

YES

Is food stored, handled and served safely? R.77

YES

Do you display a menu if you provide food at your service? R.80

YES

Have you ensured that educators are supervising children effectively? S165

YES

Have you ensured that all educators follow service procedures about the delivery and collection of children from the service? R.99

YES

Have you ensured that all educators follow service procedures in relation to excursions, including obtaining authorisations and conducting appropriate risk assessments? R100-102

YES

Have you ensured that plans are developed to manage emergencies and evacuations and are displayed near each exit? Are emergency and evacuation procedures practised at least every 3 months? R97-98

YES

Have you ensured that all educators are aware of their child protection responsibilities? R.84

YES

Standard 2.1: HEALTH

Each child's health and physical activity is supported and promoted.

Wellbeing and comfort

Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation. For example:

- Questions are asked about individual health needs for each child as part of the enrolment form, and a database of health needs and medical conditions is created.
- Professional development is made available for staff to learn how to deal with different health needs, medical conditions and dietary requirements.
- The centre chef creates separate meals each day for those children with dietary requirements which exclude them from eating the same meal as the whole group.
- Children with specific health care needs are made known to staff, have their medications readily available and the staff are trained (or will receive training) in how to deal with this. The service is provided with an action plan for each child with a specific health care need and staff are made aware of these.
- A space is made available for those children who fall ill while in the service where they can rest while waiting to be picked up or until they feel better.

Health practices and procedures

Effective illness and injury management and hygiene practices are promoted and implemented. For example:

- The "infectious diseases" policy is made available to families via the Centre's website
- A notice of any outbreak of infectious disease is displayed at the front of the service.
- Children with infectious diseases are excluded from the service for the appropriate period of time.
- Policies in relation to injuries and illness are made available at the service and on the website.
- Educators are made aware of the procedures surrounding injury and illness, and how best to inform all stakeholders including the relevant regulatory authority. Relevant forms are easily accessible to educators and provided to stakeholders as required.
- First aid kits are located freely throughout the service. There is also a first aid cupboard and appropriate area for treatment within the service.
- It is compulsory for all Responsible Persons to have current first aid, anaphylaxis and asthma qualifications, and this training is provided offered to all staff too.
- The service's "Health and Safety" policies guide hygiene practices at the service
- Posters and information guiding dental hygiene, ear care, eye care and effective hand washing are displayed throughout the service.
- Educators adhere to sun protection needs and hand washing every day before roll call/afternoon tea. Children are familiar with this procedure. Educators role model this behavior by washing hands before and after handling food. Educators also consistently and gently remind children to wash hands before eating.
- Educators assist children with toileting when necessary and respect their privacy.
- Educators implement effective hygiene practices within the service by consistently cleaning and sterilizing all toys and equipment as well as the service in general. The school provides a cleaning service every day for the toilets used.

- The kitchen is kept hygienic and in adherence with food safety guidelines with information about food safety and hand washing displayed prominently.
- In addition, there are two checklists which are completed twice daily to ensure the minimization of risk and the implementation of effective hygiene practices. These checklists survey the grounds for any hazardous equipment, rubbish or nature, any indoor hazards, the cleanliness of the service, and that the kitchen free of any old food, unclean surfaces and unclean equipment.

Healthy lifestyle

Healthy eating and physical activity are promoted and appropriate for each child. For example:

- Food and drinks provided by the service are nutritious and appropriate for each child.
- Healthy eating is consistently and actively promoted and embedded in the everyday program.
- Up to date “Healthy Eating Pyramid” signs are displayed throughout the service.
- The service has a Nutrition Policy which aims to promote healthy lifestyles, good nutrition and the wellbeing of all children.
- Healthy eating information is circulated to families through the service website, through newsletters and verbally.
- A menu is displayed for all families in the service.
- Children have access to cool water at all times during the day with milk and milo also offered during our breakfast routine.
- The service welcomes feedback in relation to the menu.
- Educators sit with children at mealtimes and encourage children to eat healthy food.
- Children are not required to eat food they don’t like or eat more than they want.
- Food is never used as a reward or punishment.
- Physical activity that builds on children’s interests and development is embedded in all aspects of the program.
- The planned program incorporates physical activity to meet the fine and gross motor development of the children.
- The program balances quiet and passive times with times of more energetic play.
- The indoor spaces are generous and children are able to move freely between experiences.
- Educators encourage each child’s level of participation in physical activities according to the child’s abilities and their level of comfort with the activities.
- Children are encouraged to suggest activities they would like to do, and wherever possible are accommodated with these requests, for example a large amount of our experiences during before and after school care are from the children’s very own interests and suggestions. We incorporate family and child ideas are through our enrolment forms and the personal knowledge and skills section. The centre offers a variety of ways to state any recent experiences or suggestions the children and parents may have by way of whiteboards, written surveys and constant email contact.
- The large outdoor area provides spaces for large group games, group activities, exercise, movement and the opportunity to discover and explore this stimulating environment.
- Educators provide and support children to participate in new physical experiences. Educators join in with these activities, playing sport and other physical activities with the children and also directing the play, educating where necessary and keeping the activities in order.
- The outdoor area presents varying levels of physical challenges for children, with play equipment in two separate playgrounds where the children can test different skills such as balance, climbing, strength, imagination and teamwork.
- The service offers different programmed physical activities every day in separate areas as well as the ability for children to construct their own games.
- The outdoor program is displayed and documents planned activities for the children.
- Observations and evaluations of individual/group experiences are documented in the service’s “Storypark”.
- Outdoor experiences are balanced between sport and non-sport activities. For example, we consistently have the children playing music and dancing in the hall. We also regularly offer a variety of drama games, including previously running dramatic arts incursions and putting on shows for the families and other services where the children can display these talents.

Standard 2.2: SAFETY

Each child is protected.

Supervision

At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard. For example:

- A comprehensive supervision map is displayed in the service and staff are aware of their responsibilities regarding this.
- Educators remain close to children during the service's operation. They are required to be constantly moving, scanning and interacting with children while avoiding congregating with other educators. Educators also remain in constant contact with each other through radio communicators, which enable the communication of changing conditions and supervision requirements. Regular 'active supervision' training is provided to educators and regular spot checks are performed.
- When activities are programmed which require different supervision to regular activities (e.g. cooking) this is accounted for in the program.
- In addition to all of this, each session has a "Responsible Person" and a "floater" who move between areas offering support to the staff through relief, provision of materials and equipment as well as temporary supervision additions.
- It is the job of all staff to ensure children are unable to access unsafe or unsupervised areas.
- Equipment, furniture and activities are arranged to ensure effective supervision while also allowing children to access quiet areas. Educators maintain both an overall view of the children as well as engaging in many of their activities. An educator assisting the children with their experiences usually moves around the area, providing supervision for more than just their activity.
- Due to the size of this expansive play area, educators move between various vantage points and with various groups of children.
- Relief educators are booked to allow time for a thorough induction before their shift begins. When they arrive, one of the directors or area leaders runs them through the layout of the grounds, the daily program, emergency procedures and medical conditions of the children. They are also required to sign in and out on the guest register.
- When excursions are booked for the centre, usually for vacation care a thorough process is used to ensure safety and the smooth running of the day. The centre runs at a ratio of 15:1 in centre, 8:1 on excursions and 5:1 on swimming excursions. A thorough risk assessment/management plan is completed by the excursion organiser, and signed off by QA2 leader and the director, then displayed made available to families.
- Safety checklists are conducted on a daily basis in both the indoor and outdoor environments. These checklists are documented and reviewed.
- All dangerous products are inaccessible to children and kept in locked cupboards. All equipment sheds are locked and the play area is fully fenced with child safe latches on all gates.
- Warning signs such 'caution wet floor' etc. are displayed where required throughout the service.
- Relevant risk management plans are displayed at the front of the service when appropriate.
- A visitor's register is maintained at all times.
- The service has an effective sun safety policy taken directly from the Cancer Council. A UV index check is done daily in conjunction with the children, who then identify whether or not sun protection is required. If the answer is yes, educators and children are all required to independently apply sunscreen and to wear hats and sunglasses where possible and appropriate.
- The service has a medical conditions and medication policy, including action plans for children with medical conditions.
- The service has policies and procedures in relation to excursions, with procedures for risk assessments to be undertaken prior to an excursion being conducted.
- The service's acceptance and refusal authorisation policy ensures that children are released to only authorised nominees.

- Policies and procedures ensuring the service is tobacco, drug and alcohol free have been implemented.
- Child enrolment forms include information in relation to authorisations and health details is shared with families through the service's enrolment information and supervision policy.

Incident and emergency management

Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented. For example:

- Emergency evacuation and lockdown procedures have been created in consultation with management and the staff as well as with consideration of the regulations and the framework. These plans have been reviewed and updated regularly with each set of changed being made clear to staff, management and families. These plans are displayed at each exit and are practiced and documented regularly.
- Fire safety equipment is prominently located with equipment all tested each year.
- Emergency contacts are available to staff and are located near telephones.
- Asthma and anaphylaxis plans are on display with respect to the child's right to privacy.

Child Protection

Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

- All staff complete a child protection quiz that informs them of their responsibilities under child protection law.
- All Responsible Persons complete the Identify and Respond to Children and Young Persons at Risk course.
- Regular child protection discussions occur at meetings
- The Directors spot check educator's knowledge of child protection issues.
- Educators use the Mandatory Reporters Guide when faced with child protection concerns and act on the outcome.
- All casual, permanent and relief educators are made aware of their obligations under child protection law at their induction.
- When there are particular protection needs of individual children in the service, these are discussed in a confidential matter with educators and relevant stakeholders (such as the school leadership).
- A collection of community resources that provide information and support for families, victims and bystanders is made available on our website, through our newsletter and on the educator resource website.

QA2: Areas of Improvement

Upgrade kitchen facilities

to support the increased utilisation and capacity of the centre.

Due 2019

Offer free vaccinations

to all Coogee Care and Coogee Public staff.

Completed 2018

Install an Automatic External Defibrillator (AED) onsite

for use by Coogee Care and Coogee Public School.

Completed 2018

Acquire Food Safety Certification

for relevant educators.

Completed 2018

**Replace aging refrigerator
with a high capacity, tropical-grade unit.**

Completed 2018

Upgraded first aid resources

Responding to feedback from the Assessment and Rating, we upgraded and increased the first aid resources available at the centre and on excursions.

Completed 2017

Installed Rapid Access Medical Panels

For the display, storage and rapid access of medicines, including medicines for the treatment of anaphylaxis.

Completed 2017

**Upgraded Softfall in Centenary Playground
to reduce the impact of falls.**

Completed 2017

**Installed vinyl flooring
in centre.**

Completed 2016

**Installed hand dryers
in children's toilets.**

Completed 2016

**Introduced App
that trains educators on individual children's health needs and WH&S issues.**

Completed 2016

**Kitchen Upgrade
The Centre's dishwasher and microwave were replaced.**

Completed 2015

**Food Supervisor
to lead the development and implementation of food and nutrition policies and procedures.**

Completed 2015

QA3: Physical Environment

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

This section is edited by Area Leader **Harrison Brown-Swinbourne**.

QA3: Compliance with regulatory requirements

Have you ensured the services premises, venue or residence meets all regulatory requirements? R.104-115

YES

Have you ensured that the service premises, venue or residence and all equipment and furniture are safe, clean and in good repair? R.103

YES

Have you ensured that children are able to explore and experience the natural environment? For example, are there trees, plants and sand? R.113

YES

Standard 3.1: Design

The design of the facilities is appropriate for the operation of a service.

Exceeding Keywords: children (6) consider (5) design (10) educators (7) environment (11) learning (5) physical (10) practice (6) quality (6) reflects (7) service (15) standard (7)

3.1.1 Fit for purpose - Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

- The physical design includes a [variety of indoor and outdoor spaces](#) to cater to children of all ages and abilities, and allow time for play and leisure. These spaces are licensed from the school and we use mobile furniture, resources, craft and reading trolleys to reflect the to suit the current considerations of children and transform spaces from school use to ours. A wide variety of open-ended equipment/resources reflect the community and encourage learning.
- In collaboration with Coogee Public School and the P&C, we supported and funded the 'Kindy Playground' to design and install a play space suitable for younger children.
- Beanbags, pillows, blankets and indoor areas support the rest and sleep requirements for school aged children.
- Our [Supervision Map](#) and supervision strategies are designed to ensure line of sight/sound for all areas and recommended positions for active supervision.
- The outdoor areas are thoroughly shaded and contain play equipment, numerous plants and trees and an exploration garden to allow for learning in a natural environment.
- Children are grouped in ways to maximise learning and avoid overcrowding. For example, in After School Care, the roll for each year group occurs in different areas, while during vacation care there is an excursion and an incursion every day, with children grouped into 'Juniors' and 'Seniors'.
- There are appropriate toilet facilities in multiple areas, including a disabled access toilet and hand dryers. These are cleaned daily.
- We have a dedicated kitchen space, designed for the safe food storage and preparation of nutritious meals.
- We have spaces available for private conversations with families ('the office') as well as a dedicated administrative area.
- When designing renovation of current facilities, we ensure the footprint is the same square metres so it does not change our licensing areas (e.g, kindy playground, upcoming kitchen renovation).

- We have our playground softfall [impact tested](#) and [top it up](#) when required.
- The centre is designed to have multiple points of entry to suit diverse needs of families re ramp/pram entry, and lots of parking in surrounding streets. Security fencing around all of our spaces including locked gates with gate keys readily accessible in case of evacuation.
- Regular reviews/audits of equipment and resources ensuring they remain current, safe and readily available for use.**

3.1.2 Upkeep - Premises, furniture and equipment are safe, clean and well maintained.

- A [Daily Checklist](#), led by the Responsible Person, checks that premises, furniture and equipment are safe, clean and well maintained. Identified issues are recorded on a [Hazard/Incident report form](#) and addressed by the WHS Committee which meets regularly. The school, as the licensor, provides immediate and timely maintenance and repair services for the Centre.
- Indoor and outdoor spaces are cleaned daily. Daily cleaning jobs are assigned via the afternoon whiteboard, as well as a non-face-to-face staff member employed to clean the Centre each afternoon. This includes wiping down all surfaces, clearing clutter, cleaning and sanitizing the dishes, and vacuuming the floor.
- Toys and other equipment are cleaned on a termly basis.**
- We have a regular laundry schedule (3x/week).
- We have a daily kitchen cleaning schedule.**
- Sharp knives and chemicals are always stored in a locked cupboard.
- Safety Data Sheets are readily accessible for all chemicals at the centre.

Standard 3.2: Use

The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Exceeding keywords: children (11) community (8) educators (6) engagement (9) environment (9) environmental (11) flexible (6) inclusive (7) learning (10) practice (11) quality (6) reflects (10) responsibility (9) service (21) space (6) standard (7) support (10)

3.2.1 Inclusive Environment - Outdoor and indoor spaces are organized and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.

- We consistently have open resources available for children to learn and be inquisitive with their play. We stress to our educators an importance on adapting their programmed spaces to allow for open, child directed play.
- Operate on a higher educator to child ratio than required to support the flexibility of the program.
- Indoor and outdoor spaces are adaptable to allow for the inclusion of all children i.e quiet/ calm spaces made available for children with high sensory needs, additional resources made available where necessary, additional supervision where required etc.
- Outdoor spaces have plenty of shade so children can continue to play in hotter times and when the UV is 3 or more.
- The toilets are accessible and safe.
- We have experiences that cater to different levels of fine and gross motor skills. Educators alter experiences to suit the skill level of children engaged in the program.
- Calm and consistent meal times to help to promote warm relationships and add opportunity for learning.
- Our outdoor spaces include play equipment, steps, low walls, basketball hoops and soft fall areas. Children engage in adventurous and dramatic play around the play equipment, play sports and relax with their peers and educators.
- The natural features include trees, native plants, vegetable gardens, dirt, bark and access to water. Children play and dig in the gardens, engage in dramatic play underneath the play equipment, create art from both man-made and natural materials, collect natural objects of interest, and compete in scavenger hunts.

- The indoor areas are comfortable and quiet, to provide for children who want to engage in independent/quiet group projects or games. These areas have couches, adjustable child sized tables and chairs, cushions and comfortable, movable furniture that children can rearrange to suit their purposes.
- The walls of the centre are decorated with children's art, photos and quotes, community displays, and inspirational provocations, and sustainability information. The television also shows children's photos, experiences, and necessary OHS information.
- There are mobile shelving units for indoor and outdoor use, allowing free flow between areas. Mats and equipment are rearranged each day, and children can initiate their own experiences in the different spaces. There are open ended and culturally diverse resources in which the children can engage in sensory play, and engage in solitary, parallel and co-operative play.

3.2.2 Resources support play-based learning - Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.

- We incorporate our Cycle of Learning into the process of providing resources.
- We have many resources that are used for multiple purposes, e.g., building blocks and forts that stimulate play-based learning, child led learning and imaginative play. Dress ups are used by a variety of ages and genders and in a large amount of different dramatic games both structured and unstructured.
- Resources include: dress ups, varied sports equipment, dolls, musical instruments, blocks, free craft, play dough, kinetic sand, kitchen utensils, and tablets, as well as cooking and tinkering activities to enhance children's learning.
- The children have access to a free craft trolley, as well as many different recycled materials to stimulate their creativity. They create art, toys (such as paper planes), and structures.
- The free craft table also includes a sensory exploration section, with a variety of natural and manmade materials being rotated through. The children build with the bamboo sticks, glue eyes to the rocks to create pets.
- If a child requests a resource that is not readily available in an environment we will do our best to make it available to them or provide an alternative.
- We use booking numbers to figure out in advance how many resources we need for specific experiences.
- We accept resource donations from families where they are appropriate.

3.2.3 Environmentally responsible - The service cares for the environment and supports children to become environmentally responsible.

- The service has an environmental strategy that focuses on the physical environment and sustainability. The core idea behind it is that children won't protect nature unless they love it, so sustainability is encouraged through fostering a strong connection with nature.
- The service has introduced "Terracycle" (a company that recycles almost all waste) through its Colgate Community Garden Challenge as well as buying different boxes to recycle old office equipment and craft supplies.
- Our newsletters have a sustainability corner or focus and direct families to other services and organisations that are leading the way with sustainable practices. This newsletter, as well as most correspondence with families, is done via email, as paper wastage is reduced.
- Our centre TV promotes environmental responsibility messages.
- On Vacation Care excursions, we visit organisations that promote environmental responsibility, e.g., Centennial Parklands, Bush School, Reverse Garbage.
- The service has a commitment to going paper-less, to the greatest extent possible. For example, all enrolment and booking forms can be completed and returned to us electronically. Some internal forms are completed on iPads.
- There are recycling bins for children and staff in different areas, along with bins for normal rubbish.
- The service has access to a worm farm, compost bins, and vegetable gardens, so the children can learn about different methods of environmentally friendly waste disposal.
- The children are encouraged to build with recycled materials, e.g, cereal boxes, plastic and milk lids, cardboard boxes and other recyclable materials.

•Ordering guidelines stop the purchasing of single use plastics as much as is practicable e.g. no straws, plastic plates/ cups, efforts made to use masking tape rather than plastic.

QA3: Areas of Improvement

Increase the use of reusable and recycled materials in the Centre's programming.

Due 2018

Homework Space at After School Care.

Completed 2018

Work with external organisations to minimise and recycle every form of waste the Centre produces.

Completed 2018 and ongoing

Install magnetic locks for chemical and sharp storage.

Completed 2018

**Introduce Trading Days
Children bring unwanted or outgrown toys to trade with others. This reduces unnecessary waste and encourages children to think about re-using and recycling.**

Completed 2017

**Upgraded Centre Furniture
Different-sized tables and chairs have allowed for inclusive and collaborative learning spaces.**

Completed 2017

**Introduce Sustainability Team
The team sets long term projects and sees them through to completion, and ensures sustainable practices are embedded in the program.**

Completed 2017

**Introduce mobile exploration table
to enhance children's curiosity and connection with nature.**

Completed 2016

**Introduce mobile shelving units and play mats
that allow children to access craft materials and construction toys at their leisure.**

Completed 2016

**Introduce online forms and checklists
to reduce paper use.**

Completed 2016

QA4: Staffing Arrangements

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

This section is edited by Assistant Director **Jenny Collins**.

QA4: Compliance with Regulatory Requirements

Have you ensured that the educator to child ratio is maintained and that only educators working directly with children are included in ratio? R122-124

YES

Have you ensured that educators who are under 18 years of age do not work alone and are adequately supervised?

YES

Have you ensured that educators required to meet the ratio hold or are actively working towards the qualifications applicable in your state and territory?

YES

Have you ensured that at all times children are in attendance at the service there is at least one person with a first aid qualification available, and at least one person who has completed training in the management of asthma and anaphylaxis?

YES

Standard 4.1: STAFFING ARRANGEMENTS

Staffing arrangements enhance children's learning and development.

Organisation of educators

The organization of educators across the service supports children's learning and development. For example:

- Our rostering ensures that all educator- to-child ratios are maintained at all times. The roster details the roles of Nominated Supervisor, Responsible Person, inclusion support, food supervisor, face-to face and non-f2f educators. More specific tasks are allocated on the program.
- During before and after school care, each educator has a "task". Tasks allow educators to know their role, duties and placement for the session, and preparation they need to undertake. Tasks ensure educators are confident in their role and therefore contributes to a positive learning environment.
- The Centre has 40 educators on its roster. Although the majority of educators are casual, the turnover continues to stay low. The centre encourages and makes opportunities for educators to become permanent employees, to provide certainty and continuity for educators, families and children.
- Staffing structure is as follows: Director, Assistant Director, Educational leader, 4 Area Leaders, Educators (both permanent part time and casual, a centre clean roll and a permanent part time Food supervisor (preps

centre menus, shopping and cooking).

- Each of the six After School Care rolls has a permanent educator allocated each term for continuity and trust building.
- Photos of educators and staff are located in the Centre. We have 7 Area Leaders all permanent part time or full time. The Director, Assistant Director and Educational Leader are full time.
- All Area Leaders are provided with significant non-contact time for professional development, programming planning, networking and work to continuously improve their area.
- Educators meet with Director/Assistant Director every 12 months for performance reviews. During this time professional development goals are set. The director/Assistant Director will work with the educator to book relevant professional development courses to assist in the growth of the educator. A follow up meeting is held every 6 months
- Our roster is carefully planned to ensure there is always enough educators to respond to children and support the continuity of care and adequate supervision at all times. Aside from our educators we have a centre chef, a centre kitchen hand and an administrator, who are all rostered as nf2f.
- A cloud-based roster and timesheet platform has been established, with educators having access to their roster. They can initiate leave, unavailability requests and arrange their own shift changes. They also have a digital clock in/out system.
- Our Responsible person is displayed on the main door which includes photo id.
- Educators use a tablet to electronically sign in and out for extended breaks and at the beginning and end of each shift.

Continuity of staff

Every effort is made for children to experience continuity of educators at the service. For example:

- There are many and varied methods to promote communication across the educator team – monthly meetings, '2.45' daily briefings, weekly Area Leader meetings, a recognition and reward system (Bonusly), an educator intranet, Workplace (by facebook) and informal chats. All educators receive the correspondence that goes to families.
- Staffing arrangements reflect the importance of educator continuity on a day-to-day basis with each 'roll call' in After School Care having its own dedicated educators. These familiar educators support children to develop feelings of security. In Before School Care, a smaller pool of educators are rostered to provide familiar faces to children and families.
- Exit interviews are conducted with staff that explore the reasons for them leaving the service.

Standard 4.2: PROFESSIONALISM

Management, educators and staff are collaborative, respectful and ethical.

Professional collaboration

Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognizing each other's strengths and skills. For example:

- The service has a number of internal meetings to facilitate communication. Once a month we have a compulsory educator meeting, once a week our Area Leaders meet, every other week in the term we hold a Quality Area meeting for educators to attend. Educators also have the option to join "teams" for eg sustainability team, programming teams and vacation care teams. This
- The meetings allow our educators to share information, plan and develop common understandings and objectives. Staff development is also conducted at these meetings. The meetings are documented and available to all participants.
- Educators communicate with each other through the use of a daily 2.30pm meeting (during school term) where we discuss day to day happenings at the service and any other topics which educators want to discuss. The educators support each other, sharing tasks and responsibilities and offering assistance to each other. Throughout the service educators equally share routine tasks.
- Although one Area Leader is responsible for each Quality Area, there is a collaborative approach to continuous improvement with respectful input from all educators. Our leaders come together once a week to

program using our programming cycle and our educators feed back from daily stories, evaluations and reflections.

- Each week educators are sent the upcoming weeks program. This way they can see what they are doing before they come in and share some ideas for their area.
- Once an educator completes a professional development course they then will head to our educator intranet and complete a feedback form, then share this at our next educator meeting.
- The educational leader supports and encourages all educators to document daily reflections on the children with these reflections being the basis of planning for the individual needs, interests and abilities of input from all educators.
- The educational leader is proactive in this role, he takes time with the educators to document and reflect using Story Park and will provide feedback on curriculum planning and offering support in setting individual goals. The Educational leader ensures all documentation is referenced to the NQF outcomes.
- Relief educators are booked to allow time for a thorough induction process and introduction to the team.
- Recognition is important to our team. The main page on our educator website promotes "Bonusly". Bonusly is an online recognition system that allows the educators to recognize each others efforts and hard work. This system also has a rewards system. <http://www.educators.coogeeecarecentre.org.au/>
- At each 2.30 meeting the educators acknowledge each other's contributions. Many of these acknowledgements end up on Bonusly. Acknowledging each other in this way also allows all team members to contribute and have a say.
- Educators are respectful of each other. Communication is warm and constructive. The fun and energetic atmosphere is continually evident throughout the service and is supported by the respect shown between educators.
- The strengths, interests, knowledge and skills of staff members are known and acknowledged. Recent examples include:
 - Fundraising to support the local surf club that an educator is a member of
 - We had programmed knitting, dance and drama classes over a term. Our Educators ran these classes as they are skilled in these areas...
 - Tinkering has been a hit with our Seniors. One of our educators have a passion with tools. He has managed to educator the children on what each tool does and brought in many materials for the children to pull apart.
 - Yoga classes for the children ran by our educators who are trained and have a passion for yoga.

Professional standards

Professional standards guide practice, interactions and relationships. For example:

- The service has a dedicated website for educators, where they can access relevant legislation, My Time Our Place, the Code of Ethics and other relevant resources and documents. <http://www.educators.coogeeecarecentre.org.au/>
- These documents are also supplied and discussed with educators in their induction.
- The centre has a strong commitment to implementing the National Quality Standard, including allocating one educator to be the 'champion' for each area.
- Regular meetings, including Educator team meetings, Area Leader meetings, 2.30pm daily chats and monthly committee meetings all promote professional standards in practice, interactions and relationships.
- The comprehensive educator handbook is readily available for both existing and new staff members, and includes the Centre Philosophy, Code of Ethics and the professional standards expected of educators.
- Performance reviews allow the Director/Assistant Director and Educator to set professional development goals. These courses are then booked for the educator to attend.
- The service keeps a training overview, which is composed by summarising performance reviews.

QA4: Areas for Improvement

Adopt Employee Benefits

To attract, retain and support the top talent in the education and care sector.

Due 2019

**Acquire Cert IV Workplace Health and Safety
for relevant educators.**

Due 2019

**Acquire Diploma of Leadership and Management
for relevant educators.**

Due 2019

**Acquire Cert IV Workplace Assessment and Training
for relevant educators.**

Due 2019

**Provide greater depth to the Area Leader leadership team
Have more educators involved in Quality Areas
to broaden team knowledge and improve succession planning.**

Due 2018

**Acquire Food Safety Certification
for relevant educators.**

Completed 2018

Adopt Kidsmatter Health and Wellbeing Framework

Kidsmatter supports the mental health and wellbeing of children, their families and educators using a promotion, prevention and early intervention framework.

Completed 2018

**Increase Professional Development
Increase funding 12%.**

Completed 2017

**Employ Full Time Administrator
to support the administrative needs of the centre.**

Completed 2018

Adopt Workplace by Facebook

Workplace is an online team collaboration tool using familiar Facebook features to share ideas, brainstorm and achieve more together. Coogee Care is one of the first organisations in Australia to adopt Workplace.

Completed 2017

Adopt Reward-Based Peer-to-Peer Recognition

Bonusly is a recognition and rewards social media platform that lets our team recognise and reward each other in a fun and meaningful ways. Everyone can publicly recognise everyone else by giving small bonuses that add up to meaningful rewards.

Completed 2016

Adopt 'Area Leader' Staff Structure

Area Leaders take responsibility for one of the Quality Areas of the National Quality Framework.

Completed 2015

Adopt Cloud Workforce Management

Online time & attendance, rostering, timesheets and pay rates.

Completed 2015

QA5: Relationships with Children

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

This section is edited by Area Leaders **Kate Wilson**.

QA5: Compliance with Regulatory Requirements

Have you ensured that educators interact with children in a way that encourage children to express themselves and their opinions? Support children to develop self-reliance and self-esteem? Maintain the dignity and rights of each child? Provide positive guidance and encourage acceptable behaviour? Reflect each child's family and cultural values? Is appropriate for the physical and intellectual development and abilities of each child?

YES

Have you ensured that the size and composition of each group of children provides them with the opportunity to interact and develop respectful and positive relationships with each other and with educators?

YES

Standard 5.1: RELATIONSHIPS BETWEEN EDUCATORS AND CHILDREN

Respectful and equitable relationships are maintained with each child.

Exceeding keywords: children (16) educators (12) practice (8) quality (6) reflects (8) relationships (11) service (16) standard (7)

5.1.1 Positive educator to child interactions - Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. For example:

- Interactions with the children are always kind, welcoming, respectful and aim to build trusting relationships that promote each child's sense of belonging and feelings of safety and security within our centre.
- We have placed a great emphasis on ensuring none of our transition or meal times are rushed or stressful and that the children have no time limit to finish their food. They are able to freely chat and discuss things with educators and other children during these times.
- In the mornings, we have music playing in the background wherever possible that contributes to making our centre a warm and relaxing environment.
- Educators place emphasis on listening to and responding to children straight away, whether it be to answer a question, provide praise, encouragement and support or to guide/ redirect behaviour. We take the same prompt and warm approach when acknowledging parents on arrival or departure from the centre as well as when responding to their questions, queries or complaints.
- As we shared the same educational space and children as Coogee Public School, we believe our approach to behaviour and behaviour support should align closely with that of the schools. We are striving to achieve this by liaising with relevant staff from the school, to have a clearer understanding of their behavioural expectations and how to maintain these within our centre. We do this in order to provide consistency for children in relation to what is expected of them and how they should behave when in the care environment.
- Children are an active part of our programming. We take their suggestions from every day conversations, discussions at roll call in addition to the Senior children gathering suggestions as mentioned previously. When we program an activity that has been suggested by a child we display that on our program and provide praise and positive reinforcement for their input. This promotes each child's sense of belonging within our centre and community and they are continuously able to feel important and involved in our processes.
- Throughout our Centre a variety of separate spaces and environments are available to the children. These areas provide the opportunity for children to engage in both small and large group activities and games.
- Each child is consistently provided the opportunity to be included and involved in the program and are able to establish confidence and security within their environment. Our centre is decorated with links to the children's home life, interests and cultures. We ensure that our centre is a reflection of the children's lives which allows them to make a crucial connection between their lives outside of school and when at Coogee Care Centre.
- Information about the child's family, culture and community is collected upon enrolment and used to inform the program.

Dignity and rights of the child

The dignity and rights of every child are maintained. For example:

- Educators strive continuously to treat all children with dignity and respect when participating in the care environment. Educators are calm, patient and consistent in their interactions with children. The children are able to make decisions and choices throughout the day, including what environment they want to be in, what activities they want to be in, who they want to sit with at meal times. These choices are acknowledged, and positively responded to, by the educators.
- We have many platforms for children to express their ideas and opinions on things that happen at the Centre. With the presence of suggestion books, suggestions forms, and the suggestion whiteboard, the children have always got a chance at any time of the morning or afternoon to be expressive and assistive in the running and planning of our Centre's programs and activities.
- At our centre food is never used as a reward or punishment. Further, educators never use derogative terms towards or about other educators or children in the care environment, and make sure to actively show respect through their verbal and non-verbal communication.
- Rewards include specialized activities and choices, citizenship awards/ certificates and the rainbow dot system. This system involves a child being given a coloured dot each time they do something requiring positive feedback. The dot says their name and what they achieved and is displayed on the wall in year groups, visible to parents as they arrive. A lucky winner is pulled out of a hat on a Friday group afternoon and receives a prize. We use our reflections and evaluations to decide who will attain the citizenship awards for the week and they are as presented at group afternoon tea.

•Major and minor behaviour forms are utilized in redirection of behaviour at the centre. Educators are supported, influenced and informed by our behaviour guidance matrix/ flowchart. This flowchart outlines examples of major or minor behaviours in the care environment and who should respond to these situations and how they should be managed.



Standard 5.2: RELATIONSHIPS BETWEEN CHILDREN

Each child is supported to build and maintain sensitive and responsive relationships.

Exceeding keywords: approach (8) behaviour (8) build (8) children (12) community (6) educators (8) guidance (6) maintain (8) practice (7) quality (6) reflects (6) relationships (9) responsive (9) sensitive (8) service (14) standard (7) supporting (12)

Collaborative learning

Children are supported to collaborate, learn from and help each other. For example:

- Every child is consistently supported to work with, learn from and help others when participating at the centre. Children are constantly engaged in enjoyable interactions with their educators and peers and contribute to shared play experiences.
- Throughout our Centre separate learning areas are available to facilitate collaborative learning approaches. These areas include small group experiences such as quiet play, reading areas, art/craft areas and large group experiences such as team sports, games and dramatic play areas. We provide a range of options and choices for involvement throughout the afternoon, varying from the environment and surroundings, activity, skill level and exertion level. This means there will be an activity or area suited to most if not all children with varying likes, interests and abilities. Children are encouraged to be helpful, to use team work and to assist each other throughout the afternoon.
- We rely on the children's opinions and suggestions when creating our weekly programs. We use suggestion forms and general feedback from children to ensure our program identifies and acknowledges their shared interests, then these suggestions are used to plan these experiences and opportunities. This ensures children from diverse backgrounds and capabilities are supported in collaborative play, short and long term (ongoing) projects and experiences.

Self-regulation

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. For example:

Children assist in comprising the centre's principles and are becoming aware of how to manage their own behaviour and how to respond appropriately in order to comply with these principles.

Educators aim to guide, promote and model positive behaviors for the children at all times. Through this approach our educators provide the children with the skills to appropriately manage and regulate their own behaviour.

☐ Children are encouraged to communicate calmly and try to resolve conflicts independently. If this cannot occur or children feel out of depth they are encouraged to calmly approach an educator for some strategies, advice and positive guidance.

☐ Our children are active members of our centre and each child has been presented with the opportunity to contribute to our guiding principles. Our Coogee Care Centre principles have been derived from the suggestions of our children, in particular the suggestions of our 'Seniors' group which is children in year 4 and above. This provides

them with the unique opportunity to represent the children of our centre as a body, whilst still gaining useful information for us to use as educators.

□ The centre has created and implemented individualised behaviour support and management plans for children with specific behavioural or social difficulties. These plans are developed collaboratively after evidence and information has been collected from the children’s parents, teachers and other professionals and communicated with the centre.

□ Behaviour plans aim to develop a series of noticeable triggers and or warning signs in a child as well as actions that can be planned and followed in order to guide the child’s behaviour. Plans are then implemented to all staff during monthly staff meetings and kept in a readily accessible area in a specific folder. The centre collaborates closely with the school to support children who have behavioural or social difficulties, or less of an ability to self regulate.

□ Our centre further supports educators to enhance their skills and knowledge in relation to guiding children’s behaviour during regular staff and area leader meetings as well as through professional development opportunities.

QA5: Areas of Improvement

Introduce Reconciliation Action Plan

A RAP includes practical actions that contribute to reconciliation both internally and in the communities in which we operate.

Due 2018

Adopt Positive Behaviour for Learning (PBL)

Adopt the same behaviour framework as Coogee Public School. This enables us to provide a consistent approach to support positive behaviour, while allowing for the unique environment of Coogee Care.

Completed 2017

Introduce App

That teaches and trains educators on individual children’s inclusion and behaviour support needs.

Completed 2016

Increase Inclusion Support Funding

Double funding to allow additional educators to facilitate the inclusion of all children.

Completed 2016

Implement Behaviour and Inclusion Support Plans

To assist children requiring additional support and guidance.

Completed 2016

Quality Area 6: Collaborative Partnerships with Families and Communities

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

This section is edited by Area Leader **Bronte Noakes**.

QA6: Compliance with Regulatory Requirements

Do you respect the right of parents to enter the service when their child is in attendance unless allowing the parent to come into the service poses a risk to the safety of children or staff? Allowing the parent to come into the service would prevent you or educators and staff from carrying out your normal duties, such as supervising children, delivering the program or meeting health and safety needs? or you reasonably believe that allowing them entry would contravene a court order? R.157

YES

Standard 6.1: SUPPORTIVE RELATIONSHIPS WITH FAMILIES

Engagement with the service

Families are supported from enrolment to be involved in the service and contribute to service decisions. For example:

- There is an effective enrolment and orientation process based on active communication, consultation and collaboration with families that supports all involved.
- New families are invited to visit the service.
- On the orientation day families have a tour of the premises, meet staff and are provided with information about the service.
- Families are encouraged to talk with the nominated supervisor about their expectations in relation to their child's learning and routines to ensure continuity of care between the home and the service.
- Information gathered is also used to plan activities that will interest the child and assist to settle them into the program. Families may also stay until their child is comfortable.
- Families are offered a range of opportunities to be actively involved and are encouraged to significantly contribute to service decisions.
- Parents are invited to stand for election to the board of management of the service. Families are invited to contribute to the service's self-assessment process, development of the QIP and the service's philosophy, policies and procedures. For example, policies are emailed to parents, tabled at board meetings and available within the service for parents to comment. Comprehensive and current information about the service is provided to families in an accessible format.
- An information pack about the service is available to all families on the service's website.
- Current information about the operation of the service is displayed in the foyer such as service philosophy.
- Bi-annual surveys about the operations of the service are carried out with parents to ensure communication, quality feedback and improvement.
- Monthly newsletters are provided for families.
- The service maintains a website and Facebook page containing information about the service for example current policies and procedures.
- Notices are placed in the foyer near the sign in sheets and on doors for example the presence of illness.
- Educators provide information through discussion with families at arrival and departure times.

Parent view are respected

The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. For example:

- The expertise of families is actively sought and valued and they can share in decision-making about their child's learning and wellbeing and contribute to the service program.

- The service supports consistency between each child's home and the service by collecting relevant information from the enrolment form.
- Families are also asked to provide information about cultural or religious beliefs and special requirements relating to a child's medical condition.
- Additional information is obtained from the enrolment form about children's interests. Daily information is exchanged with families at arrival and departure times such as what has been happening at home.
- Parents and families are invited to share cultural traditions, customs and values with the service management, in ways that would be able to be incorporated into the program.
- Discussions between educators and families may be arranged at any time for families.

Families are supported

Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing. For example:

- Current information about community services and resources is provided in a variety of accessible forms to all families to support parenting and family wellbeing.
- The foyer of the service contains a variety of pamphlets containing information for parents about issues such as child safety, medical issues, and nutrition.
- Current affairs regarding the service will be displayed on TV information boards, such as future events, information regarding the program, and other important information.
- The service's monthly newsletter informs families about parent workshops and programs as well as community events.
- The service website provides links to parenting resources and other relevant agencies.
- The nominated supervisor assists families to find website resources and refers families to relevant community services.

Standard 6.2: COLLABORATIVE PARTNERSHIPS

Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Transitions

Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. For example:

- Information about children's experiences is shared between educators and families. Inclusion and support assistance is consistently facilitated, ensuring each child is able to participate fully in the program.
- Continuity of learning and transitions for each child are systematically promoted by sharing relevant information, clarifying responsibilities and building collaborative strategies.
- Children and families experience a positive transition from home to the service with educators warmly greeting children, siblings and parents.

Access and participation

Effective partnerships support children's access, inclusion and participation in the program. For example:

- The centre refers children to inclusion and support agencies.
- Educators also buy, borrow or make resources that enable children to participate in the program to the best of their ability.
- Staff are allocated to inclusion support roles which are employed to assist children with additional needs to participate in the program.
- The Assistant Director applies for extra funding for children identified with having needs for support to agencies that specialise in including children. We collaborate with these agencies alongside parents and families to ensure that children are given the best possible platform to participate and thrive in the program.

Community engagement

The service builds relationships and engages with its local community. For example:

- The service establishes effective relationships and actively engages with their local community.
- Community members come into the service and the service participates in the local community.
- Children participate in excursions.
- Educators raise awareness of Aboriginal and Torres Strait Islander communities.
- The service actively includes Aboriginal and Torres Strait Islander education in the program, such as creating partnerships with the local Indigenous community that come in and teach the children customs and traditions.

QA6: Areas of Improvement

Support Kindy Playground Project

Provide advice and grant funding to install Kindy playground.

Due 2018

Update Website

For easier navigation and information access.

Due 2018

Host a 'Welcome to Coogee Care'

Start of year event for our community.

Completed 2018

Introduce Orientation Day

At Orientation Day new families meet educators, share morning tea and learn how to successfully transition to the centre.

Completed 2017

Increase Use of Online Platforms

Increase the use of online tools to engage with families, eg., StoryPark, Instagram, Typeform, Eventbrite, Facebook, Mailchimp.

Completed 2017

Reception Workspace

Formalise the family 'sign in sign out' area with a custom split reception desk which provides screen privacy and space for notices and rolls.

Completed 2017

Introduce Facebook and Instagram Pages

Containing information about the service, including weekly menus and programmed activities.

Completed 2016

Simplified Booking Process

With online forms.

Completed 2016

Support Walk Safely to School Day
By publicising and waiving BSC fees.

Completed

Relaunch Website

As a mobile-optimised, clean site with simple navigation. The site has contact and feedback forms, a newsfeed and a newsletter subscription option.

Completed 2015

Monthly Newsletter

To provide information to families about the program and Centre activities.

Completed 2015

Termly Meetings with CPS

To build on the partnership between the school and the Centre.

Completed 2015

QA7: Leadership and Service Management

This quality area of the National Quality Standard focuses on effective leadership and management of the service that contributes to quality environments for children's learning and development. Well-documented policies and procedures, well-maintained records, an ongoing cycle of planning and review, including engagement with families, create the climate for continuous improvement.

This section is edited by Director **Clinton J. Isle**.

QA7: Compliance with Regulatory Requirements

Have you ensured that all of the information included in R.173 is displayed so that it is clearly visible from the main entrance to your service? R.173

YES

Have you ensured that a suitably qualified and experienced individual has been appointed as the educational leader at the service and that this person's name is included in the staff record? R.118 R148

YES

Have you ensured that, where applicable, records of working with children clearances are kept for The nominated supervisor, educators, coordinators and staff? R. 146 R.147 R.154 R163

YES

Have you ensured that your Quality Improvement Plan Contains a statement of the service philosophy? Is reviewed and revised at least annually? R.145-154

YES

Have you ensured that all records relating to staff at the service are maintained and include all of the required information? Including Records for the nominated supervisor, each educator, educator assistant, co-ordinator and staff member, volunteer and student? The name of the educational leader and responsible person? A record of educators working directly with children? R.145-154

YES

Have you ensured that all records relating to children at the service are maintained, including enrolment records, attendance records, health information, records of illness or accident? R.87
R.158-162

YES

Have you ensured that records related to children contain all the required information including authorisations for the administration of medication, medical treatment, the collection of children from the service and excursions? R.92, 99, R.177

YES

Have you ensured that records are stored appropriately to ensure confidentiality and are retained for the period indicated in R.183? R.181-184

YES

Do you keep information about public liability insurance for your service on the premises? R.29, R.180

YES

Do you ensure that changes to the operation of the service, serious incidents and complaints which allege a breach of Law or Regulations are reported to the Regulatory Authority? R. 174-176

YES

Do you ensure that all policies required by R.168, and where applicable R.169 are in place and available at the service? R.168-169

YES

Do you ensure that your policies and procedures are followed? R. 170

YES

Have you ensured that families are informed at least 14 days before changes are made to service policies or procedures that might have a significant impact on them, including changes in fees and the way they are collected? R.172

YES

Have you ensured that a copy of the Law and Regulations can be accessed by educators, staff, volunteers and families, including those seeking to enrol their child at the service? R.185

YES

Standard 7.1: GOVERNANCE

Governance supports the operation of a quality service.

Service philosophy and purpose

A statement of philosophy guides all aspects of the service's operations. For example:

- A statement of philosophy has been written in consultation with the Committee and families. The Centre's philosophy is included in the induction process for all staff members and in the enrolment and orientation process for families. It is also available at coogeearecentre.org.au. The philosophy reflects the principles

and learning outcomes of *My Time Our Place* which underpins everyday practice at the service. It is reviewed regularly with input from staff members, management and families.

- The statement of philosophy is displayed in the centre and available on the website. It's included in the induction of new staff members and the enrolment process for new families.

Management systems

Systems are in place to manage risk and enable the effective management and operation of a quality service. For example:

- Records and information are stored appropriately to ensure confidentiality and are maintained in accordance with legislative requirements. Confidential records are stored in a locked rooms on site or in the filing cabinet in the Centre office. Computers are password protected.
- Archive boxes are marked with the list of contents and the date on which the records may be destroyed. Records and information such as information on enrolment records are reviewed and updated each year.
- An annual enrolment process is used for reviewing and updating family and child records. The newsletter is used to remind families about updating information.
- Health and safety notices are displayed as required, ie. Anaphylaxis and infectious disease notices.
- The staff rostering system keeps a record of educators working directly with children.
- A visitor's book keeps a record of volunteers, students and temporary staff.
- Administration tasks are shared by Area Leaders, with oversight from the Directors. A bookkeeper prepares financial statements for the committee.
- An annual budget provides resources to support program delivery and access to training and development opportunities.
- An online rostering platform is used to manage rostering, leave and payroll.
- The service is a member of *Network of Community Activities* which is available to support the management and administration of the service, and provide sample policies and procedures of industry best practice.
- The service is a subscriber to ChildCare Centre Desktop and accesses operational and compliance resources and best practice sample policies.
- New technologies that contribute to centre improvement are assessed and implemented, e.g., Dropbox, StoryPark, Typeform forms, Bonusly, Meraki Systems Management, Tanda rostering.
- Regular meetings provide opportunities for all staff to comment on and improve the effectiveness of systems within the service.
- The Regulatory Authority is notified when there is a change to the operation of the service, e.g., change in Person with Management/Control.
- The Regulatory Authority is notified of serious incidents and of any complaints with allege a breach of legislation.
- The service has a clear and transparent Management of Complaints policy, which is published on our website and reviewed and updated regularly.
- The Family Handbook, available on enrolment and on our website, encourages families to discuss grievances or issues of concern directly with the Director. If they are not satisfied with the response they are directed to the Committee.
- The service's website has a form for stakeholders to provide suggestions and feedback.
- The service supports an individual's right to complain and helps them to make their complaints clear and try to resolve them.
- All confidential conversations with individuals who have a complaint or grievance take place in the office - a quiet place away from children, other families or staff that are not involved.
- If the complaint is not handled to the satisfaction of the person making the complaint, they are invited to discuss the issue with a management liaison person, either in writing or verbally.
- Management discuss the issue with the Director and develops a strategy for resolving the problem, this is discussed further with the individual or if necessary a meeting is organised with the Director and individual to resolve the problem.
- All complaints are recorded and dated on Typeform, indicating the issue of concern and how it was resolved. All information on complaints and grievances include evidence that complaints are investigated within satisfactory timeframes and have lead to amendments to polices and procedures where required.

- Well established policies and procedures, that are reviewed regularly by stakeholders, provide for the effective management of the Centre. These are available to all stakeholders via our website.
- Families are informed of policy changes via email broadcasts and updates to the website at least 14 days before changes are made.
- Adults working with children and those engaged in management of the service are fit and proper. All educators and the approved provider have WWCC clearances.
- The Nominated Supervisor, Assistant Director and all educators working as a Responsible Person have completed Identify and Respond to children and young people at risk. This accredited course is also available to all educators to put on their professional development plan.

Roles and responsibilities

Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

- New educators receive an induction pack with important documents relating to their employment and work as a childcare educator. These documents are also available on the educator's intranet (<http://www.educators.coogeeecarecentre.org.au/>). The Nominated Supervisor/Director or Assistant Director discusses the running of the service with new educators and completes an induction checklist with the educator. Arrangements are made for the new educators to work a variety of shifts alongside other staff to learn different tasks. This part of the induction usually lasts for two weeks. During this time the new educator is not counted in child:educator ratios.
- To complete the induction process, the new educator meets with the Nominated Supervisor/Director or Assistant Director to complete a performance review and set professional development goals for the next 12 months.
- The induction document and process is constantly reviewed to ensure it reflects industry best practice.
- Relief educators are scheduled with enough time to complete a relief educator induction.

Standard 7.2: LEADERSHIP

Effective leadership builds and promotes a positive organisational culture and professional learning community.

Continuous Improvement

There is an effective self-assessment and quality improvement process in place.

- This Quality Improvement Plan is regularly reviewed and updated by Area Leaders with input from each other, educators and the Committee.
- The philosophy, policies and procedures are reviewed and updated regularly with input from stakeholders.
- Family feedback is sought through surveys, newsletters, the enrolment process and informal discussions; and used to inform planning and review.
- Educators use reflections, evaluations and children's comments via StoryPark to refine programming strategies and improvements.
- Systems, procedures, documents etc., are constantly reviewed by educators and management to look for improvements and promote industry best practice.

Educational Leadership

The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.

- An Educational Leader works with educators to observe, support and extend children's learning.
- The Educational Leader meets weekly with the programming team to review evaluations, reflections, observations, blurbs, parent feedback, children's suggestions and enrolment information, and set the program

- for the next week. The Centre's program is planned weekly to be responsive to children's needs and interests.
- The documentation about each child's program and progress is available to families and educators in an accessible format called Storypark.
 - Educators use StoryPark to journal their critical reflection.
 - Educator meetings are held twice a term and minutes are shared among educators.

Development of professionals

Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development

- All educators have a professional development plan and are provided with professional development opportunities. Educators discuss these plans with the Nominated Supervisor/Director or Assistant Director at least every six months. Strengths and areas for development are identified and potential opportunities for learning explored. Training courses related to the PD plan are paid for by the Centre.
- The Nominated Supervisor/Director's performance is reviewed by the Committee, in consultation with educators and other stakeholders.
- The centre accesses professional development opportunities through organisations like Network, Children's Services Central and the Centre for Community Welfare Training.
- The educator team celebrates with the management committee and stakeholders at an end of year function.
- There are documented position descriptions for all staff members that clearly outline the responsibilities and expectations of their position.

QA7: Areas of Improvement

Introduce Document Platform

To provide easy access to QIP, Staff Handbook, Family Handbook.

Due 2019

Introduce Digital Sign In/Out for Families

To comply with government reporting requirements.

Due 2019

Transition to Child Care Package

Work with government and software providers to provide a smooth transition for families.

Completed 2018

Upgrade Centre Computers

Integrated IT systems to support the work of educators.

Completed 2017

Increase Licensed Spaces

Work with the CPS leadership to license additional indoor space and increase our available licensed places.

Completed 2017

Increase Utilisation

Develop systems and processes to provide the maximum available licensed places to our community.

Completed 2017

Introduce a Budget

To improve financial reporting, improve educator to child ratios, increase skills and qualifications to educators and provide additional experiences for children.

Completed 2016

Introduce Direct Debit Payments

This makes payments easier for families, improves cashflow and reduces debtors.

Completed 2015