



Quality Improvement Plan (developed January 2020)

Service details

Service name		Service approval number	
COOGEE SOUTH OUT OF SCHOOL CARE CENTRE INC (South Coogee Children's Services)			
Primary contacts at service			
Jack Roach			
Physical location of service		Physical location contact details	
Street	1 Tucabia Street	Telephone	9344 8463
Suburb	South Coogee	Mobile	
State/territory	New South Wales	Fax	
Postcode	2034	Email	sc-oosh-director@sccs.nsw.edu.au
Approved Provider		Nominated Supervisor	
Primary contact	Anna Turner	Name	Jack Roach
Telephone	9344 8463	Telephone	9344 8463
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Postal address (if different to physical location of service)			
Street	1 Tucabia Street	State/territory	New South Wales
Suburb	South Coogee	Postcode	2034
Educational leader			
Name	Nicole Pickard		
Telephone	9344 8463		
Email	sc-oosh-edleader@sccs.nsw.edu.au		

Operating hours

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Opening time	7:00am	7:00am	7:00am	7:00am	7:00am	N/A	N/A
Closing time	6:00pm	6:00pm	6:00pm	6:00pm	6:00pm	N/A	N/A

*Service operates from 7:00am-9:00am and 3:00pm-6:00pm during term time. Service is closed to children between 9:00am-3:00pm each day during this period. Service is open each day 7:00am-6:00pm during Vacation Care.

Additional information about your service

The Service is split across two different areas of South Coogee Public School during After School Care each day. Before School Care and Vacation Care will only split into multiple groups if the attendance exceeds the capacity of 94 children at the OOSH 'Home Base'. There is parking outside the Service on 1 Tucabia Street South Coogee and in several side streets. The Centre is closed on each public holiday every year but remains open in a vacation care capacity on the school's pupil-free days. These occur just prior to the commencement of each term and immediately after the conclusion of term 4. The Centre has a pupil-free day on the first Monday of summer Vacation Care each year, in 2020 this date was Monday January 6th.

In 2020 the Vacation Care programs were/are as follows:

- Summer Vacation Care: Tuesday January 7th – Tuesday January 28th (Kindergarten Vacation Care included these dates as well as Wednesday January 29th – Friday January 31st)
- Autumn Vacation Care: Tuesday April 14th – Tuesday April 27th
- Winter Vacation Care: Monday July 6th – Monday July 20th
- Spring Vacation Care: Monday September 28th – Friday October 9th
- Summer Vacation Care: Friday December 18th – Wednesday December 23rd (Approx.)

Centre Background

The Service has had 5 different Directors since our last assessment and rating causing disruption and a lack of consistency to our operations. Whilst this couldn't be helped the Service has had many changes that have meant some practices have previously not been as thoroughly embedded in some areas of Service delivery due to the constant change. Jack has been a senior educator in the Service for many years and became Director earlier this year. His vision for the Service is one of collaboration, quality and engagement and this can be seen in Service growth throughout 2020. Jack and his staff team have quickly built new inclusive practices and embed quality learning for their children in line with the learning frameworks. The Service has a very supportive management committee who provide support and direction for Jack and his educators and can see the growth and learning journey the Service is currently taking. Families have a strong relationship with Jack as he has been in the Centre for many years and are very supportive of his newly acquired Director role.

How are the children grouped at your service?

The children are split into juniors (Kindergarten – year 2) and seniors (year 3 – year 6) during after school care. They are also split into these groups during before school care and vacation care when the attendance numbers exceed 94. Additionally, they are split into these groups during vacation care when separate excursions or incursions or in-house activities are occurring for these different groups. At all other times – with mind to Covid19 social distancing protocols – the children are grouped together. The children are re-grouped together in after school care at approx. 5:00pm each afternoon once the attendance numbers have dropped below 94 and thus they can all be catered for at the OOSH 'Home Base'. Our approach to grouping children allows opportunities for educators to plan and program experiences and work shops that are following children's interests and curiosities and are age appropriate. We recognise that our wide age range has very different needs and these are best addressed through different environments, experiences and educators.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan - Jack Roach, Nominated Supervisor

Statement of Philosophy

Enthusiasm – Engagement – Enjoyment

At South Coogee OOSH we provide an inclusive and engaging environment for children where they can enjoy themselves, always feel safe and are happy. Ensuring the safety of all children in our care is of the highest priority to all Educators at the centre. Respect and enthusiasm from these Educators are cornerstones that underpin everything that occurs at the Service.

We believe that every child and family is unique, therefore our program cycle and routine are collaboratively created in such a way as to allow children to explore, establish and engage with their interests and grow through self-directed learning. We encourage and guide the children to take control of their own learning, health and well-being through our flexible program and routine. Our engaging staff foster the children's creativity through this independence, furthering their autonomy and sense of belonging.

South Coogee OOSH is a family friendly service and continuously interacts in significant and meaningful relationships with all OOSH families. We ensure that their needs are met, they are comfortable and happy leaving their children in our care each day and that their voices are heard. Educators, children and families alike take great pride in our connections within our community, School and the tight-knit nature of these invaluable relationships. This includes our connection with Aboriginal and Torres Strait Islander Cultures and our ongoing focus on environmental responsibility within the South Coogee community. We at South Coogee OOSH believe these connections create a sense of belonging within a wider community that allows the children to understand respectful and reciprocal relationships and feel safe within themselves as well as in their world.

Overall, we are aware of the beautifully diverse nature of children and families at the centre and have the utmost confidence in our educators as well as being inspired by what each unique individual brings to our Centre. The diversity, the strengths, achievements and contributions of all ensure that South Coogee OOSH is a place in which we can grow and develop together in an engaging environment that children enjoy, feel safe and happy.

Quality Area 1: Educational Program and Practice

Quality Area 1: Standards and elements

Standard 1.1	The educational program enhances each child's learning and development.	
Approved learning framework	Element 1.1.1	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Child-centred	Element 1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Program learning opportunities	Element 1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2	Educators facilitate and extend each child's learning and development.	
Intentional teaching	Element 1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Responsive teaching and scaffolding	Element 1.2.2	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Child directed learning	Element 1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.	
Assessment and planning cycle	Element 1.3.1	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Critical reflection	Element 1.3.2	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Information for families	Element 1.3.3	Families are informed about the program and their child's progress.

Quality Area 1: Educational Program and Practice

<p>Quality Area 1:</p> <p>Educational Program and Practice</p> <p>Strengths</p> <p>Written by Nicole Pickard</p>	<p>The Centre recognises the vital importance of the approved learning framework (MY TIME OUR PLACE). This supports South Coogee OOSH in developing meaningful learning experiences for all of the children. We strongly believe that learning through play is a vital part of children’s development. This is why our program is designed to have flexible options for the children to follow their interests and is primarily based around learning through play. All of our educators encourage children to voice their ideas and interests. From this, curriculum decision-making and the development of the program is based off children’s interests. For example, the children really enjoyed making books, so we programmed it on for a few weeks and once they had enough books, they went on a local excursion to do a book drop. This leads to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. The children’s voice is captured through group discussion and our displayed ideas sheet that all educators have to contribute to. Every week staff ask children what they are interested in and what they would like to do that afternoon. For example, Ella. H saw a candle making kit in the cupboard one morning and asked if she could do it that afternoon. We programmed it on, and she got to do it with a few friends.</p> <p>Our program is divided into two different areas, seniors and juniors. This allows us to focus on their age groups and plan tailored experiences for them. This means that we can further expand their knowledge and incorporate their interests. We obtain this knowledge about the children through conversations and group times. We like to incorporate children’s involvement into the program by getting our older seniors to run activities with the younger children. This was strongly demonstrated during the slime craze; we would often get the year 4 to 6 children to show the educators and the children how to make slime. Furthermore, as mentioned, continuous discussions with children allow their current knowledge, strengths, ideas, culture, abilities and interests to be the foundation of the program.</p> <p>The children’s routine is divided into the seniors and juniors as this allows us to tailor the day to the children’s individual needs. We allow for flexibility in our routines as we have term time incursions, and this means that on those particular days we have to run things slightly differently. Our routine is designed to provide comfort and a sense of guidance for both the children and educators. Our sign in procedures are different for all areas. This is because the kindergarten children need collecting from their classrooms and the seniors are capable of making their own way to their sign in point, without the assistance of staff. Due to a range of factors, including parent feedback, we have moved the afternoon tea to the beginning of the session for both areas to encourage and support uninterrupted play.</p> <p>The educators at our Service have a wide range of different skills, interest and talents. This means they get to play to their strengths and deliver purposeful and meaningful experiences. Staff are encouraged to run activities they are confident in, as the children will</p>
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gain a greater understanding and enjoyment for the activities, they are involved in. For example, Alex Horne one of our educators really loves to garden, so we got her to set up the Green team, this was done once a week with the senior children, they were able to plant seeds and look after the garden by maintaining it. Alex worked with Ruby, another educator to educate the children about sustainability and the environment. This was done through documentaries and going on local excursions to clean up the local area.

We use the children's ideas and interests to scaffold our programs to intentionally expand on children's understanding and learning. We ask open-ended questions to gain as much information as possible to extend of their interests. We have our staff and children suggestion document that is on the whiteboard in the OOSH room, this is to encourage staff and children to voice ideas for activities that they want to do. For example, the children have been asking to do Hama beads and because this was a highly requested activity on this document, we got the activity organised.

Our program has term time incursions or activities planned on a week to week base. The children have the choice to take part in the programmed activity, but they also have the opportunity to follow their own interests. The planned activities are led by the same educator each week, so that the activity can be established, and the children have consistency. Through understanding the children's interests and what they want to know about their world, our centre is able to promote each child's agency.

Our program is designed off children's ideas and interests. We gather this information through conversation with the children and the ideas sheet. Through the children providing their ideas we follow those up to create a meaningful program. Our educators use creative learning stories to analyse, observe and document the children's learning. Our educators make their learning stories unique to themselves, allowing their personality and a greater array of information to shine through. We use the platform Storypark to document children's learning and the parents have thorough and continuous access to this. Through the use of Storypark we are able to analyse the children's continuous learning and implement follow up activities based on the children's growing interests.

Critical reflection is being done by senior staff on important topics, with casual staff providing input through the reflection book and monthly meetings. Senior staff come together in meetings and reflect on strengths and weaknesses of the program, experiences, and routine. Nicole then implements the changes within the job role and routines and reflects upon how effective they are. Casual educators also use their documentation to reflect upon the experiences, and Nicole uses this to garner a deeper understanding. We use the planning element of Storypark to store the children's and educator's input and utilize this to develop the program. The Centre has a collaborative approach to critical reflection and this helps with providing greater insight and understanding.

Through the use of Storypark, families are able to have constant access to their child's learning, progress and development. Learning stories, including learning through play, photos and videos, highlights to parents the continuous learning journey of their child. The program/routine is clear and accessible for all parents when attending the service. Discussions with staff further inform parents of their child's progress, pursuit of their interests and learning throughout the day. Storypark is also a great way for parents to see the link between the learning occurring during children's play and the outcomes for learning children are progressing to or achieving.

Quality Area 1:

Educational
Program and
Practice

Goals and
Progress Notes
for 2020

Goal 1: The introduction and implementation of Storypark will make children's learning and development visible and accessible to families (1.1)

The Issue – Currently we don't capture children's learning in a way that is easily shared with families or made visible to children. Our current approach doesn't capture all children and staff view documentation as a chore. There is no feedback from families.

Outcome/Goal – *To introduce and embed documentation of children's learning within our service that allows staff to share children's play and learning with families. To ensure the all staff are participating in this documentation and that each child is heard and represented within the program.*

How We Will Meet This Outcome – this process of making learning visible requires steps to ensure that practices are embedded at a pace that aligns with educator's ability, that opens families to using Storypark and isn't viewed as onerous

1. Establish all children with profiles in Storypark and link families via email (completed 2/3/2020)
2. Educators begin documenting children's experiences and making the learning visible as the link children's learning to framework outcomes (completed 2/4/2020)
3. A word bank of words, phrases, outcomes, principle and practices is developed by Nicole including examples of learning stories to educate staff on how to write quality documentation. Information on use of photos and selecting photos that ensure children's rights and dignity is included (completed 21/4/2020)
4. Nicole will work with individual staff to teach them how to document, how to identify children's learning in play, how to include outcomes, principles and practices through a quality learning analysis.
5. Nicole will begin to include a cycle of planning and programming within Storypark and use this to influence the foundation of the program.
6. For staff that understand how to use the framework within their documentation Nicole will begin to introduce theories of play and relevant theorists.

Success – Families are using Storypark and giving positive feedback and sharing in Centre experiences, educators enjoy documenting children's learning and are growing their knowledge of children's interests and involving children in planning and programming. Children's voices are the basis for our programming decisions, and this highlights the collaborative aspect of our programming cycle. Educator pedagogy is extended through Nicole's workshops and one on one time with staff and this is evident in the quality of documentation.

Completion Date – February 2021. In order to ensure the learning being shared with families is meaningful, purposeful and holistic we will allow a timeframe that is made up of smaller goals. Educators will be focussing on different goals based on their understanding and pedagogy of the approved learning framework and work closely with Nicole.

Progress Notes 2/3/2020

The vast majority of families have signed up to Storypark and are active participants in their children's learning. All staff are trained in how to use Storypark for documentation and are using their allocated documentation time to be enhancing their understanding of My Time Our Place and beginning to create learning stories.

Progress Notes 2/4/2020 –

Staff have established the documentation system Storypark and made it the cornerstone of showcasing our experiences to families. Through this Storypark platform, every educator has been able to showcase and share children's learning through play with families. The few centre families that are yet to sign-up to Storypark are being regularly encouraged to do so. Children from these families are still significantly contributing to, and being represented within, the program. At this time over 95% of families are active in our family portal.

Progress Notes 21/4/2020 –

The Centre's Assistant Educational Leader Nicole, though attending a wide array of training courses and furthering her knowledge in relation to the My Time Our Place learning framework, has developed a word bank alternative wording for the staff to use to enhance their understanding of the learning outcomes. In order to embed this word bank resource within the Centre's day-to-day practice, Nicole has repeatedly presented on this topic at staff meetings and has intricately explained the word banks' use and function to the Centre's Area Leaders for them to relay to the wider staffing team. There has been a specific focus during term two from both Nicole and the Area Leaders to the other educators on using the word bank to understand the learning outcomes and the link between these and an analysis of children's learning. Furthermore, regular and extensive feedback has been provided to our staff on the quality of their documentation, use of the word bank and specific areas for improvement, in order to more thoroughly embed their understanding of the learning outcomes.

Progress Notes 12/6/2020 –

Nicole is continuing to work with staff to extend their understanding of children's learning and revising their service approach to documentation. We are beginning to add new ways of connecting children's learning with children involved in the process. Through reflection, Nicole has discovered that teaching staff in small groups is more effective than as a whole and she can target specific areas for improvement. Some staff are including principles and practices fluently whilst others still need more support.

Quality Area 1:

Educational
Program and
Practice

Goals and
Progress Notes
for 2020

Goal 2: The inclusion of children's current ideas, strengths, interests and voices are evident in our program (1.1.2)

The Issue – Currently children's ideas, knowledge, interests, strengths and voices are not always evident in our programming or planning cycle.

Outcome/Goal – Get children more involved in the day to day planning of the program. Use children's current knowledge, ideas, interests and voices to strengthen our program. To ensure children's voices are evident in our program and planning.

How We Will Meet This Outcome – A weekly document will be developed and used to capture children's ideas and involvement in our program planning. This will be a floating document that all children and staff can access and record ideas on. Introduction by middle of February 2020. Further training will be undertaken to look at other ways of capturing children's voices. Staff meetings will be used as a forum for reflecting on the success of our program and whether children's ideas, interests and voices are visible. Family feedback will be sought via conversation and through Storypark.

Success – Children and staff seen to be contributing to the A3 document and record their ideas regularly. The information captured on the document is visible within program planning. Children's voices, knowledge, ideas and interests are the heart of our program and their voices provide direction for future planning and programming.

Completion Date – November 2020. In order to ensure children's voices and ideas are embedded in our program we will examine this at different stages throughout the year and refine the process as needed.

Progress Notes 2/3/2020 – An A3 document is now displayed on the OOSH whiteboard at all times. This is changed over weekly. Staff are encouraged to write down their ideas for the program as well as children's input and interests. Furthermore, the interests of the children in BSC are written up there and this is extended to the afternoon program. We also ask the children for resource ideas so we know what material they are using a lot and extend on their interests. We are doing group decisions at group time and gaining as much information as possible.

Progress Notes 21/4/2020 – Nicole, the Assistant Educational Leader, has recently undergone significant amounts of training to assist her in ensuring children become more thoroughly involved in the planning of the program. Specifically, Nicole attended a webinar on *Documenting with the Child's Voice*, in order to gain a greater understanding of how to incorporate the children's voices into our program. It provided several different ways the Centre can harness the children's input and gather feedback and ideas from them. Nicole has written up notes on how the Centre can more effectively document using the child's voice and will soon commence training other educators in this area.

Quality Area 1:

**Educational
Program and
Practice**

**Goals and
Progress Notes
for 2020**

Progress Notes 16/9/2020 – The Centre’s A3 document stopped during Covid as there were only had a very small number of children attending, and the activities were based primarily around what they wanted to do that day. In term 3 the Centre reimplemented this document as the Service had started to return back to a more normal routine.

Goal 3: Critical reflection guides decision making, program planning and implementation (1.3.2)

The Issue – Reflective practice does not guide service direction or drive program planning and implementation.

Outcome/Goal – To create a culture of reflective practice that is based on learning from ordinary and interesting situations and from issues and problems that are part of educators’ daily experiences. To use critical reflection to identify practices that will improve service quality. To regularly critically reflect as a team on our program implementation and content.

How We Will Meet This Outcome – Educators will learn how to deconstruct and critically examine experiences to guide decision making about what should be repeated, extended or changed within the program. Educators will engage in professional development to learn the process of critical reflection, build their own knowledge and skills. Educators will include critical reflection in group meetings and reflect individually also. Reflection drives quality service practices.

Success – Critical reflection is embedded in service practices and documented in a way that can be used to inform future programming and planning. Staff understand the importance of critical reflection and reflect individually and as a group to drive continuous improvement.

Completion Date – December 2020. However, we recognise that to truly embed critical reflection we may need to extend this date as learning to critically reflect needs to progress with thought and meaning.

Progress Notes 2/3/2020 – Nicole has been booked into a professional development course on 17/03/2020. This will extend her knowledge, ensuring critical reflection is guiding our decision making and program planning. The Centre has been provided with examples of critical reflection questions that we should take into consideration when doing our weekly reflections. Reading and developing an understanding of reflective practice will begin this week.

Progress Notes 5/5/2020 – Nicole has created a few different reflection documents with examples that the staff can use to help them with their reflections. There are 3 different methods that can be used and they all use a different approach to cater for the individual child, situation or experience.

Quality Area 2: Children's Health and Safety

Quality Area 2: Standards and elements

Standard 2.1	Each child's health and physical activity is supported and promoted.	
Wellbeing and comfort	Element 2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Health practices and procedures	Element 2.1.2	Effective illness and injury management and hygiene practices are promoted and implemented.
Healthy lifestyle	Element 2.1.3	Healthy eating and physical activity is promoted and is appropriate for each child.
Standard 2.2	Each child is protected.	
Supervision	Element 2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Incident and emergency management	Element 2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Child protection	Element 2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Quality Area 2: Children's Health and Safety

<p>Quality Area 2:</p> <p>Children's Health and Safety</p> <p>Strengths</p> <p>Written by Irina Przinova & Jemma Redman</p>	<p>As a centre we provide comfortable areas for children to relax and rest of their own accord, in both the OOSH quiet room for the junior children and the school library for the senior children. As educators we listen and respond to the children's individual needs by providing them with the appropriate resources to accommodate their needs, for example children wanting time to unwind might be encouraged to take a book to the couches or educators may organize a game of sleeping lions. Throughout every session the children have access to an indoor space with pillows, blankets and quiet activities appropriate to their age group. Our program aims to teach the children relaxation techniques they can use when at their own discretion, specifically two educators Paige Donnelly and Billie Hooper running regular yoga and meditation sessions.</p> <p>Many educators employed are first aid trained, all educators are aware of the steps in the centres policies and procedures in relation to first aid and health and safety. All first aid kits located at the centre and taken on excursions are kept up to date with the appropriate resources and restocked in accordance with the centres first aid checklist, these kits also have PPE available to staff when performing first aid. Any head injury, temperature or other injury deemed significant will require a 'incident report' which is followed by a notification via phone call to the child's parents. All other injuries will be recorded on a 'first aid log', parents are notified via QK Kiosk when they sign their child out.</p> <p>All children's asthma and anaphylaxis plans are located both in the office and within each child's individual medication bag, these are clearly labelled and easily accessible to all staff while also maintaining the confidentiality of the children. The centre's enrolment form provides families with a section to detail any medical conditions or dietary restrictions relevant to their child and asks for any accompanying action plans in accordance with the centres Medical Conditions policy.</p> <p>When entering OOSH each afternoon or during transitions from play to meals children are supervised while washing their hands, there are posters located above the children's sink displaying proper handwashing technique, educators also role model proper handwashing and hygiene technique if children require support.</p> <p>The centres menu has been recently updated to better align with the standards outlined in the 'Munch and Move' and 'Crunch and Sip' programs to promote healthier eating choices for children and their families. This menu reconfiguration was organised in conjunction with one of the centres parents Catherine Dinklemann who is a nutritionist. Physical activity is embedded into the centres practice, there is a constant flow of outdoor and indoor activities that encourage the development of skills and gross motor movements including team sports, gymnastics and group games. Many of the vacation care activities involve physical play such as</p>
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sky zone, obstacle courses and the colour run, as well as the implementation of healthy and cultural cooking days once a term. The children also have regular access to music to allow expression through dance.

Each day the educational leader, Nicole determines which areas will be in use according to the number of children, weather restrictions, educator skills and activities organised such as incursions. Discussions of active supervision and body positioning occur regularly at staff briefings and as a whole group at monthly staff meetings, this involves both physical scenarios and hand-outs based off the centre's Providing a Child Safe Environment policy. This policy aligns closely with the centre's daily job roles that are allocated to educators each afternoon detailing specific areas to oversee to ensure adequate educator exposure and supervision. Daily staff briefings are used to inform educators of any new authorised people that will be collecting children that afternoon as well as any other necessary updates.

Every three months the centre conducts four emergency drills, consisting of an evacuation procedure and a lockdown in both before and after school care as well as vacation care to ensure the maximum amount children and educators are reached. Casual educators and children are, on occasion, unaware emergency drills are going to occur, the two senior staff aware of the drill give all other educators specific instructions to ensure the procedure is carried out correctly and everyone is accounted for as quickly as possible. One of these senior educators will run the procedure, while the other educator times the entire process and writes a reflection to measure progress and improve moving forward.

The centre has daily, weekly and monthly WHS cleaning checklists to ensure that the space is safe and appropriate for child usage each session. These lists are completed by both casual and senior staff at the centre at varying points throughout the morning and afternoon, these lists are approved by the director Jack Roach each week and followed up if uncompleted. We have risk assessments for each incursion and excursion the children attend, as well as all indoor and outdoor areas and games that are participated in across the centre, these are written by the Team Leader Jemma and approved by Jack with a yearly review.

To maintain adequate child protection standards, there is a minimum of two educators per area, to ensure a witness to all incidents that are reported by a child or an educator. All educators are aware they are mandatory reporters and what that entails as it is discussed every month in staff meetings. Any children who are of higher risk or vulnerability of abuse and/or neglect are discussed while the child's integrity is maintained, and details kept confidential and within the staff circle. This is in the accordance with the centres Providing a Child Safe Environment policy.

Quality Area 3: Physical Environment

Quality Area 3: Standards and elements

Standard 3.1		The design of the facilities is appropriate for the operation of a service.
Fit for purpose	Element 3.1.1	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Upkeep	Element 3.1.2	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2		The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Inclusive environment	Element 3.2.1	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Resources support play-based learning	Element 3.2.2	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Environmentally responsible	Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.

Quality Area 3: Physical Environment

<p>Quality Area 3:</p> <p>Physical Environment</p> <p>Strengths</p> <p>Written by Jemma Redman</p>	<p>Our Centre offers multiple outdoor areas to cater to the many differing needs and interests of the children. Firstly, the OOSH yard has three key play areas; the mosh pit, the astro turf and the garden area. The mosh pit area is the Centres' most recently updated section of the OOSH yard, it was freshly covered with astro turf at the end of 2019 and is a huge improvement on the previous sand and dirt base that covered the area. The second astro turf zone offers three smaller areas within; a large playing field used daily for various team sports and community games, the sandpit and the mud kitchen and cubby house area which were also updated in Term 4 of 2019. The Service additionally utilises many of South Coogee Public Schools play areas such as the top playground, middle COLA and paddock area. In each outdoor area there is a wide array of shade available to children under the canvas awnings, building structures and canopy of trees in the garden. Multiple indoor areas are offered to the children together with the outdoor areas; the main OOSH room and quiet room provide children with opportunities for floor play, a drawing table, lounges for reading and quiet play and the veranda for messy craft. The school library is another indoor space open to senior children, giving them the opportunity for different play and development separate from the junior children, this space has more intricate puzzles, games suited to older children and a quiet area for homework.</p> <p>The premises and furniture within the centre are maintained by both the senior and casual staff as well as an external cleaner, Faye provided by South Coogee Public School. The Centre ensures that a child safe environment is maintained through the completion of daily, weekly and monthly checklists that cover both indoor and outdoor areas. These checklists are comprised of general cleaning around the centre such a sweeping, wiping down surfaces and tidying after each session of play as well as a toy washing roster to ensure that all toys are regularly washed and disinfected. These processes have been updated and expanded due to the 2020 Covid19 pandemic to more adequately cater to the evolving needs of the Centre. The Service's OHS officer Irina Przinova completes an extensive quarterly OHS inspection around the full premises, additionally, every area both indoor and outdoor used by the children has a complete risk assessment that is updated yearly, written by the Team Leader Jemma Redman and approved by the director Jack Roach. The centre allocates a specific portion of the yearly budget to the upkeep and purchasing of furniture, toys and equipment to ensure that all items are appropriate and well maintained. Additionally, the centre aims to create new and different experiences for the children by moving around the furniture and children's resources regularly throughout the year.</p> <p>We have a long-standing relationship with the school's maintenance man George, who regularly assists with the centres upkeep and maintenance as well as any OH&S issues. Issues are addressed immediately both indoors and outdoors, ensuring that health and safety is upheld and all working environments are safe and free of hazards. A recent project put together by the school's maintenance man and two of the Centre's senior staff was the construction of a new cubby house and mud kitchen. At the commencement of Term 3 2019 the Centre ran a volunteer working bee in conjunction with the Learning Centre. The focus was on</p>
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the Centre's garden with an aim to keep it sustainable in severe weather conditions as well as the removal of the stage under the main tree. The removal of the stage and the construction of two new garden beds was overall very successful which represents how the event ran due to a lot of active involvement from many families and Centre staff. Unfortunately, any work done to improve the vegetation in the garden was diminished by the drought over Summer 2019/2020. Throughout vacation care children would ask to water the garden as Kailey – one of the kindergarten girls – often said, 'the garden looks like its dying'. Educators used this as a learning experience for the children to educate them on the drought, water restrictions and bushfires happening at the time.

The Centre aims to promote being environmentally responsible through the inclusion of intentional teaching within the educational program on topics including sustainability and environmental safety. The Centre often uses recycled materials for junk construction and conducts 'three for the sea' walks throughout the school, along with the collection of Woolworths mini seedlings that individual children have the responsibility of planting and nurturing. The senior children expressed additional interest within sustainability and therefore created a 'Green Team' that was run weekly by Alex Horne and has since been taken over by Ruby Newman. Within this team the children garden, compost, sort recycling and once a term – outside of the Covid pandemic – take an excursion to clean up the local community. Throughout the beginning of 2019 the Green Team created a cycle in which the kids planted seeds some plants/vegetables/herbs and when grown they were given out to families. The Centre also has three coloured bins in it's main room to assist with ensure proper recycling and waste disposal including landfill, paper recycling and mixed recyclables.

Quality Area 3:

Physical
Environment

Goals and
Progress Notes
for 2020

Goal 4: To support children to become environmentally responsible through our garden program (3.2.3)

The Issue – Due to the bushfires and drought across the country throughout the end of 2019 the OOSH garden was unable to be regularly watered, this resulted in all vegetation and flora drying out.

Outcome/Goal – Throughout 2020 to embed environmental responsibility into the centre’s practice, through experiences in the garden. Once regenerated and part of our regular program, the garden will provide children with a space to explore, learn and discover aspects of the natural world.

How Will We Meet This Outcome –

1. **Term 1** – By the end of Term 1 the centre will have elected an educator as leader and get a consistent group of senior children. This group will decide on a few vegetables and/or flowers they want to produce and begin weeding the garden ready to plant, with an aim to have a few plants growing by the final week of term.
2. **Term 2** – At the commencement of Term 2 the centre will organise the addition of a junior’s green team, that will run alternate Mondays. The two teams will continue to nurture the produce they have begun to grow in term 1, with the aim to allow children and families to begin taking vegetables and herbs home or utilise it at our centre. The senior team will also embark on an excursion to Maroubra Beach to continue the embedding environmental responsibility into our practice and participate in ‘three for the sea’.
3. **Term 3** – At the end of Term 3 both the juniors and seniors’ green team should be participating alternating weeks, maintaining the growth of regular produce. Depending on the level of participants the junior team may have the opportunity to partake in a clean up the community excursion.
4. **Term 4** – By the end of the year, with the garden being regularly maintained the centre will begin to focus more on environmental sustainability and embed this into the Centre’s practice. This is with the hope that the green team will continue and expand in the coming years.

Success – will be measured through the growth of regularly produce that can be used at the Centre or given to children and their families to take home, alongside regular and enthusiastic participation from children in developing and designing their own garden program and experiences.

Completion Date – The first timeframe should be completed by the end of Term 1, based on the water restrictions and drought continuation. The entire goal will be completed by the end of Term 4.

Progress Notes 2/3/2020:

The opportunity was given to all staff at briefing to run the green team for 2020, Ruby Newman volunteered, and it was agreed it would take place every Monday. At the beginning of week 5 of Term 1 the opportunity was given to all senior students to participate; a list was gathered by Ruby and expectations and goals set out for Term 1.

Progress Notes 19/6/2020:

The recent COVID-19 pandemic put a halt on certain aspects of the Centre's Quality Area Three goals, specifically the Term 2 goals for the green team and the ability of the Centre's educators to effectively embed sustainable habits.

Initially the seniors green team had the opportunity to form a solid group and begin weeding and planting throughout the first few weeks of Term 1, the pandemic caused many children and educators to stay home and only essential individuals attended the service therefore the garden upkeep lessened. The Centre was also not able to form a Juniors Green Team and the Senior Team was unable to attend their first ever excursion to Maroubra beach, both of these have been rescheduled to when the Centre's operations are once again running normally. Below is a summary from the green team leader Ruby on the gardens progress pre and post the COVID-19 pandemic.

During early March, the Senior Green Team and I made a 'dinosaur garden' in one of the planter boxes and planted seedlings in another so that come wintertime we would have beans, carrots and lettuces to try. However, our plan failed slightly because COVID-19 soon hit and the centre almost closed! I was worried all the seedlings would have died by the time I came back in May but much to my excitement another worker at the Learning Centre had been taking care of it. It was great to see the beans and lettuces looking so healthy and crisp.

In the future I hope to continue embedding sustainable practices by getting the compost bin up and running and in the Spring season begin to plant lots more sweet fruits and veggies with the two green teams.

Progress Notes 19/6/2020:

The garden is slowly becoming a space for small groups of children to partake in quieter outdoor activities and take some time away from the fast-paced nature of the OOSH yard. The Green Team has played a large role in this by making this space more welcoming through regularly weeding and watering the garden beds. Additionally, the Green Team has formulated a range of creative ideas to continue making the space more inviting. The most prominent of these ideas was the suggestion of steppingstones forming a path, to more constructively divided the space, with these stones being painted with environmental reminders later in the year or during 2021.

The recent attention the garden is being given by the Senior Green Team and a small group of Junior children has resulted in a wide array of produce being grown at regular intervals in that space. These students, alongside Ruby, have been able to make a several salads to accompany afternoon tea on several occasion recently. The produce in these dishes includes rainbow radishes, carrots, lettuce, rocket, cherry tomatoes and snow peas and is much enjoyed alongside some mince, butter chicken or pasta by the Centre's children.

Although the current pandemic restrictions still do not allow the Service to run any incursions or excursions around sustainability, the Centre has taken initiative in another area – by beginning composting in the garden space. This will ultimately benefit the garden space and sustainability program by enriching the soil and reducing the Centre's carbon footprint.

Quality Area 4: Staffing Arrangements

Quality Area 4: Standards and elements

Standard 4.1	The design of the facilities is appropriate for the operation of a service.	
Organisation of educators	Element 4.1.1	The organisation of educators across the service supports children's learning and development.
Continuity of staff	Element 4.1.2	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.	
Professional collaboration	Element 4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Professional standards	Element 4.2.2	Professional standards guide practice, interactions and relationships.

Quality Area 4: Staffing Arrangements

<p>Quality Area 4:</p> <p>Staffing Arrangements</p> <p>Strengths</p> <p>Written by Jack Roach</p>	<ul style="list-style-type: none">• The most senior or second most senior staff member – The Director Jack or Assistant Coordinator Irina – is not counted in ratio during After School Care in term time. This allows them to move around and troubleshoot any issues that may arise throughout the afternoon.• Staff have unique hobbies, interests and talents in a wide variety of areas. These strengths are catered for, and incorporated into, both the program and spontaneous activities at the centre as well as several incursions. This allows staff to have a deeper understanding of the knowledge and skills they are attempting to impart on the Center’s children.• During after school care, the Centres activities, incursions and vacation care have been split to run in juniors’ and seniors’ blocks. This allows for staff to more accurately cater for individual children’s needs with programs and learning content that correspond more closely to the children’s’ interests and age. For example, senior children going on a BMX excursion in vacation care that would not be suitable for 5-7-year-olds.• For each before school care and after school care session all staff will have pre-determined educator roles. These roles are displayed in the common area as well as on the staff’s individualised lanyards. The specificity of these pre-determined roles allows staff to be acutely aware of what is required and expected of them every morning and afternoon. Furthermore, casual staff are encouraged to reflect on these educator roles in the centre’s daily briefings and actively contribute to the decision making surrounding them.• Senior staff ensure that a minimum of two educators are present in any area that occupied by centre children. This ensures that ratios are more readily maintained and that supervision remains high and child-centric. It also allows for greater levels of staff communication and ensures that children’s needs are catered for as effectively and efficiently as possible.<ul style="list-style-type: none">○ Staff communication is a crucial part of the day-to-day operations at South Coogee OOSH. The importance of communication is explained regularly at staff meetings and daily briefings by the senior staff team of Jack, Irina, Jemma, and Nicole, who have recently upgraded the centre’s walkie-talkie system to further facilitate good communication habits.• The Center’s Assistant Educational Leader Nicole provides significant amounts of training at staff meetings and work intimately with casual staff to enhance their knowledge and understanding of child development, along with the documentation platforms used by the centre. They do this through informal chats with staff as well as providing more structured information at staff meeting presentations on professional development courses or Webinars they’ve attended, such as ‘The Educational Leader Unpacking the Role’ course that Nicole was recently part of.• The Centre has a high retention rate of staff members, particularly experienced casual staff as well as a consistency relating to rostering of staff on a daily basis. This continuity of rostering allows for the creation of an environment where staff know children on a more intimate level and as such can more accurately cater to their needs.
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- Staff are often rostered in the same area on a particular day each week to allow them to form more meaningful relationships with individual students over a significant period of time. Examples of this include Issy being the band liaison on Thursdays in the senior's area and Irina always being on the floor on Mondays in the junior's area.
- All staff members participate in child protection in-service workshops with senior staff during the orientation period of their employment. All senior staff, and several more experienced casual staff, have completed their child protection professional development training and transfer this knowledge onto the other casual staff through a wide range of discussions and informal training.
 - The centre has seven different staff that are able to be the Responsible Person at any given time, with an 8th currently undertaking her training. All seven of these people are afforded this responsibility on a regular basis to refresh their skills and increase their knowledge in relation to this position.
- The senior staff hierarchy has been constructed and reconstructed in such a way to allow maximum productivity, as well as facilitating knowledge being easily trickled-down from the Director Jack to the Assistant Coordinator Irina and Educational Leader Nicole, then onto the Team Leader Jemma and finally distributed amongst the casual staff.
- Staff birthdays and anniversaries are celebrated at the centre, along with gift-cards and various incentives that are presented to reward strong staff performances and build rapport between the staff. A prominent example of this is the awarding of gift cards to the Educational Leader Nicole at the first staff meeting of 2020 for her excellent work in setting up Storypark at the centre.
- During 2019 the Centre implemented a system of ongoing mentoring through which newer staff are continuously guided and trained so that they may perform their required duties to the best of their ability. This was a direct response to the professional development course 'Successfully Managing People' that Jack attended in late 2018.
 - The benefits of this system are two-fold, not only are newer staff helpfully instructed on their roles in an ongoing capacity, but it also facilitates an environment where more experienced staff can practice and refine their leadership skills.
- Centre staff ensure they at all times they are actively supervising the children and communicating with other staff members. Even when staff are engaged in a game or activity they are acutely of the other children playing and learning in their area as well as parents or carers dropping off or collecting their kids.
- The Centre conducts a number of staff-assisting activities to ensure staff are prepared as they can be to complete their job role. Staff appraisals are conducted once every six months at which goals are set and reported on and these are a fantastic avenue for casual staff voices to be heard and for them to actively reflect on and contribute to Important centre decisions. Staff also all receive a detailed induction before they commence work at the Centre and the Centre's emergency procedure drills are practiced at least once every three months. Policies, procedures and Service operations are continuously updated to reflect the dynamic and every-changing nature of the Service and these modifications are communicated to staff in a clear and timely fashion.

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| | <ul style="list-style-type: none">• Senior staff use the time in their weekly planning meetings to deeply reflect on the way staff rostering has occurred and examine whether different staff or area combinations could contribute to creating a more efficient and wholesome centre. Jack and Irina have noted a marked increase in productivity of staff when mentors and mentees are rostered in the same area for example. The record of these planning meetings is kept by the Director and other senior staff. |
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Quality Area 4:

Staffing
Arrangements

Goals and
Progress Notes
for 2020

Goal 5: To establish professional standards that are guided by quality practices through professional development (4.2.2)

The Issue – Professional development is not set to target educator pedagogy and goals for educator learning.

Outcome/Goal – To create a culture of workplace professionalism that is built on best practice, continuous improvement and underpinned by quality professional development. The professional development is based on educator goals, knowledge of gaps in educator understanding of educational programs and practices and identified areas of interest.

How will we meet this outcome – Professional development comes in many forms and will be tailored to each individual through a mix of publications, webinars, training courses and conferences. All professional development opportunities will directly relate to areas that improve learning outcomes for children and educators will reflect on their learning. Educators will come together and brainstorm ideas for their growth then establish which organisations will lead the training ensuring quality delivery. Educators will document their learning through professional development and where suitable share this learning with others. The Management Committee will set an annual budget for professional development and allow all educators to participate in training that increases their pedagogy and learning.

Success – A culture of professional learning is embedded within service delivery and is embraced by all educators. A variety of publications and resources are visible and accessible to all educators. Educators all have a stronger understanding of children's outcomes for learning, and continue to increase their pedagogy of the service's educational program and practice. The Educational Leader has attended specific professional development and can confidently train educators ensuring quality documentation on children.

Completion Date – Whilst this will be ongoing, the purchase of resources and subscriptions will be in place by end of term 1. A training calendar will be created in term 1 and then sessions booked throughout the year for staff, with time allocated for group training and reflection.

Progress Notes 2/3/2020 –

- One educator attended a professional development on Tuesday the 11th of February course and presented what information she learnt at the following staff meeting on Tuesday the 18th of February. This allowed all staff to gain a deeper understanding of what was taught in the course – 'Managing Difficult Behaviours'.
- The Educational Leader has been devoting 2 hours per week each during this month to informally training casual staff on their understating of educational program and practice. The benefits of this are already clear to see, with a significant increase in the quality and quantity of documentation occurring at the centre.

Progress Notes 20/4/2020 –

- Staff have been steadily working towards their individual ‘six-month goals’ that were put in place during the October 2019 round of staff appraisals
 - Due to the global pandemic that has recently impacted the day-to-day operations of our Centre, the next round of appraisals that were scheduled to take place in the Autumn vacation care period have now been postponed until Winter vacation care
- Members of the Senior Staff team have been working collaboratively with the Centre’s Parent Management Committee to increase the amount of funds in the Services’ ‘training’ budget during the pandemic period. This will allow the Centre’s staff to participate in significant amounts of training over the coming months whilst Centre attendance rates are notably lower than usual.
- Subscriptions to wider range organisations have been put in place. This is designed to allow staff to more readily explore learning, research articles and pedagogy across different aspects of early and middle childhood.

Progress Notes 18/6/2020 –

- During the height of the COVID pandemic, various educators undertook significant amounts of training in the form of webinars with the goal of filling gaps in their knowledge. This training and the educators involved included, but are not limited to:
 - *Practical approaches to programming for Educational Leaders* - Nicole Pickard
 - *The Australian Child Safety Legislative Landscape* – Jemma Redman
 - *Sharing The Learning – NESAs* – Nicole Pickard
 - *Neuroscience and Behaviour* – Irina Przinova
 - *Documenting with the Child’s Voice* – Nicole Pickard
 - *Rethinking the Learning Outcomes* – Nicole Pickard
- The vast majority of this training, particularly those courses attended by Nicole, has been dissected, explained and taught in detail to our wider staffing team. This occurs at the Centre’s regular staff meetings which are conducted on average once every six weeks, through one-on-one training with the specific educator who attended the course, or through the Centre’s mentoring program. This will create a working environment where professionalism is included into Centre practice and is underpinned by the quality professional development that these courses have provided. The Centre’s Senior Staff, through the fortnightly planning meetings and the upcoming winter staff appraisals, will ensure that the level of expertise afforded to staff through this professional development does indeed become embedded throughout the Centre.
 - Much of this newly taught professional development focuses on new skills, techniques and theories relevant to the Covid19 pandemic. The day-to-day Service operations have changed in numerous ways due to the pandemic and the adaptability and continuous improvement of staff has been a feature of recent weeks.

- The Centre's Senior Staff attend the 'Eastern Suburbs Regional Coordinators Meeting' once each term. This meeting involves the Directors' of Centre's in the Eastern Suburbs coming together to discuss and dissect their practices, techniques and professional standards.

Progress Notes 13/8/2020 –

- During the recent Winter Vacation Care period, the entire staffing team underwent their biannual staff appraisals. These appraisals are an excellent opportunity for staff to express their views on our Centre and contribute to the direction of our Service. They are also designed to provide specific feedback for each educator on their recent performance, re-dissect and elaborate on their job role/position description, as well as set goals for the next six months. The majority of goals set at these appraisals – particularly the team-orientated goals – revolved around improving the quality of care and professionalism at our Centre and enacting the Service's vision. Additionally, specific and relevant professional development courses were outlined to support the educators new goals. Since the appraisals, many of these courses designed to assist with achieving the goals outlined in the appraisals have been undertaken by the educators and passed onto the wider staffing team.
- Senior staff, during the course of Term two, examined how they feel that higher professional standards could become more thoroughly embedded in the Services' practices and day-to-day operations. As a direct result of this, we've created new, permanent part-time 'Area Leader' job roles. The purpose of these roles is to facilitate our stronger staff being on the floor more regularly and for them to coach and instruct the casual staff in practical on-floor situations. Through this, we believe that our Centre is far more likely to create a culture of workplace professionalism that is built on best practice, continuous improvement and underpinned by quality professional development. Our four strongest casual staff – Jalen, Grace, Dana and River – all applied for the role and were each successful in their application.
 - Since their shift to these permanent part-time roles in mid Term two, these 'Area Leaders' have undergone significant amounts of professional development. This professional development has occurred in the form of both internal and external training, as well as scenario based examinations and is a direct effort to upskill Jalen, Grace, Dana and River. These four Area Leaders have also ben given clear instructions to do their utmost to embed the knowledge they have garnered through this development throughout the wider staffing team.

Quality Area 5: Relationships with Children

Quality Area 5: Standards and elements

Standard 5.1	Respectful and equitable relationships are maintained with each child.	
Positive educator to child interactions	Element 5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
Dignity and rights of the child	Element 5.1.2	The dignity and the rights of every child are maintained.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.	
Collaborative learning	Element 5.2.1	Children are supported to collaborate, learn from and help each other.
Self-regulation	Element 5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Quality Area 5: Relationships with Children

<p>Quality Area 5:</p> <p>Relationships With Children</p> <p>Strengths</p> <p>Written by Jalen Loye-Cappelletti Irina Przinova</p>	<ul style="list-style-type: none">• SCOOSH employs diverse all-rounded staff that cater to various children’s needs. Multiculturalism and inclusion are very important to the Centre as we believe it is necessary in providing a safe space to all children. The staff we employ reflect this belief and understand these values.• The Centre prides itself on welcoming staff that have also grown up within the local community, being able to see familiar faces inside and outside of the school provides a sense of stability. Many of whom have attended SCPS.• In the process of rostering staff, the Centre ensures that the rotation remains consistent. In doing this, this provides the children with the opportunity to expect the same familiar team of casual and full-time staff during the week. This creates a sense of comfort and stability, in maintaining strong long-lasting relationships.• The Centre acknowledges the significance in establishing strong relationships from the very beginning of the children’s commencement to the centre. This is reflected through our orientation program. New children are introduced into the environment through buddy systems, year group activities and an internship program we run with the senior children. Instantly providing connection with staff and children of all ages.• SCOOSH runs an internship program that caters to senior children that are looking to gain a sense of responsibility and initiative. We provide the children interested with various jobs and tasks that give them the opportunity to make connections with the junior children. Some of these jobs include but are not limited to, the orientation program, afternoon tea preparation and serving, as well as helping run craft and sport activities and the mentor program. This benefits both age groups as the Seniors develop responsibility and role-modelling skills and the juniors learn how to follow simple instructions and demonstrate respect to peers.• According to the UN convention’s rights of the child, children have the right to relax, play and to join in a wide range of leisure activities. During the hours spent with the children, staff proactively play a role in operating and participating in games and activities. Shared interests for physical and interactive activities help maintain bonds between both staff and children, thus resulting in strong and secure relationships. Our art and crafts activities, board and cards games promote child to staff interaction and working together to create, indulge and learn. Physical games and activity such as play rituals (skipping, hide and seek), role or dramatic play and various sports enable the educators and children to collaborate and share ideas, concepts and make decisions together based on the context of the activity. Physical activities also promote communication and healthy team building skills.• The entire team of educators at the Centre collectively ensure that all children feel comfortable approaching each member of staff. All staff actively attempt to establish these relationships with all children, although these seem stronger with the casual on-the-floor staff than the office staff. Children seem to feel comfortable with the senior (office) staff also, and as a result become comfortable with new hired staff.
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- The management of challenging behaviours and establishing fairness and boundaries is integral to the way in which SCOOSH operates. These practices are put in place to ensure that the children and staff feel safe and familiar within our environment. The staff continuously encourage and guide children in understanding and learning to operate safely and respectfully with the people around them.
- At SCOOSH we have a comfortable and open platform where we can communicate freely amongst each other by sharing stories, advice and prior experiences to benefit the children within our care. This will create a consistent approach to children we feel need additional attention to support them in their time at the centre. The centre Director Jack has created “student summary profiles” (behaviour plans) to assist all staff when necessary. These plans have now been taken over by Jalen who continues to update and refine them. The Educational Leader, Nicole implements and researches programs that are inclusive to all children’s needs and interests. This creates a ‘circle of security’ that is consistent from staff-child-community. All staff members are also required to regularly create “follow up” activities if they post a story on Storypark. This will keep the scaffolding of interests consistent with the staff member and children involved.
- In conjunction with our orientation process, our enrolment form provides a comprehensive understanding of each child before they even begin attending our centre and demonstrates our interest in the children to help develop a sense of comfort. This information also allows staff to establish an initial trusting relationship with the families and reflect to the parents our inclusive environment that makes children feel safe, secure and supported. This is also followed up with by our regular parent surveys which allows parents to reflect and give thought to their experiences so far.
- Alongside the SCOOSH enrolment process, we have implemented a documentation tool called ‘Storypark’ which enables families and educators to communicate and share children’s interests, weekend hobbies, thoughts, feelings and gain insight in creating a holistic approach while getting to know the child further during their time in and out of OOSH’s care. This documentation tool enables the staff and parents to connect via learning stories the staff create, share pictures of the children at the centre engaging in activities with staff and others and keep up to date with the children’s interests and learning goals, enriching connections from staff to child to parent. Parents and Educators also have the option to private-message via the app if it regards anything confidential.
- Maintaining a close relationship within the staff team and child cohort not only is imperative to the Centre’s success, but also provides a sense of comfort and ease to the parents and families that walk through our doors. The relationships that we build goes beyond the Centre and into the greater South Coogee community. This is achieved by establishing connections with parents, grandparents, siblings, aunts and uncles that come into our environment. We encourage families to participate in activities at OOSH, such as our end of term BBQ’s, working bee and our parent run Management Committee.
- The Service recognises the significance of maintaining multiple learning spaces that cater to all children’s needs. We pride ourselves on having a versatile indoor to outdoor environment, which enables the children to disperse their interests and hobbies fluidly throughout the entire centre with whomever they desire. Relationships are created and maintained with ease by the consistent exposure to multiple play settings.
- As reflected in Quality Area 1, our Centre respects and accommodates children’s knowledge and ideas regarding educational programming. We help guide and strongly encourage the children to advise us on what they would like to see in the Centre.

Whether this be craft, sport and leisure activities, or ideas for weekly themes we have at the centre. These ideas are noted by all the staff on the 'Children's ideas sheet' and passed onto the senior educators for further programming and planning. This enables our Centre to establish a strong sense of trust and connection between both child and educator.

- The Centre understands the significance of ensuring that all children from all backgrounds' needs are met. Support programs and services are provided at the centre for children that may require strategic inclusion plans. SCOOSH provides and maintains the ability to create detailed behavioural management plans for children that may need the extra assistance or guidance. We understand that for deeper relationships to be maintained, we must be inclusive of everyone and their needs.
- At SCOOSH we recognise that celebrating milestones and accomplishments fulfill a sense of inner pride. Being able to share these milestones at our Centre, such as a birthday, provides the children with opportunity for inclusive connection among their peers. We also allow the children to bring in cakes made at home (that adhere to our allergy restrictions).
- The Centre prides itself on its understanding and mindfulness of the diverse cultural backgrounds of all children at the Service and adheres to the needs of each unique child that attends our Service. We encourage inclusivity at our Centre every day, but more specifically with multicultural food days during term time and culture days during vacation care. We recognise that celebrating cultural backgrounds and other national days, maintains a strong sense of wellbeing and connection among children and their peers, as well as staff and the community.

Quality Area 6: Collaborative Partnerships with Families and Communities

Quality Area 6: Standards and elements

Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.	
Engagement with the service	Element 6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Parent views are respected	Element 6.1.2	The expertise, culture, values, beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Families are supported	Element 6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.	
Transitions	Element 6.2.1	Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.
Access and participation	Element 6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
Community engagement	Element 6.2.3	The service builds relationships and engages with its community.

Quality Area 6: Collaborative Partnerships with Families and Communities

<p>Quality Area 6:</p> <p>Collaborative Partnerships With Families and Communities</p> <p>Strengths</p> <p>Written by Jack Roach</p>	<ul style="list-style-type: none">● The Centre regularly hosts and manages parents and friends events to strengthen the already close bonds within the community. These events include but aren't limited to; end of term community BBQs, bring your parents to OOSH day, parent breakfasts and various centre working bees.<ul style="list-style-type: none">○ Whilst these events have been limited due to the Covid pandemic, the Centre is ready to recommence them as soon as it is safe to do so. In the interim, the Centre has launched a new website to keep families informed of Centre operations and prominent events.● The Centre prides itself on ensuring it's there to support all families in their time of need. This is most evident in the way the service allocates casual spots to families who may require bookings but are only able to provide short-term notice, including supporting defence force families where a parent or carer is deployed on short notice.● South Coogee OOSH ensures all steps are taken to assist children with additional needs that attend the service. This includes collaborating with parents, teachers and the principal as well as external professionals such as occupational therapists to formulate the best possible strategic inclusion plans for individual children.<ul style="list-style-type: none">○ Additionally, the centre, through its close links to the school and families, promotes a consistency of rules across all important stakeholders for every individual child that attends the service and is conscious to accurately cater to the needs of each child.● The Service ensures that all new families are thoroughly welcomed to the centre and are provided information on day-to-day Service operations. The Centre's enrolment package provides families with detailed information about South Coogee OOSH and comprehensive orientation talks occur with parents, especially the parents of new kindergarten children, to ensure new families feel comfortable at the service.● The Centre provides additional resources, information and referrals for families who need support in a certain area, by liaising closely with the school and local community services.● The Service, through the Team Leader Jemma, accounts for the needs of all children by working collaboratively with external services such as school-based extra-curricular programs to ensure the best outcome for the child and family. A prominent example of this would be how South Coogee OOSH works closely with the extra-curricular 'Auskick Program' to ensure the safe return of children to OOSH upon the completion of that activity at 4pm of Wednesdays during term 1<ul style="list-style-type: none">○ During 2019 the service, through the work of the Director Jack, took over operation of, and accountability for, ensuring the streamlining and simplification of children going to and from extra-curricular activities each afternoon. This process was written into the day-to-day service procedures by Jack.
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- The Centre's management committee is comprised of OOSH and Learning Centre parents and acts as a representative voice for all centre parents. This committee is worked with closely by the senior OOSH staff such as Jack and the Assistant Coordinator Irina to ensure the Service continues to enact the vision as outlined in the Centre's Philosophy.
- Fundraising events such as BBQs, school movie nights and the Fiesta not only raise awareness for the Service but also allows the centre to further its relationships with the school and local community.
- The Service prides itself on the various fundraising initiatives for local and large-scale charities that are regularly undertaken. The Bushfire appeal and the Sydney Children's hospital at Randwick are example of a large-scale and a local donation that the centre has recently made. The children made signs promoting these initiatives, encouraged parents and staff to donate and collected the money for the charities in buckets they'd constructed during a craft activity.
- During vacation care the centre is open to children from all schools, the benefit of which is two-fold. Firstly, as several smaller schools in the area don't run a vacation care program, South Coogee OOSH can act as a haven for families who would otherwise be without care and allows the children of these families to actively participate in the centre's program. Secondly, this interaction with students from other school strengthens the centre's links throughout the community.
- The Centre welcomes families of diverse cultural backgrounds to share their cultures with the South Coogee OOSH Community. This includes each vacation care period having an international cooking day or multicultural day where families of that culture come into the service and prepare food for all the children, such as 'Mexican Feast Day' in the winter vacation care of 2019.
- The Centre continues to educate the children on the pivotal role that Aboriginal and Torres Strait Islander people play in the South Coogee OOSH Community with incursions, activities and celebrations of prominent events occurring regularly.
- Senior staff ensure to the utmost of their ability, that through the enrolment process they help families that require additional support in any way possible, including aiding in enrolment form completion, carefully explaining enrolment processes, and providing assistance to families where English is their second or third language.
- Through the use of parent surveys, encouragement of parent feedback and the aforementioned parent committee acting as a representative voice for all parents, South Coogee OOSH prides itself on families engaging with and directly contributing to the running of the service.
- The Service regularly attends GALA days during vacation care with other OOSH centre's in the local community including Maroubra Junction OOSH, Double Bay OOSH, Randwick Gosh Club and Coogee OOSH. Although put on hold during the pandemic, the Centre is looking to recommence these excursions by the end of 2020, or early in 2021. Additionally, Senior staff attend the regional OOSH coordinators forum once a term for OOSH Directors in the local area and host this forum on average once every two years.
- Senior children from the Service accompanied by Nicole, visit the early learning centre attached to South Coogee OOSH once a week for 6-8 weeks each term to engage with the younger children. Our OOSH children help the younger kids to read books, construct small buildings, water the garden as well as learn about creative play and activities. This further solidifies the already strong relationships that OOSH has with the Learning Centre. Although put on hold during the pandemic, the Centre is looking to recommence this activity by the end of 2020, or early in 2021.

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| | <ul style="list-style-type: none">• Senior children have the option of attending local excursions during term time to strengthen the bond that the centre has with the local community. In 2019 the centre's senior children went on excursions to two different OOSH centres, a local café, a local park as well as doing litter collection and book-drops around local streets.<ul style="list-style-type: none">○ Additionally, the service invites other local OOSH centres to conduct excursions to South Coogee OOSH during term time for sports game and activities, such as Maroubra Junction OOSH coming up to South Coogee for a netball match during 2019. Once again, Covid19 has restricted the ability for this to occur.• The Centre has, at the beginning of this year, invested in the documentation and communication platform Storypark to keep families informed of what is occurring at the service.<ul style="list-style-type: none">○ This has added to the already strong environment of open communication between families and centre staff through the platforms of phone calls, emails, meetings, written correspondence and informal chats.• Transparency for families in regard to Centre policies, procedures, the Service's philosophy and risk assessments remains a priority for the centre and as such this information is available to families at all times and any changes to them are communicated to families in a timely fashion by Jack or another senior staff member. |
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Quality Area 6:

Collaborative
Partnerships With
Families and
Communities

Goals and
Progress Notes
for 2020

Goal 6: To engage further with our community through the additional of community information and resources for our families (6.2.3)

The Issue – Whilst there are some community resources available for families we can extend this to include more local based resources and resources that families may need access to such as parenting, medical information and events in our local community.

Outcome/Goal – To create a folder and associated space that provides information to families and keeps families up to date on community events, parenting resources and other information that is relevant to families. Storypark will also be used to share community posts about community events and new resources.

How will we meet this outcome – Staff will be allocated to collect and collate resources within a folder. Visit different community locations to collect resources and chat with families to source information that can be useful to families. Create a space in the foyer that allows families to be able to easily access the new resources. Survey families to ascertain what resources would be most helpful. Allocate a staff member to rotate resources and ensure they are kept up to date.

Success – The Centre staff are collating resources for families regularly and staying up to date on current community information. Staff are using feedback from families and sharing resources as families need. Families are providing positive comments to staff about the resources shared and attending community events as publicised by the service.

Completion Date – During term 1 2020 the centre staff will collect a variety of resources and start to collate them into sections based on topics. Term 2 sees a folder created and updated with newer publications sourced. Term 2 has staff posting community and health information on Storypark for families. Review folder contents each term and reflect on other information that could be added and shared with families. This routine should be embedded in Centre practice by the end of Term 4, 2020

Progress Notes 2/3/2020 –

- Staff have identified that their ability to communicate information and resources to families regarding parenting and community activities was in several ways ineffective. As such the centre has purchased the documentation and communication software platform Storypark as they deem it a far more successful and efficient way to convey important information to the centre's families.

Progress Notes 2/5/2020 –

- A folder has been established along with holders for brochures and our current and new resources that we have safely accessed are displayed for families

Progress Notes 18/6/2020 –

- Due to the ongoing Covid19 pandemic, it is both unsafe and ill-advised for our staff to visit a range of community locations to collect resources and source information that can be useful to families. In lieu of this, our Centre has used Storypark far more extensively to communicate ideas, events and resources to families. With no end in sight for the pandemic, the Centre is continuing to explore different avenues on how best to provide families with a wide array of useful resources.

Progress Notes 20/8/2020 –

- With a mind to the change in operational requirements as a direct result of the ongoing Covid19 pandemic, the Centre has been exploring new ways to provide families with valuable resources. This has culminated in the Service's Assistant Coordinator Irina overhauling and updating the Centre's website. The updated website once complete will contain information on community events, as well as a wide array of OOSH-specific and non-OOSH specific parenting resources. Additionally, a space has been provided in the Centre's parent corner that contains a wide array of family resources. These resources are regularly maintained and updated.

Quality Area 7: Governance and Leadership

Quality Area 7: Standards and elements

Standard 7.1	Governance supports the operation of a quality service.	
Service philosophy and purpose	Element 7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations.
Management systems	Element 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Roles and responsibilities	Element 7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
Standard 7.2	Effective leadership build and promotes a positive organisational culture and professional learning community.	
Continuous improvement	Element 7.2.1	There is an effective self-assessment and quality improvement process in place.
Educational leadership	Element 7.2.2	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Development of professionals	Element 7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

Quality Area 7: Governance and Leadership

<p>Quality Area 7:</p> <p>Governance and Leadership</p> <p>Strengths</p> <p>Written by Jack Roach</p>	<ul style="list-style-type: none">• Senior staff members have attended a number of courses in the last 12 months with the vision of increasing the quality of our Service by acquiring additional knowledge and transferring this knowledge to the greater staff team.<ul style="list-style-type: none">○ The courses have included training on behaviour management, building a better QIP, leading and managing high performing teams and various webinars on accounts and compliance training. Additionally, all staff at the Centre received a seminar from Saurabh from 'We Belong Education' on social awareness and emotional intelligence in an OOSH setting. Despite the pandemic, educators have increased their professional development during 2020 through a wide array of webinars.• Each employee upon the commencement of their work at the Centre undergoes a full induction which includes receiving an information booklet, kitchen induction, induction for the Centre – both seniors and juniors' areas, a Staff Handbook, other useful handouts and child protection information. They are also provided with information on how to access all OOSH policies and procedures and the day-to-day operations of the service are explained to them. This information will be reinforced to them by senior staff including Jack, Irina and Jemma over the first few months of their employment.• The Centre practices well-maintained administrative procedures. This includes concise enrolment forms and enrolment processes, the processes for account management and financial management, children and staff attendance procedures and procedures for archiving records from previous years. All of these Centre records are stored appropriately and confidentially.• The Centre prides itself on the close-knit and cohesive nature of its staffing team and fantastic relationships these staff have with each other and the Centre families.<ul style="list-style-type: none">○ Additionally, the staff team has an ever-strengthening relationship with the wider South Coogee OOSH community, including the classroom teachers and principal, The Learning Centre that is attached to OOSH, the school P&C, local business' and other OOSH centre's in the Eastern Suburbs area.• The Centre throughout 2019 and into 2020 has created, established and refined a complex and effective system of staff mentoring. All new employees are assigned a mentor in the form of an experienced staff member from who they can learn and grow. Senior staff ensure that staff rosters are structured in such a way that mentors and mentees are placed in the same area as regularly as possible to allow for the most significant amount of information being transferred.<ul style="list-style-type: none">○ The mentors teach the mentees about several aspects of the service, including but not limited to; understanding and enacting the Centre's philosophy – which guides all aspects of Service operations, interactions with children, spatial and ratio requirements, procedures, policies and job roles, the centres physical environment, relationships with families and day-to-day service operations.○ The mentors report regularly to the centres Team Leader who delivers their review to the Director once per term. The system is then regularly analysed and re-structured to best suit needs of the centre and ensure there is as much staff-to-staff training as possible.
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- Staff appraisals for all permanent and casual staff members are conducted once every six months by Jack and Irina to facilitate effect self-assessment and quality improvement. During these appraisals staff performance and expectations are discussed and measurable goals are set to be achieved by the date of the next appraisal. These goals include but are not limited to, leading excursions and workshops, attending certain training courses, becoming more involved in the mentoring system or improving the quality or quantity of documentation provided. Dana for example, an experienced casual staff member at the Service, had the goal of ‘attending one professional development course on either the NQS or behaviour management’.
- Monthly whole-service staff meetings are conducted to ensure casual staff remain aware of their roles, are informed of any significant events or changes occurring at the centre and informal training can be offered to them in the form of quizzes, exercise and presentations.
 - Furthermore, the Centres senior staff meet fortnightly to unpack and reflect on the running of the service through which changes to practices are identified and enacted.
- The Daily ‘briefings’ are delivered to all staff before the ASC session each day to inform them of activities occurring that afternoon and any noteworthy information such as extra-curricular activities or authorised person collections.
- In their weekly senior staff meetings, Jack, Irina, Jemma and Nicole regularly discuss and reflect upon the centres’ policies and reconstruct them as necessary. There was a significant policy review in October 2019 and another major reflection on and review of the services’ policies is currently occurring.
- In early 2020 Jack initiated a philosophy review to examine and reconstruct the centre’s philosophy, to allow staff, children and parents a clearer picture of what the service stands for and what it is trying to achieve. All staff were given the chance to elaborate on what they believe should be in the philosophy and the senior staff team commenced writing this new philosophy in March 2020.
- Senior staff access Inclusion Support funding where needed to assist the service in caring for children with additional needs and required higher than normal educator ratios. Jack has designed “student summary profiles” (behaviour plans) to assist staff who care for these children, with these plans being based on information provided by families and professionals as well as information learned at professional development courses that Jack and other staff have attended such as ‘OOSH: Interpreting Children’s Challenging Behaviours, Strategies, Interventions and Responses; Speaking Their Language’.
- All staff are trained, formally or informally, in behaviour management techniques. Additionally, senior staff are educated to identify children and areas that are deemed to be higher risk and ensure active supervision in these areas is strong and meets the needs of all students involved. Additionally, the Services’ senior staff Jack, Irina, Jemma and Nicole assist children in identifying and examining their own risks.
- Through reflecting on Service practices as a team, the senior staff structure and hierarchy has been redesigned in 2019 to more adequately cater for the needs of the Centre. The Educational Leader, Nicole now has a more consistent focus on educational program and practice and provides a high level of pedagogy when discussing and teaching quality outcomes for children. Furthermore, Jemma’s Team Leader position, has been altered to ensure a greater emphasis is placed on the mentoring of all casual staff. Staff rosters throughout 2019 and into 2020 have been designed to promote these changes and allow them to operate as efficiently and positively as possible.

Quality Area 7:

Governance and Leadership

Strengths Developed Throughout 2020

Effective Quality Improvement Plan

At the start of Term One 2020 the Centre prioritised a Quality Improvement Plan related goal in order to allow for greater reflection and progress notes as well as more extensive educator and family involvement. The goal was as follows:

- *To have an effective Quality Improvement Plan that allows for a thorough approach to identified improvements and isn't limited by content. To have families understand our Quality Improvement Plan and contribute ideas at any time. To have more educator involvement to allow for a more holistic approach to quality improvement.*

With the recent reallocations of QIP areas, identification of Service strengths and educators working towards multiple QIP goals, the Centre now has an effective Quality Improvement Plan. This plan allows for a thorough approach to identified improvements, isn't limited by content and is now being used as a source of recognised improvements by the Centre throughout the year. The Service, through its use of parent feedback and it's documentation and communication platform – Storypark – has facilitated an environment where families understand the Centre's QIP and are able to contribute ideas at any time. With a significantly wider range of staff now understanding and actively involved in contributing to the Service's QIP, the Centre has created a more holistic approach to quality improvement.

With staff now comfortable adding progress notes to the QIP as achievements are made, as well as a new QIP layout leading to more thorough improvement, this goal is now considered to have been completed.

<p>Quality Area 7:</p> <p>Governance and Leadership</p> <p>Goals and Progress Notes for 2020</p>	<p>Goal 7: Establish an effective continuous improvement process supported by a Quality Improvement Plan (QIP) to guide service quality. (7.2.1) - completed.</p> <p>The Issue – Our service’s Quality Improvement Plan doesn’t allow for reflection, continuous improvement and progress notes and needs more extensive educator involvement</p> <p>Outcome/Goal– To have an effective Quality Improvement Plan that allows for a thorough approach to identified improvements and isn’t limited by content. To have families understand our Quality Improvement Plan and contribute ideas at any time. To have more educator involvement to allow for a more holistic approach to quality improvement. To create a ‘living’ document that guides quality.</p> <p>How will we meet this outcome – Develop a new layout that allows for thorough information and for collation of this information to occur. Share the draft QIP with senior staff for reflection on the process and the layout. Share the draft QIP with families and seek feedback. Allocate suitable educators to areas of the QIP. Educators meet monthly to reflect and share progress notes. Reflect on the QIP mid-year and then re-evaluate whether changes are required. Reflect again at the end of term 3 and amend the document as needed to ensure quality improvement is identified.</p> <p>Success – The QIP is being used as a source of improvements throughout the year and staff are comfortable making progress notes within the documentation as achievements are made. The new layout reflects the steps for improvement in more detail leading to a more thorough improvement which shows in new practices introduced.</p> <p>Completion Date – Redevelop new format for 2020 and will continue to review and improve format throughout 2020. Evaluate mid-2020. Evaluate for success October 2020.</p> <p>Progress Notes 2/3/20 -</p> <ul style="list-style-type: none"> • QIP areas have been re-allocated amongst both senior and casual staff and specific areas have been marked for Improvement: <ul style="list-style-type: none"> ○ QA1 has stayed with the Educational Leader Nicole and has new goals that are being worked towards. ○ QA2 has been given to the Assistant Coordinator Irina and the Team Leader Jemma, with no current goal set for the area. ○ QA3 has been given to the Team Leader Jemma, with a specific and measurable goal now in place for that area. ○ QA4 has stayed with the Director Jack and a new goal has been put in place for that Quality area. ○ QA5 has been given to Educator Jalen, and Assistant Coordinator Irina will act as her mentor for the foreseeable future. No new goal has been put in place for the area at this stage. ○ QA6 has stayed with the Director Jack and a new goal has been put in place for that Quality area. ○ QA7 has been given to Director Jack and a new goal has been put in place for that Quality area.
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- QIP Educators are now meeting once every 3 weeks to reflect on and discuss the QIP with specific reference to progress notes.
- A new QIP layout has been created which the Director is hopeful will enable more thorough and embedded improvement to occur and be carefully tracked.

Progress Notes 6/4/20 –

- Regular Quality Improvement Plan meetings are occurring and will continue to occur on an ongoing basis. The feedback from educators during these meetings is that the new QIP format/layout is working well as it is more concise and easier to follow. Additionally, it allows for significantly more relevant content to be contained within the QIP.
- The staff members assigned to Quality Improvement Plan areas that have current goals (Areas 1, 3, 4, 6 and 7) have commenced constructing their progress notes on how their specific goals are on the way to being achieved. These notes will continue to be added to by staff at regular intervals throughout the year.
- The Centre's Senior staff have recently commenced a restructure of the Service's Philosophy. It was the feeling of the staff group that the previous philosophy no longer represented the aspirations and strengths of the Centre as accurately as it could. As such, all Centre stakeholders (Staff, Children, Families, etc.) will be given the chance over the next month to contribute to the new philosophy. A final version of this collation of contributions will be moulded into a new Philosophy that the Service can feel more accurately represents the entirety of its populace.
- The Centre's Quality Improvement plan, and the framework for how to achieve this plan were discussed at length at the Parent Management Committee Annual General Meeting in early March. The Centre's Parent Management Committee are the representatives of the Centre's families and meet with the Centre Director 6-8 times per year to discuss matters of crucial importance to the operation of the Service. As chosen representatives of the Service's families, these committee members contributed to the QIP by examining and critiquing the completed work as well as suggesting additional ideas that may be enacted in the future.

Progress Notes 17/6/20 –

- To create more educator involvement and thus facilitate a more holistic approach to quality improvement, the Centre has once again re-adjusted its allocation of multiple QIP areas amongst staff. This re-allocation of QIP areas occurred at the Centre's June QIP meeting as was embraced by all staff involved, with the re-allocated areas being as follows:
 - QA1 has remained with Nicole, who now has the mentoring of Irina to support and guide her.
 - QA2 has been taken over by Jemma with Irina more of a monitoring, teaching and assisting role in relation to this area. Jemma is being assisted in QA2 by Area Leader Dana
 - QA3 has remained with Jemma, who now has the mentoring of Irina to assist and guide her whilst pursuing the relevant goal for that area. Jemma is being assisted in this area by casual educator Ruby who is the head of the Centre's 'Green Team'.

- The staff allocated to QA4, QA5, QA6 and QA7 have remained unchanged since the first set of progress notes, written on the 2nd of March 2020.
- The Centre has utilised its documentation and communication platform 'Storypark' to involve families in contributing to the Service's Quality Improvement plan. OOSH invited families to provide feedback on the QIP, specifically on any goals they have for the Centre. This was done to more thoroughly identify potential areas for improvement, and to embed improved practices and achieved goals in these specific areas.
- The Centre's newly re-constructed philosophy is now complete and has been added to the Service's Quality Improvement Plan. All Centre stakeholders had the opportunity to contribute to this document, and feel it more accurately represents the strengths and aspirations of the Centre.

Progress Notes 8/9/20 –

- With the recent reallocations of QIP areas, identification of Service strengths and the completion of multiple QIP goals, the Centre now has an effective Quality Improvement Plan. This plan allows for a thorough approach to identified improvements, isn't limited by content and is now being used as a source of recognized improvements by the Centre throughout the year.
- The Service, through its use of parent feedback and its documentation and communication platform – Storypark – has facilitated an environment where families understand the Centre's QIP and are able to contribute ideas at any time.
 - Similarly, educators have recently worked with the children to gain ideas and ensure QIP is representative of the children's voices, thoughts and views
- With a significantly wider range of staff now understanding and actively involved in contributing to the Service's QIP, the Centre has created a more holistic approach to quality improvement.

Progress Notes 28/9/20 -

- With staff now comfortable adding progress notes to the QIP as achievements are made, as well as a new QIP layout leading to more thorough improvement, this goal is now considered to have been completed by the Centre.
- Staff are working towards completing other areas and have reflected on their progress being transparent due to the QIP being easier to use.
- GOAL COMPLETED