### Service details

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<tr>
<th>Service name</th>
<th>Service approval number</th>
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<tr>
<td>Forbes Children’s Centre</td>
<td>1-JTDTOV</td>
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#### Primary contact at service

- **Director:** Roslyn Usher/ Kim Cook/ Cathy Hopkins
- **Assistant Director:** Natalie Lewandowski

#### Physical location of service

- **Street:** 80 Thomas Street
- **Suburb:** South Plympton
- **State/territory:** South Australia
- **Postcode:** 5038

#### Physical location contact details

- **Telephone:** 8293 9000
- **Fax:** 8351 0470
- **Email:** info.forbeschildrenscentre854@schools.sa.edu.au

#### Approved Provider

- **DECD**

#### Nominated Supervisor

- **Name:** Ros Usher
- **Telephone:** 8293 9000
- **Mobile:**
- **Fax:** 8351 0470
- **Email:** ros.usher920@schools.sa.edu.au

#### Postal address (if different to physical location of service)

- **Street:** as above
- **Suburb:**
- **State/territory:**
- **Postcode:**
Provide additional information about your service—parking, school holiday dates, pupil-free days etc.

We have limited off street parking available. The DECD preschool is open during SA school terms. The long day care component of the Centre runs for 50 weeks of the year. The Children’s Centre is usually closed for two weeks over the Christmas period i.e. the last working day before the 25th December including public holidays. Pupil free days are preapproved at least 6 weeks prior by the Centre governing council and take into account when the pupil free days at Forbes Primary School occur so that these are consistent for families across the sites.

How are the children grouped at your service?

Our Centre provides many services for children that utilise different grouping methods. The preschool and childcare services use age as a general organisation tool; however other criteria such as developmental maturity and parent opinion are given significant consideration when placing children in any of the rooms. As a guide our rooms are as follows (Nest 0-2 years of age, Reeds 2-3.5 years of age, River 3.5 years of age). The River room provides an integrated DECD preschool and long day care service. For 2015 the preschool will be working with longer hours from 8:00-4:00 to cater for the universal access funding of 15 hours of preschool for children who are in their eligible year.

Statement of Principles

The staff children and families have developed a statement of principles for our Centre as follows:

CHILDREN
We believe:
Each child is unique, has great potential, is competent, capable and an active participant in the organisation of their identity, ability and sense of autonomy
We aim to:
  • Advocate in the best interest of each individual child.
  • Provide safe, secure and trusting relationships through primary caregiving that fosters wellbeing and active involvement in the learning environment.
  • Support the health of every child and their family through the provision of services, programs and educational opportunities.

FAMILIES
We believe:
In a partnership approach where families are considered every child’s first educator and the diversity of each family including culture, family structure, lifestyle, language,
beliefs and kinship systems is valued.
We aim to:
• Engage in a partnership by listening to, supporting and learning from families in order to acknowledge and build upon their strengths, competencies and abilities in their role to nurture children.
• Create opportunities for family involvement and participation in the Centre.
• Maintain confidentiality and respect the right of the family to privacy.

COMMUNITY
We believe:
In building community capacity to enhance health and wellbeing outcomes for children and families
We aim to:
• Gain knowledge about our community using varied data collection methods in order to provide relevant access or pathways to a wide range of high quality services, programs, events and experiences that support families in their parenting journey.
• Build relationships with and between families to develop a sense of belonging and connectedness to the Centre and community.
• Facilitate opportunities for parents and families to share their strengths, skills and talents within the Centre and community.
• Create partnerships with families and community, empowering them to engage with decision making processes within the Centre.
• Be an active community service and information hub for families by promoting, networking or partnering with other agencies and services within the community.
• Provide an environment in the Centre that reflects and respects our community.

COLLEAGUES
We believe:
In collaborative partnerships with colleagues to generate a Centre culture of continual reflection and renewal of high quality practices in care, learning, health, community and social services
We aim to:
• Share knowledge, build on strengths, be solution orientated and reflective in our everyday practices.
• Provide opportunities for professional development that foster shared understandings and continuous development of best practices.
• Be open and honest in our communication and have regular opportunities to be involved in shared decision making.
• Work collaboratively in order to provide holistic seamless services for families and children from birth to eight years of age.

CURRICULUM
We believe:
Curriculum development is a continually evolving reflective process based on current research and the voices of children and families in our community.
We aim to:
• Acknowledge the quality of relationships between children and educators as fundamental to the quality of the learning environment.
• Provide a play based curriculum and honour play as both a process and context for learning.
• Provide opportunities for each individual child to develop holistically through intentional teaching and spontaneous learning experiences.
• Use contemporary theorists and a Reggio Philosophy to shape our understanding, practices and curriculum.
• Develop shared planning and assessment practices that engage families in their child’s learning journey.
• Provide a curriculum that is inclusive and believe in all children’s ability to succeed.
Quality Improvement Plan Overview

As we enter 2016, our Quality Improvement Plan continues to focus on three areas for improvement:

**Wellbeing**
- 32 of 46 staff were trained in the Marte Meo approach to working with children and families this year. Marte Meo provides a strength based framework for working with children that supports both wellbeing and development of the child. It is a core program for Children’s Centres as all children, particularly vulnerable children, benefit greatly from this approach. Our Family Services Coordinator already works with parents utilizing this approach. The use of Marte Meo across the site has given staff a common language and theoretical framework to reference when working together to support children. This is a significant achievement in a large Centre and is helping professionals with varying backgrounds work with a shared view of the child and a coordinated approach. Feedback from staff has indicated that having a common framework that is very practical in its approach has benefited their wellbeing. Relief staff have also commented that the consistency of language and approach enables them to ‘fit in’ and work more effectively. Providing training opportunities for remaining professionals working within the Centre is a goal for the future.
- Our childcare and Preschool service will also be focusing on a concept called Play Spaces this year, both as a response to feedback from the parent opinion survey and to further build on Marte Meo practice. Play Spaces is a method that is used at drop-off and pick-up times to ensure that educators are in a predictable space for children and parents and provides a structure to support the flow of information sharing. The methodology of Play Spaces focuses on connection, supporting children and parents at these emotionally charged times of the day. The aim of introducing this project is to better ensure parents are receiving information about their child’s learning and wellbeing. A supported daily transition into the Centre on arrival also better enables children to engage with their learning environment.

**Cultural Competence**
- Our practice in cultural competence continues to be a focus with many varied projects continuing across the Centre and continued professional development. A strong relationship has developed slowly over time with a grandparent who identifies as Aboriginal. She now spends time in a regular but flexible role with educators, both planning and supporting learning experiences for children. The relationship with staff has been particularly valuable, giving opportunity for frequent informal conversations that have given staff different insights and perspectives in thinking about the experiences of children and families who identify as being Aboriginal within our community. We have deeply valued this opportunity and will continue investing in this connection.
- Another project worthy of noting is the continuing completion of a mosaic pathway that will connect the Centre and Primary school as a shared site. Our Community Development Coordinator has been working with parents from varying cultural backgrounds to create mosaic tiles that depict the word ‘welcome’ in the home language of various families. All parents and staff have been involved in the artistic process of creating the tiles under the guidance of a community member that is familiar with this artistic process. We hope to
have the tiles completed and laid by the end of 2017.

Literacy and Numeracy Outcomes

- Consistent with the priorities of the Partnership that our Centre belongs to (Marion Inland), Forbes Children’s Centre continues to focus on the use of recently developed Literacy and Numeracy Indicators. In 2014, the Preschool staff team (an integrated team consisting of educators employed by both DECD and the Governing Council) worked through the new Literacy and Numeracy indicators. Processes were used that enabled staff to engage in reflective discussion for shared understandings about what these indicators look like in practice.

In 2015, curriculum outcomes were mapped against the indicators to explore the breadth of experiences that educators were offering children within the learning spaces. Results of this work indicated that staff were more comfortable and readily able to identify the moments of learning with a literacy content than numeracy content. Future directions for 2016 will therefore focus on providing further professional development with a numeracy focus.

Curriculum reporting processes have also been reviewed this year with specific regard to literacy and numeracy. During 2016, the Preschool staff team shall be focused on providing information that demonstrates comparative growth in writing statements of learning with specific regard to the literacy and numeracy indicators. Planning as to how the team would approach this was completed during our annual whole site planning day for educators.

The following details the Quality Improvement Plan in detail against each of the required Quality Areas as assessed by ACECQA (Australian Children’s Education and Care Quality Authority)

Quality Area 1: Educational Program and Practice

Strengths:

- Inclusion of children with special needs including regular NEP (Negotiated Education Plans) which are based on a partnership approach with families and agencies towards developing common goals for individuals.
- Student Review meetings for all children accessing Forbes in conjunction with Develop OT
- Responsive educators developing secure attachments (trained in circle of security, Marte Meo techniques, SMART and attachment theory)
- Utilising EYLF and RR&R ensuring our curriculum is inclusive, play based, builds on children’s interests and provides a balance of intentional teaching in addition to spontaneous learning experiences
- Utilising quality assessment practices to inform curriculum development (learning stories)
- Displays of learning documented / displayed in a respectful way for families to appreciate their child’s learning
- Educational programs throughout the Centre that are informed by the AEDC data. The Centre is in this regard looking at preventative rather than restorative practices in regards to children’s development holistically. Education and care meet at the beginning of every year to look at DATA sets, analyse and reflect on practices and plan for the new year.
- Routines that are child focussed, home-like and predictable but flexible to meet children’s needs
- Utilising Reggio as our influence to guide and shape our practices supporting children to express their understandings through artistic mediums
(process driven not product orientated)

- Children have opportunities to make choices in their environment based on intrinsic motivations and have time to revisit these experiences over time
- Educators being given consistent time off the floor to plan for each individual and the group
- Staff meetings that are training opportunities for all educators to be together (e.g. loose parts play, cultural competence)

### Improvement Plan

<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>Goals</th>
<th>Pathways for further development/ action required</th>
<th>Target date:</th>
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| 1.1.1            | Continue to increase capacity of staff regarding cultural competence | • Complete mosaic pathway.  
• Continue to increase knowledge and provide opportunity for reflection upon practice in regards to cultural competence. This includes a specific focus on supporting health wellbeing education and sense of belonging for Aboriginal families. | Ongoing throughout the year - reflections each term on progress | Familiarisation with the literacy and numeracy indicators last year in addition to curriculum mapping has resulted in an identified need for staff to further their skills in incorporating numeracy within the curriculum.  
• Many children have completed mosaic stepping stones depicting the word ‘welcome’ in their home language. The path is to be completed by the end of 2016.  
• Janette is an Aboriginal Elder and grandparent of a child at the Centre. Janette is supporting the River room with curriculum development, learning experiences and sharing stories with staff that support deeper awareness of Aboriginal Culture. |
| 1.1.3            | Increase literacy and numeracy outcomes for all children | • Improve curriculum initiatives that support children’s developing understanding of literacy and numeracy. Work with the Partnership to further the work of educators undertaken last year in regard to the new literacy and numeracy indicators.  
• Familiarisation with the preschool literacy and numeracy indicators to enhance educators | Ongoing throughout 2016 with termly reflections on how this is progressing | Last year curriculum mapping undertaken by the staff team indicated that for our preschool the next step for the team is in strengthening learning opportunities with a numeracy focus. This work shall be undertaken with the Partnership.  
• |
### Quality Area 2: Children’s Health and Safety

**Strengths:**
- Flexible child initiated routines are established in consultation with families
- Regular provision of nutritious (as per the get up and grow guidelines) and varied meals (including halal and vegan options) that have a cultural influence. Meal times are unhurried, flexible and support children with independent skills of serving, making their own choices and helping to pack up afterwards. Meal times are set up to be inviting by table cloths and real plates/bowls.
- Motor to the Max (a fundamental movement program for 3 ½ to 5 year olds) is implemented in partnership with University of South Australia.
- We utilise the outdoor school learning environments for extended gross motor experiences and to familiarise children who will possibly transition to Forbes.
- Supports in place through develop OT to assess environments and support educators knowledge around development of the whole child.
- Extended access to outdoor play and an understanding of its importance. Indoor and outdoor opportunities daily provide children with the option of choosing where to play.
- A whole site approach to nature play and loose part play.

### Quality Area 3: Physical Environment

**Strengths:**
- Beautiful architecturally designed building which provides large spaces and natural light.
- Indoor equipment made from natural materials and of high quality/child sized and arranged to facilitate choice. Areas set up to allow for varied...
learning opportunities.
• Natural materials being offered in both indoor and outdoor play spaces
• Generous budgets to purchase new equipment throughout each year
• Opportunities for children to engage with natural play spaces and sustainable practices (herb garden, worm farm, recycling program)
• Physical environments are inclusive of all children and have been assessed / adjusted to support children with varying physical abilities.
• Visits to other sites to see how environments are set up and to gain new perspectives from other professionals

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| 3.2.1            | Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments | • Redevelop outdoor learning spaces to provide opportunities for big movements, risk taking, loose parts play and nature play  
• Develop a more welcoming, inclusive and child friendly entrance to the centre. | Currently being tendered (Term 1 2016) | • Consultation with educators and training around nature play to redevelop the outdoor learning environments. Previous consultation with children and families used to start the planning process.  
• A team has formed to implement this project. They shall engage with staff and the wider community to plan and implement changes that provide a more welcoming and informative entrance to the centre |

Quality Area 4: Staffing arrangements
Strengths:
• Safe and predictable environments that encourage active engagement  
• We maintain lower ratios and consistent well qualified staff within all the rooms  
• A primary caregiving model is utilised in all rooms based on the circle of security and attachment theory  
• Feedback sessions are conducted for each staff member every term to reflect on individual practice in addition to contributions towards a whole Centre/integrated approach  
• Professional development opportunities are offered frequently to staff  
• Strong staffing team, consistent and committed to developing strong partnerships with families to provide ongoing feedback about each child’s day, planning and development.  
• Sound team work and an environment that fosters reflection, discussion and debate with a solution orientated perspective  
• Release time off the floor for QIP projects, NEP’s, ILP’s, portfolios and attendance to team leaders and room meetings  
• Staff are actively involved in the development of the statement of principles in partnership with families

Quality Area 5: Relationships with Children
Strengths:
- Sensitive and responsive educators who sit and engage in children’s play
- Unhurried routines including meal times and nappy/toileting time
- Primary caregiving which means each child has a key worker who knows their interests, strengths and the child has a safe base to explore and return to
- Educators across the Centre have undertaken training in circle of security and attachment theory. Core programs that all educators undertake are Marte Meo, COS and SMART training.
- As a professional learning community our staff are familiar with the foundational principles of EYLF particularly in regard to the relationship between children’s wellbeing and learning.
- Utilising RRR scales in regards to wellbeing and engagement levels
- NEP’s conducted in partnerships with families and agencies on a regular basis
- Student Review Team meetings occur each term in partnership with Develop OT to support educators knowledge and referral pathways for children
- Staffed under ratio to allow for small group interactions (1:3 Nest, 1:5 Reeds, 1:8 River)

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| 5.1.2            | Staff engage with children in a way that creates secure relationships and optimizes learning. | • Provided opportunities to strengthen knowledge and practise in Marte Meo, SMART and circle of security for all educators not yet trained.  
• Work towards developing a site practice referred to as Playspaces. This is a specific approach to drop off that sets the child up well emotionally for engagement throughout their session in the educational environment. It builds upon the practices of Marte Meo (Children Centre required framework) | 32 out of 46 educators are trained in Marte Meo and Circle of Security.  
Some educators have attended a small amount of training in Playspaces.  
Some theoretical concepts around playspaces were presented and discussed at Leadership Planning Day.  
Contact has been made with a possible trainer for the whole staff team in playspaces. |
Quality Area 6: Collaborative Partnerships with Families and Community

Strengths:

- Families are viewed as the child’s first educator and the ‘expert’ in understanding their child as an individual
- Partnerships with families are recognised as vital in providing a responsive and engaging learning environment
- A large number of community based programs are offered at our Centre. We also connected with a large number of community services.
- Minimum of 2 parent visits into the Centre before starting childcare/preschool programs. Families can have as many visits as they require before starting and we also offer ½ days to start so that staff can connect with children and families at more depth prior to commencement. The crèche has a set of processes to support children’s and parents transition in the centre.
- The Centre offers frequent tours for families, communities’ members and visiting professionals.
- Information sharing occurs through, informal conversation, individual learning plans, learning portfolios, welcome and transition packs, newsletters and room diaries.
- Parent handbook has been amended to include updated policies and procedures, recommended immunisation schedule, governance structures, student and volunteer information and single intake information in regard to preschool.
- The policy folder is easy to access and families are informed of new policies. These are also available on the DECD website for easy access.
- Committees, numerous community based programs, working bees, and volunteering opportunities.
- Regular Centre newsletters including administration component, CDC term planner and recipes from the kitchen. Each room does a newsletter about their room twice a term.
- Ongoing professional development for educators is provided focused on the importance of connecting with families and community.

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<td>Quality Area 7: Leadership and Service Management</td>
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<td><strong>Strengths:</strong></td>
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<td>• Clear improvement priorities, provision of opportunities for shared leadership and celebration of achievement support a positive and focused work culture.</td>
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<td>• Team meetings, team leaders meetings, staff meetings, and leadership meetings ensure regular opportunities for reflective practice, dialogue and monitoring of achievements against identified priorities.</td>
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<td>• Staff meetings consistently focus on pedagogy and provide opportunity for shared reflective dialogue as a professional learning community.</td>
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<td>• Professional development opportunities being provided regularly for staff based on feedback sessions and identified site priorities. Staff empowered to drive their own professional learning pathways.</td>
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<td>• Consistency of educators- primary caregiving in all rooms</td>
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<td>• Individual feedback session each term with individual staff members</td>
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<td>• Statement of principles was developed in partnership with families, children and staff and then shared with the governing council and partnerships group.</td>
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<td>• Induction of new staff, students and volunteers including an information handbook, tour of the site and introduction to all staff</td>
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