### 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: kim.cook795@schools.sa.edu.au

#### Approved Provider
DECD

#### Nominated Supervisor
Name: Kim Cook  
Telephone: 8293 9000  
Mobile:  
Fax: 8351 0470  
Email: kim.cook795@schools.sa.edu.au

#### Postal address (if different to physical location of service)
Street: as above  
Suburb:  
State/territory:  
Postcode:
Operating hours

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<tr>
<th></th>
<th>Monday</th>
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<tr>
<td>Opening time</td>
<td>7.00</td>
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<td>Closing time</td>
<td>18.00</td>
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<td>18.00</td>
<td>11.30</td>
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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

The following provides a summary overview in regard to the quality improvement of our teaching and learning programs during 2014 as well as future directions for 2015.

Achievements:

**Increased Literacy Outcomes for all**
- A number of educators and leadership staff have completed training in regard to Marte Meo (a method of interacting with children that supports their social and emotional development in addition to language skills). Many social workers and speech pathologists are trained in this approach. This is also a core program for Children’s Centres.
- Forbes Children’s Centre was part of the DECD trial for the Literacy and Numeracy indicators for Preschool. The indicators formed part of the preschool closure day to unpack the indicators, how they linked with the Early Year Learning Framework and how they would be utilised in 2015 when they are introduced.
- Educators in the river room attended training in the bookmaking approach with children. Bookmaking for children in the River room was introduced with children engaging with this approach to write their own books. Educators observed a dramatic change in the length of engagement including: concentration, creativity, satisfaction, ability to articulate their book and persistence which are all indicators of engagement. (Respect, Reflect, Relate document)

**Developing Cultural Competence**
- Educators across the site have been working on cultural competence plans from initial planning day in January 2014. Highlights of 2014 included introducing persona dolls to the rooms with families taking these home, purchasing more multicultural resources, updating literacy and numeracy packs to include books, images and puzzles that are reflective of our community and celebrating cultural festivals of our families.
- On the planning day in January 2015 educators engaged with cultural competence videos from Early Childhood Association and devised a focus for their training and development in 2015.

**Partnerships with Parents**
- A working group was developed which focused on transitions across the site. Parents provided pivotal insight into transitions for their child and what they needed as the child’s first educator to support the transitions. The Governing Council also indicated that working parties is something that they would like to move forward with in 2015.
- The whole site survey was utilised to gain an understanding of the areas of strengths for our site as well as areas that need further focus. This data is used at both planning days (leadership and education and care) to form part of the QIP.
**Transition**

- As part of the Marion Inland Partnership group a focus of planning for 2014 and 2015 is transitions. An educator of Forbes is and will continue to be part of the developing guidelines of best practice for transitions from preschool to school.
- Transitions meetings were held across the year to develop practises to support children and families wellbeing when transitioning into the centre and through the centre. Input from the working parties (families and educators) and evaluation from families was used to continually evaluate the processes and to support changes when they were required.

Planning for the annual review of the Quality Improvement Plan included a review of community profiling data (including our local AEDC data) and a comprehensive internal audit. A Centre closure day was held to support whole staff planning for 2015. Key directions resulting from this planning include:

**Future Directions**

- Our Centre needs a sustainability strategy in order to meet the National Quality Standards. We have recently joined Green Steps, a program designed to support Centres in developing and implementing sustainable practices.
- Continuing to utilise videotaping across the site as a reflective tool (RRR and Marte Meo)
- Embedding cultural competence more deeply within our practice remains a priority. Some projects have been identified in the 2015 whole site planning day including more training around Aboriginal history especially before colonisation and general cultural competence, in addition to processes to support continued focus throughout all planning and reflective assessment practices.
- Key staff (both educators and leadership) have committed to engaging with the Reimagining Childhood Project. This project is part of the Every Chance for Every Child strategy and supports centres to explore the inspiration of Reggio Emilia education principles within the South Australian context. Educators will continue the reading group as an opportunity to have dialogue and to reflect on ones practices and pedagogies.
- Working as a site on the partnership priorities of transitions, wellbeing and literacy and numeracy with one staff member being an active member of this group.

**The following provides a summary overview of the primary directions for our health, social and community programs during 2014:**

The Forbes Leadership Team had several changes throughout the year with staff leaving or returning from maternity leave. The Leadership team oversees the general operation of the Centre and ensures the community is offered a wide range of appropriate courses, programs, workshops and services. The team had a strong focus on developing and reviewing procedures for a number of systems including: Centre Inductions; Crèche; Standardised whole site registration; Criteria for new community group programs and proposals; DCSI clearances; Whole site healthy eating; Fair room use and hire; and Program quality monitoring. The Leadership Group tackled many challenging and thought provoking topics throughout the year at fortnightly meetings and celebrated our hard work and achievements with a special lunch at the end of the year.

A focus for Forbes Children’s Centre continues to be engaging with the Aboriginal Community. Forbes Primary School and Children’s Centre worked together to offer the Aboriginal targeted group “Starting out right” a few times during the year. Unfortunately not enough families who initially committed to attend could make it and so the group was cancelled each time.

Our close relationship with the staff at Ninko Kurtangga Patpangga, a Southern Domestic Violence Aboriginal Women’s Shelter, means that families supported by the service continue to be regular visitors to the Centre. The collaborative approach to working with families experiencing crises highlights the
The essential role of the Children’s Centre in supporting both families in crisis and those who require ongoing assistance once they have begun to recover from crisis. Sorry Day and Reconciliation Week were highlighted by a whole centre approach to community education and building positive relationships within our centre and the broader community. The centre also offered a CaFHs Aboriginal Drop-in Clinic where a CaFHs nurse and an Aboriginal cultural consultant came on-site for one morning a week to offer immunisation and child health checks.

**Regular programs:** Saturday Playgroup, the Multicultural Women’s Group (supported by CaFHS); Family by Family; Novita Children’s Services Playgroup (Novita partnership) and Dad Factor (Anglicare partnership) all saw an increase in numbers through the year. No cost parenting groups ‘Circle of Security’ and ‘Bringing Up Great Kids’ were offered at the centre each term by the Family Services Coordinator. Each group was at capacity with free crèche offered for children. Let’s Read packs for children of different ages continued to be given to families to encourage reading to their children. Learning Together at Home continued to support child development in the home and staff now attend each Leadership meeting. Regular speakers and learning activities were planned by the women of the Multicultural Women’s Group including a Centrelink info session, regular cooking and cake decorating. Sugar and Spice Music and Dance sessions for young children were offered weekly for children supported by the Community Development budget. The group reached capacity and was considering a waiting list, however the facilitator decided to retire and a new facilitator is needed to restart a similar group in 2015.

**Once off workshops, activities and programs:** First Aid courses for parents were held approximately every 3 months and were well attended, especially by new parents and grandparents. Harmony Day was celebrated as a whole site with children making kites and then flying them out on the school oval with parents and staff.

Building capacity in the community: A Toddler Playgroup and Baby Playgroup are examples of parents initiating an idea to meet the needs of the community. Our Volunteer Program supports a number of dedicated community members and parents wishing to give back to their community. Administrative, Community Development and child orientated volunteers add value to our centre as well as increase their own skills and confidence in their respective roles. Some volunteers have moved into paid work in the community after gaining further experience at the Centre, and 3 volunteers who have been at our centre for over a year have been employed in a part time capacity by the centre. Volunteers and crèche workers were also encouraged and supported in their decision to undertake tertiary study to increase their knowledge and skills. Our volunteers are regularly acknowledged and appreciated for their contribution, but as an additional show of our appreciation each volunteer was given a thank you gift at a dedicated morning tea.

**Government Partnerships:** HealthSA continue to run the highly successful My Time group for parents of children with a disability, developmental delay or Chronic illness. The CDC budget supports a crèche worker for the group. My Time funding nationally is under threat so the future of the group is in doubt beyond Term 1 2015. HealthSA also provides ongoing groups such as the Early Parenting Group (EPG), which then in turn feed the coffee and chat groups as the parents continue to meet. Families SA continues to refer and connect parents through sibling or parent access visits. The Office of Recreation and Sport supported the Premier’s ‘be active’ Challenge to run for 10 weeks with over 25 children participating and gaining their Bronze Medal with their parent, or staff supporting a small group of children attending pre-school. New Partnerships were developed with Child and Youth Health with offering a Child and Family Health Service Aboriginal Drop-in Clinic once a week and Little Big Book Club who now offer their children’s reading packs to families.
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 s for all educators to be together (e.g. loose parts play, cultural competence)

Improvement Plan

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<tr>
<th>Standard/Element</th>
<th>Goals</th>
<th>Pathways for further development/ action required</th>
<th>Target date:</th>
<th>Progress/ status</th>
<th>Alignment with the Outcomes Framework</th>
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| 1.1.1            | Strengthen children’s wellbeing, identity and sense of belonging | • Regular Focus on curriculum decision making every month and how this contributes to the goal  
• Provided opportunities to strengthen knowledge and practise in Marte Meo, SMART and circle of security for all educators not yet trained.  
• Attendance at Partnership in wellbeing and transitions  
• Develop educators | Ongoing throughout the year – reflections each term on progress  
Blue book milestones rolled out | Term 1- Sally has worked with educators on Marte Meo approach utilising videotaping to support children. 2 educators have commenced 6 day training in Marte Meo approach with 3 more educators attending in term 2. Circle of security offered to families and staff in term.  
Blue book used with ILP’s with families to open up referral pathways and conversations. Focus on 18 month check-up with CAFHS  
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. | 1. Children have optimal health and development  
2. Communities are child and family friendly |
| Quality Area 2: Children’s Health and Safety | by end of term 1 2015 | Term 2- staff meeting with ARMSU to explore Aboriginal culture with all educators. A site focus on reconciliation and working with families, educators and children to understand what this means to us and to deepen our understanding and pedagogical practices. 
Sally to work with families offering 2 sessions on Marte Meo approach – introduction and school readiness using Marte Meo approach 
Bringing up great Kids offered to families in Term 2. 
OT and speech therapist to commence at the site in term 2 with a focus on 0-3 and building capacity of children, families and staff 
Outdoor plans put out for consultation to capture children, family, educator and community voice. 
18 month reminder letters went out to remind families about the importance of check up with CAFHS 
Term 3- parent teacher interviews occurred with a focus on learning dispositions and the blue book milestones. 
SMART training offered to the whole staffing time over 2 staff meetings to support educators understanding of trauma and the impact on development. Educators also accessed circle of security training which supports primary caregiving and building strong and secure attachments. 
Transition subcommittee focused on the preschool to school rubric and principles. Teachers across both Forbes CC and School will work together in term 4 to provide a playgroup to support children’s transitions to school next year. The playgroup will focus on play based learning and building relationships with their teachers whilst being supported by teachers from Forbes CC and their parents. Long term this will provide opportunities for teachers across both sites to develop strong partnerships and continuity of learning (EYLF) 
Final copies of the outdoor plans are ready to start the time lines for redevelopment in the Christmas closure period. |
| understanding of cultural competence & improve their ability to implement this within the curriculum 
- Implement RRR to assess children’s wellbeing 
- Utilise CAFHS blue book at SRT meetings, in conjunction with AAM (all about Me) and in general conversations with families 
- Redevelop outdoor learning spaces to provide opportunities for big movements, risk taking, loose parts play and nature play. | 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 with table cloths and real plates/bowls.
- Motor to the Max (a fundamental movement program for 3½ 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.

### 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 | Increase literacy and numeracy outcomes for all children | - Familiarisation with the preschool literacy and numeracy indicators to enhance educators knowledge across the year  
- Active participation at Partnerships – literacy and numeracy strand  
- Connect and plan with the whole site around the AEDC vulnerabilities in regards to communication skills and social competence - What does this mean as a site?  
- Access training in literacy and numeracy  
- Implement Let’s read program  
- Literacy and numeracy | Ongoing throughout the year with termly reflections on how this is progressing | Term 1- Preschool teachers utilised the L&N indicators in the statement of learning for term 1.  
Literacy and numeracy packs continue to be promoted and developed with focus on sustainability and connections with the current curriculum  
Term 2- Joint whole site preschool closure days with partnerships to familiarise with the L&N indicators. A particular focus for term 3 will be about making the learning visible for educators and families on the L&N wall.  
OT and Speech therapist to commence in term 2- with the idea of planning groups around AEDC data sets (language and social skills) | 1. Children have optimal health and development  
2. Communities are child and family friendly |
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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<th>Quality Area 7: Leadership and Service Management</th>
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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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