



## Quality Improvement Plan

### Vision

Gabmididi Manoo Children and Family Centre has a strong focus in supporting Aboriginal families with young children to provide the best possible start in life. It supports children and families to achieve the best possible learning, health and wellbeing outcomes in a universal setting with targeted responses for families who may require additional support.

### Values

Respect  
Trust  
Communication  
Honesty  
Nurture

### Aims

Children have optimal health, learning and development.  
Parents provide strong foundations for their children's healthy development and wellbeing.  
Communities are child and family friendly.  
Aboriginal children are safe, healthy, culturally strong and confident.



Gabmididi Manoo  
Children and  
Family Centre



Government  
of South Australia

## Quality Improvement Plan

### Literacy

For all children to have the opportunity to increase their vocabulary and encourage pre-writing skills through dramatic play.

All children to be screened using the Phonological Awareness Skill Mapping Tool and data collated to inform planning at the site and child level.

### Numeracy

To increase our parents/caregivers understanding of numeracy and demonstrate ways in which they can help their child learn about numeracy through play.

### Attendance

Raise attendance rate of preschool children to 90% or higher by the end of 2014.

Decrease the number of unexplained absences to less than 5%.

## Quality Improvement Plan

STANDARD / ELEMENT	WHAT OUTCOMES OR GOAL DO WE SEEK?	PRIORITY (L/M/H)	HOW WILL WE GET THIS OUTCOME?	SUCCESS MEASURE	BY WHEN?
1.1.4	That we exchange information about our educational program to ALL families in a meaningful way	H	<ul style="list-style-type: none"> <li>• Display the weekly program in a place that encourages the families to read it and make comments</li> <li>• Photocopy the weekly program and place it in the children's information pockets</li> <li>• Increase the amount of information we send home</li> <li>• Hold an End of Term celebration where parents are encouraged to attend and celebrate what their children have learnt each term</li> <li>• Encourage families to join our Facebook Page and make comments when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• 100% of our parents agree or strongly agree that they receive helpful information about their child's progress and achievement</li> <li>• 100% of our parents agree or strongly agree that they are satisfied with the learning programs offered at their child's preschool</li> <li>• 100% of our parents agree or strongly agree that their child's teacher clearly informs them about the learning program</li> </ul>	Term 4, 2014

## Quality Improvement Plan

			<ul style="list-style-type: none"> <li>Investigate the Centre purchasing an iPhone so the educators can take photos of the children and send them immediately to their parents, celebrating their successes</li> </ul>		
1.2.3	That children's comments about their experiences of the program are recorded and considered as part of the evaluation process	H	<ul style="list-style-type: none"> <li>Centre to purchase the 'Talking and Thinking Floorbooks' book written by Claire Warden</li> <li>Staff to gain an understanding of the importance of consulting children when planning</li> <li>Wednesday mat time to be set aside to trial some of the ideas put forward by Claire Warden</li> </ul>	Talking and Thinking Floorbooks are being implemented	Term 3, 2014
2.1.2	A physical space set up and made available for children to engage in rest and quiet experiences	H	<ul style="list-style-type: none"> <li>Purchase resources such as bean bags, pillows, blankets, relaxation music, yoga</li> </ul>	Assessors and/or Director will observe the Mat Room set up so children can engage in rest and quiet	

## Quality Improvement Plan

	Educators providing a range of restful experiences for children		<p>dvd to place in mat room</p> <ul style="list-style-type: none"> <li>Educators program in their weekly program a range of restful experiences</li> </ul>	<p>experiences</p> <p>Restful experiences are planned for and are evident on the weekly program</p>	
2.1.3	Nappy-changing, toileting procedures and correct hand-washing procedures are displayed in all relevant areas of the service, such as bathrooms, nappy change areas and food preparation areas	H	<ul style="list-style-type: none"> <li>Ring other services and ask for copies of their procedures</li> <li>Look at these procedures during staff meeting</li> <li>Collaboratively as a staff team write up a nappy-changing, toileting and hand-washing procedure</li> <li>Display the procedures in all relevant areas</li> </ul>	All staff, children and parents are aware of our nappy changing, toileting and hand-washing procedures and they are displayed in all relevant areas	
2.1.3	To actively support children to learn hygiene practices (including dental hygiene and ear care)	H	<ul style="list-style-type: none"> <li>Work with the Aboriginal Health Promotion Officer to deliver age appropriate information to the children about dental hygiene and ear care</li> <li>Create a display in the</li> </ul>	<p>Children are able to actively participate in the hygiene practices they have learnt</p> <p>Parents are aware of the importance of supporting their children to brush their</p>	

## Quality Improvement Plan

			<p>foyer to inform the parents about what the children are learning in regards to dental hygiene and ear care</p> <ul style="list-style-type: none"> <li>• Send information home to parents and invite parents in to listen to sessions around dental hygiene and ear care</li> <li>• Establish routines in the preschool to encourage children to practice the hygiene practices they have learnt i.e. Brushing Teeth, Tissue Rap</li> </ul>	<p>teeth</p> <p>Educators are supporting children to learn and participate in hygiene practices</p>	
3.3.1	Sustainable practices are embedded in service operations	H	<ul style="list-style-type: none"> <li>• Implementation of recommendations provided through Sustainable Directions 'Small Green Step'</li> </ul>	Reduction in the production of daily waste – due to an increase in appropriate recycling techniques used by staff and the children	Term 4, 2014
3.3.2	To develop and implement strategies that support our children to be environmentally responsible and to show	H	<ul style="list-style-type: none"> <li>• Implementation of recommendations provided through Sustainable Directions 'Small Green Step'</li> </ul>	Spaces are evident that promote the development of life skills, such as growing and preparing food, waste reduction and	Term 4, 2014

## Quality Improvement Plan

	respect for the environment			recycling	
5.2.2	<p>Planned experiences that support children to develop and practise the skills required to participate in group experiences</p> <p>Children able to express their feelings and responses to their own and others' behaviours confidently and constructively</p>	H	<ul style="list-style-type: none"> <li>• Educators to plan a weekly intentional learning experience that is teacher led and supports children to develop and practise the skills that are required to participate in group experiences i.e. sharing, asking to join in, conflict resolution</li> <li>• Educators to use resources such as 'The Bear Cards', 'Strength Cards for Kids' and 'Stones have feelings to' to help the children understand the different feelings and then be able to express them and respond to their own and others behaviours confidently and constructively</li> </ul>	<p>Data collated from the Relationships Scale (Reflect, Respect, Relate) shows that the educators are supporting the children to:</p> <ul style="list-style-type: none"> <li>• Have access to models and help for peaceful resolution of conflicts</li> <li>• Extend and elaborate their social bids</li> <li>• Be guided by suggestions of what to do rather than what not to do</li> <li>• Have their emotions recognised, labelled and respectfully supported</li> </ul>	Term 4, 2014

## Quality Improvement Plan

6.1.3	<p>Twice a term a newsletter is sent home to all families and distributed in the community to inform them of our service</p> <p>An area set up in the front foyer and on our website that provides families with information about our philosophy, policies and procedures</p>	H	<ul style="list-style-type: none"> <li>• A newsletter template established and used</li> <li>• Director to take responsibility for this</li> <li>• A discussion with the staff about where to set up this information station in the front foyer</li> <li>• Community Development Coordinator to set up area</li> <li>• Director to work with the Children's Centre Team and ICT to get a current website</li> </ul>		
6.3.2	Improved transition process for children into Reception	H	<ul style="list-style-type: none"> <li>• Director to talk to Hincks Avenue Primary School Principal about developing a Early Years Team (preschool and reception</li> </ul>		



## Quality Improvement Plan

			<p>teachers)</p> <ul style="list-style-type: none"> <li>This team would create a formalised transition process that included a philosophy, outcomes, links between EYLF and Australian Curriculum, strategies and timeline</li> <li>Improve the sharing of information from Preschool to Reception</li> </ul>		
7.1.2	An induction folder created for all staff members and volunteers that is comprehensive and gives everybody a clear understanding of their role and the expectations for their performance.	H	<ul style="list-style-type: none"> <li>Use the guidelines on the DECD Website to create an induction folder</li> </ul>	<p>Completion of induction folder</p> <p>Feedback is positive</p>	As soon as possible
7.2.2	That performance reviews are conducted regularly and include a process for reviewing and updating professional development	H	<ul style="list-style-type: none"> <li>Develop timelines for Performance Reviews</li> <li>At a staff meeting provide information to</li> </ul>	<p>A Performance Review Policy is created that includes timelines</p> <p>All staff have a</p>	Term 4, 2014



## Quality Improvement Plan

	<p>plans based on an evaluation of their professional strengths, interests and goals</p>		<p>staff about Performance Development and Review</p> <ul style="list-style-type: none"> <li>• Each staff member to develop a Performance Planning and Development Plan</li> <li>• Director to meet with staff to discuss their plans and performance</li> <li>• Use the Active Learning Environment, Wellbeing and Involvement scales from the Reflect, Respect and Relate document to review practices</li> </ul>	<p>Performance Planning and Development Plan</p> <p>Each staff member has met with the Director to discuss their performance and have received written feedback</p> <p>Data has been collated using the scales from the Reflect, Respect and Relate Document and provided to the relevant staff members</p>	
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