

**Quality Improvement Plan (developed August 2022)**

Service details

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| **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** | | |
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| **Approved Provider** | | | **Nominated Supervisor** | | |
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| **Educational leader** | | | | | |
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Operating hours

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|  | **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

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| 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 four.  In 2022 the Vacation Care programs were/are as follows:   * Summer Vacation Care: Monday January 10th – Monday January 31st (Kindergarten Vacation Care included these dates as well as Tuesday February 1st – Thursday February 3rd) * Autumn Vacation Care: Monday April 11th – Tuesday April 26th * Winter Vacation Care: Monday July 4th – Monday July 18th * Spring Vacation Care: Monday September 26th – Friday October 7th * Summer Vacation Care: Tuesday December 20th – Thursday December 22nd   Centre Background  The Service has had 5 different Directors during the period between our last two assessment and ratings, 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 early in 2020. His vision for the Service is one of collaboration, quality and engagement and this can be seen in Service growth throughout 2021 and into 2022. 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 role as Director of the Service. |
| 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 approximately 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 workshops 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

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| **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**

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| **Quality Area 1:**  **Educational Program and Practice**  **Strengths**  **Written by**  **Nicole Pickard & Ruby Newman** | **CHILD CENTRED PROGRAM**  The educational program accurately reflects the learning framework My Time Our Place and the ideas and voices of the Services’ children. The Centre also recognises the vital importance of the Early Years approved learning framework ‘Belonging, Being, Becoming’. These frameworks support South Coogee OOSH in developing meaningful learning experiences for all the children. The Service strongly believes in the value of learning through play and acknowledge it is a vital part of children’s development. Therefore, our program is designed to have flexible options for the children to best follow their interests and is primarily based around learning through play. Children becoming effective communicators who have a deep understanding of their world and identity is a core value expressed throughout the program. Each child’s development and learning is assessed and reflected upon, then developed and enhanced as an ongoing cycle  All educators encourage children to voice their ideas and interests by asking the children directly what activities they would like to do during the week. It is these ad-hoc interactions, collaborations and open-ended questions between children and educators that underpin the Centre’s program. This is then communicated through the ‘Children’s Idea Sheet’ which is stuck on the whiteboard in the OOSH main room and can be written on by OOSH Educators at any time. Ruby, the Centre’s Assistant Educational Leader then uses this sheet to program activities each week, resulting in children’s knowledge and interests being the foundation of the Centre’s program. For example, the children really enjoyed making books, so book-making was programmed repeatedly for a few weeks and once the interest had grown larger, the children went on a local excursion to do a book drop. Critical reflection played a significant role in informing this development and expanding of the programmed activity. This leads to each child’s learning and development outcomes in relation to their identity, wellbeing, confidence as learners and effectiveness as communicators. Another example of this is when Finbar B was obsessed with animals and constantly wanted to learn about them. Ruby picked up on Finbar’s interest and deliberately reflected it in the program by programming bird charades for the following week. The following week, upon realising that him and his friends were still fascinated by birds, Ruby programmed a bird documentary. This bird fascination and subsequent programming has snowballed into Ruby organising a Zoo day excursion for all the OOSH children in the upcoming Autumn vacation care.  **VARIETY OF SPACES**  The Service makes use of our diversity of spaces to optimise the children’s experiences and promote their social development. Having separate senior and junior areas is vital to allowing the children to experiment with age-appropriate activities whilst not risking the possibility of hurting younger children. The senior area in the paddock is a larger, expansive area that allows the senior children a greater degree of freedom in which to pursue their interests. Harry H, a year four boy, mentioned that he values having the senior area because it allows children such a wide range of play options. These options include the asphalt and basketball courts, the hall COLA, the astro-turf, the grass, the cricket nets, the hall, the library and the nature play area. By separating the seniors and juniors it allows the older children to engage in activities that may be riskier, challenging and are more closely aligned with their current interests. These different spaces facilitate a more expansive range of activities and Ruby is granted greater flexibility over what she can program for each afternoon care session.  Routines within the junior area are similarly programmed to suit the interests of children from kindergarten to year two and maximise their opportunities for learning. These children have access to a large number of resources which allows them to pursue their interests and fascinations such as the sandpit and mud kitchen areas. Using the top playground space on Friday afternoons to provide the children with the opportunity to mix with different age groups is also important for their learning and development. The benefits include the forming of cross-year relationships, siblings who are usually in different areas gaining the opportunity to interact and collaborate in a meaningful way and the older children taking responsibility and teaching the younger children new skills. These benefits have been further reinforced by the information collected in recent parent surveys, which has shown that families value siblings having the opportunity to interact and progress their relationships whilst at OOSH.  A notable example of this was when Zac M decided that he wanted to help one of the new Kindergarteners, Theo D. Zac took the initiative to engage with Theo and show him how to properly kick an AFL ball to that it spun correctly. This top playground space also provides an opportunity for the year four children to spend time with their kindy buddies, which helps strengthen and form stronger relationships. In doing so, OOSH creates an environment that facilitates children having mentors and role models closer to their own age group, rather than just aspiring to be adults. Providing the time for the school’s “buddy system” to take place in OOSH only benefits the children on a larger scale as their social circle remains consistent and predictable, ultimately offering a stronger sense of security and belonging. Educators critically reflecting on the different spaces utilised by the Service actively contributes to the altering of procedures and drives program planning and implementation.  **RESOURCES**  The Centre’s significant and diverse range of resources, and the organisation of them within the OOSH and library cupboards are another strength the Service. South Coogee OOSH has ample amounts of supplies and resources to service the children’s needs and allow them to be exposed to a wide range of activities and interests. In the past, a limited number of outdoor resources made sharing opportunities more difficult as there weren’t enough supplies to go around. Similarly, limited inside resources meant there were fewer activities for children to choose from. Through hard work from the staffing team and collaboration with children and families alike, this issue has since been rectified. A successfully completed QIP goal for 2021, resource maintenance, organisation and relevance to children has become one of our strengths as a Centre. Each term a re-ordering of supplies – including indoor and outdoor activities as well as craft supplies – occurs before vacation care, allowing an abundance of supplies to be stocked for vacation care periods and lead the Service comfortably into term time. Staff are also encouraged to report any supplies they need for programs or activities to Nicole, Ruby or Britney so they can be ordered more regularly. The Centre’s storage cupboards now always contain enough supplies to service children’s requests, educator’s spontaneous activities and programmed activities. The cupboards are organised according to what supplies they contain and controls are placed on the number of supplies that can be removed to ensure no equipment shortages occur. In this way, children always have access to an excellent range of resources whilst at the Service which maximises their opportunities for learning.  **STAFF WORKSHOPS**  The Centre runs multiple staff workshops each term that follow a theme and aim to increase children’s learning and development. The Centre highly values that our educators have different strengths, interests and areas of expertise. Using educators strengths in the workshops and handing them autonomy over the program provides greater opportunities for intentional teaching to occur. Having consistency in the program is beneficial for children’s learning opportunities and allows them to gain deeper knowledge on one topic. It also provides children with sufficient time to grow as learners and allows each program to be sculpted to their interests. Children being able to connect with the same educator each week at the workshop also increases trust, collaboration and development. Educators critically reflect on the children’s interests and tailor their programs and workshops to it. For example, one of our educators Grace saw the children had interest in space in mid-2021 and offered to run a program on it. Over the course of term one they built their own solar system and Grace extended on their knowledge over a number of weeks during the term. The Centre has between 2-3 workshops running each term to capture a range of different children’s interests and skills. Throughout 2021 Blake ran a workshop tailored to the year 5-6 children’s interest, Issy organised a cooking program and Dana has directed a workshop on making friendship bracelets. To commence 2022 Hattie is running the Green Team program, an ongoing program that runs throughout the year focusing on educating children on sustainable practices. As the year develops, Anna will instigate a seniors maths program, with Ava focusing on a juniors art workshop tailored to the children’s craft interests.  **DOCUMENTATION AND RELATIONSHIPS WITH FAMILIES**  Our documentation processes are both thorough and child-centred. They incorporate the voices of children through direct quotes and feature photos of what the children are up to each afternoon. It is important to us that Centre parents are able to interact with the photos and stories through the use of our documentation software *Storypark*. Educators use creative learning stories to analyse, observe and document the children’s learning. The Centre values its educators putting their own unique spin on their learning stories, allowing their personal voice to shine through. Parents and families have continuous access to Storypark and the Centre uses it for all Service-related communication and announcements. Ruby also posts the program each week to Storypark for parents to view and they often interact, comment or offer suggestions for the program. This is an important avenue as educators cannot come to know all interests and passions of all the children, whereas parents offer an extra insight into the children’s current interests.  Furthermore, Storypark enables Ruby to review learning stories and implement follow up activities suggested by educators in the conclusion of the learning story. Storypark is additionally a great way for parents to see the link between the children’s play and the learning outcomes they are developing. Our strong relationships with Service families is revealed in their support for the program which is also on display in the OOSH foyer. For example, a parent recently made contact with the Service offering to buy a portable oven so the senior children could do more cooking related activities. They were made aware of the situation through having a conversation with an educator about how difficult it was to do cooking programs in the senior area. Another example will be at the Centre’s end of term one BBQ during which families will raise money to help the flood victims in northern NSW. Service Children are passionate about this cause and have worked in groups to create bookmarks and bracelets, which they’ll sell to the families at the BBQ.  **INTERNSHIP PROGRAM**  At the Centre we run an internship program where the children are given responsibilities and errands to complete throughout the afternoon. The children love doing this because they enjoy assisting educators, learning new skills and benefitting their peers. A significant drawcard for the program has been creating internship ‘lanyards’ that mirror the staff lanyards that educators wear each afternoon. This is not only an example of children’s agency being promoted, but also shows the benefits of educators being positive role-models within the Service and purposefully enhancing the outcomes for children attending. After meaningful engagement with families, the Centre established that all relevant stakeholders believe that the internship initiative is something inspiring and exciting for children. The programmed is furthered by allowing children to take initiative, learn from past experiences and run activities. In the juniors, the interns get allocated to serve fruit and clean up the yard. Hence, children know that they are contributing to the Centre, allowing the Centre to feel co-driven by the children and the educators alike, which is an important value of the Service.  **DISPLAY BOARDS**  During the first term of 2022 Ruby split the educators up into three teams to compete in a display board competition. Ruby chose the themes of Resilience, Belonging and OOSH values and allowed the teams to have complete creative control for the boards. All three teams have opted to include the children’s voices and are now hung up in the OOSH room for all children and parents to see. The Belonging board included drawings and sentences from the children about their experiences of where they belong. The resilience board featured quotes from children about what they do when they are feeling sad. As such they can examine the boards when they need assistance in coping with difficulty and use the helpful ideas contained on them, affording them a greater degree of autonomy over the decisions that impact their world. The boards are an example of the children’s agency being respected and their cultures and knowledge being valued in the OOSH room and throughout the Service. |
| **Quality Area 1:**  **Educational Program and Practice**  **Goals and Progress Notes for 2021 & 2022** | **Goal 1 - Improving and maintaining critical reflection**  **The Issue:** Critical reflection is only being completed by Nicole and Jack, with little input from the other educators. There is not enough individual staff members’ insight into the day-to-day operations of the Service. Critical reflection helps us gain a better understanding of how our policies, practices and procedures are working, this presently is not being done.  **Outcome/goal:** To achieve greater quantity and quality of critical reflection documentation from Area Leaders and casual educators. To have other educators regularly critically reflecting on areas that will positively influence the day-to-day operations of the Service and for this documentation to show a deep and thorough understanding of critical reflection.  **How we will meet this outcome/goal:** Staff will be educated and trained on how to effectively critically reflect on the Centres policies, practices and procedures. This will allow them to help the Service identify and enact positive changes where required. Staff will be educated through presentations at staff meetings, as well as one-on-one guidance from those who have taken and understand critical reflection courses – Nicole/Dana/Grace. Educators that have been running term workshops (e.g. Issy’s cooking, Dana’s friendship bracelets, Grace’s space, Ruby’s green team etc.) will critically reflect on the overall experience during the term, to help provide insight for the next round of workshops. They will be guided through this process by Nicole/Grace/Dana to help them gain confidence and understanding of how to effectively critically reflect and the wide array of benefits it has.  **Success:** The success of this goal will be measured by the increase in number of critical reflections that we will be receiving by the Area Leaders and casual educators. Critical reflections for ongoing programs will be completed at the end of each program’s duration. The success will also be measured by the confidence and understanding shown within the writing of Educators, as well as critical reflection writing becoming embedded within the Centre as part of a regular routine.  **Completion date** – End of term three 2021. This will allow sufficient time for the educators to advance their understanding of critical reflection and learn from each other regarding it. By the end of term two 2021 the vast majority of educators will be able to write an adequate critical reflection. From that point forward the focus will shift to refining their writing techniques and ensuring the reflections are actively contribute to Centre improvements and refinements.  **Progress Notes Set One – 24/3/2021**  I sat down with Grace and we discussed how we would approach getting other educators to start doing critical reflections. We decided the best way would be to get the educators who have run term workshops, to critically reflect on how they ran their activity. Grace wrote up a critical reflection for her space program and collaboratively we went over it. This was to make certain Grace was aware of what we needed the other educators to focus on, as well as classifying exactly what the important things to critically reflect on were. The Intention was to have Grace helping me facilitate a greater degree of critical reflection occurring within the staffing team, but sadly Grace has now moved industries and has left the Service.  I have spoken to Ruby about writing up a critical reflection regarding her green team workshop. I have explained to her what she might want to discuss, what worked well, what she struggled with and how she could made things easier for next time. I have also asked for her to be critical about herself and talk about her actions during the workshop that she could possibly improve upon. Ruby and I will review this in depth once she has completed her critical reflection. It is my vision to have Ruby replace Grace as the person who will assist me with reviewing and improving critical reflections written by the wider staffing team. This in turn will positively influence the day-to-day operations of the Service.    Issy is also working on doing a critical reflection for me about her cooking program. She has already made changes to how her program runs because she identified a few areas for improvement. I have explained to her to include this within her critical reflection. Because Ruby and Issy’s programs are both ongoing, I am hoping to show the progression of their critical reflections and how these reflections have helped improved the respective workshops they run.  **Progress Notes Set Two – 12/7/2021**   * During term 2 I (Nicole) trained those causal staff who were running weekly programs, on how to critically reflect. This was a direct result of the senior staff agreeing that they wanted the casual educators to critically reflect on the workshops they had run throughout the term. I also helped support Daniel with his critical reflection on children’s profiles. The idea behind this is to inform educators and make a greater number of them feel confident when it comes to critical reflections, so they can help further educate other staff. It also assists the Centre to develop as there are now a larger number of people providing insight, collaborating with each other and developing their ideas for improvement. * The recent outbreak of Covid19 has provided a new set of challenges when it comes to critical reflections. We now have a reduced number of educators attending the Service, curtailing the number of staff that are actively contributing to critical reflection production. Additionally, as there are no staff term workshops due to the massive drop in attendance numbers, the process of teaching educators to accurately critically reflect in a practical setting is unable to currently be undertaken. * I am now focussing on training the Area Leaders to critically reflecting on topics that impact the Centre. By having fewer children, it provides us with the opportunity to look significantly more closely at our policies and procedures. I am working on building confidence and understanding within the Area Leaders when it comes to critical reflections. I’m aiming to equip them with the relevant knowledge so that they may support the casuals educators when it’s their turn to critically reflect on their programs and practices. * Once lockdown has ceased and our causal staff return, I am going to use the Area Leaders to train them. This will benefit the other educators as the Area Leaders, through their own experiences, will be able to pass on tips that helped them understand, construct and improve critical reflections.   **Progress Notes Set Three – 29/11/2021**   * During term 3 I (Nicole) worked closely with Daniel and Ruby on their critical reflections, noting a significant increase in their skill level in this area. Specifically, their analysis of their own work has improved, as has their assessments of how external factors can influence this work. They have both shown a great deal of self-reflection and can now clearly identify the link between their own work and the impact it has on the Centre as a whole. Due to the low numbers of children that attended the Centre during the lockdown period, I was able to focus on building Daniel and Ruby’s skills in relation to critical reflection techniques. As such, these two were able to transfer this learned knowledge onto a number of other educators. I set Ruby the task of writing a critical reflection about the lack of learning stories that were occurring due to Covid. This provided Ruby with the insight of how useful critical reflection could be and the important role they play in shaping, refining and improving Service practice. I felt educators understanding this link between critical reflections and their contribution to influencing Centre routine was a crucially important step towards achieving this goal. * Despite the notable success in relation to this goal with several of the permanent educators during term 3, the overall steps forward were limited due to the significant impact of the Covid lockdown. Furthermore, the Centre returned into term 4 with a vastly different layout and routine, making it exceedingly difficult to find time to take the casual educators off the floor and train them on how to critically reflect. During term 4 the Service’s main focus was on the children’s safety and the various year groups were spread out across the whole school, rather than in only two locations. As such, the Centre only had enough educators each afternoon to just be on the floor, ensuring adequate supervision was maintained. This judgement call to prioritise children’s safety naturally and understandably resulted in a lack of time and focus being given to achieving a greater quantity and quality of critical reflection documentation from the casual educators and Area Leaders alike. * The next step in achieving this goal is to cement a system in place where the Centre’s Area Leaders have the knowledge and skills to train the causal educators in critical reflection writing. This will remain on hold until the Service is able to return to its normal structure resulting in the opportunity to have more one-on-one time with educators. As such, this goal will be carried over to a 2022 QIP goal, to ensure that the steps forward are embedded in practice and a wider range of educators can meaningfully contribute to critical reflection. The Service aims to have completed this goal by term four 2022.   **Progress Notes 2022**  **Progress Notes set one – 25/02/2022**   * For South Coogee OOSH in 2022, the beginning of term one was spent getting back into a normal rhythm again. Nicole, Jack, Ruby, and Daniel continued to write a range of critical reflections. Ruby wrote a critical reflection on the difficulty of learning stories and programming during covid. Most of the reflection was focused on the challenges the Centre faced throughout 2020 and 2021 in regard to programming and developing child interests. The senior educators felt like they had to complete these reflections so they could more accurately understand where it was that the Centre should take it’s next steps in this area. Furthermore, the senior team wanted to assess what needed to be changed now that staffing and attendance numbers were returning to pre-covid numbers. * In regard to critical reflections, there was minimal progress made with training causal educators, as workshops hadn’t started to run yet. The main focus of early term one was re-establishing the basics of active supervision and having multiple programmed activities occur during each care session. Ruby and Nicole have had lengthy discussions about which current casuals educators would be capable – knowledge and writing wise – to produce their own critical at some point throughout this year. * Time was taken throughout February to reflect on how the routine was going, and if senior educators thought there needed to be any significant changes made to accommodate to growing number of children. This would be completed verbally by senior staff members in meetings, along with influence from the Centre’s Parent Management Committee.   **Progress notes set two – 18/05/2022**   * To commence term two ongoing workshops by casual educators began again. Hattie with her green team, Anna with her seniors maths puzzles and Ava with her juniors craft and cooking program all completed a workshop. As a result, Nicole was able to start training casual educators on how to critically reflect about their programs. Nicole ran an informative session with Anna where she mentored Anna on how to critically reflect and examine what aspects can be improved upon for next time. Anna will begin to write her critical reflection in late May, to enable her to lead a more thorough and learning-focused workshop later in the year. During winter vacation care Ruby will offer mentoring to Hattie to write a mid-year critical reflection about the Green Team. This is of great significance because the Green Team is a cornerstone of the Centre’s program and needs to be flexible, ever-evolving and shifting to the changing interests and passions of the children and the educator running it. A critical reflection will offer Hattie the opportunity to view her program through a different lense, enabling her to ultimately make improvements where required and further embed things within the Green Team that work well.   **Goal 2 – Follow up activities**  **The Issue:** While we have succeeded in curating a program that is based off children’s ideas and interests, the program lacks consistent inclusion of follow up activities outside of educator workshops (like Issy’s cooking, Dana’s friendship bracelets, Grace’s space, Ruby’s green team etc.). Educators are inconsistent in identifying and thinking of follow up activities and linking them in documentation.  **Outcome/goal:** Staff will better identify opportunities for follow up activities and more consistently be able to include this in their documentation through learning stories. More follow up activities will be included in the program each week.  **How we will meet this outcome:** If an educator is required to run an activity that is a follow up, it will be identified on briefing. Staff will be better educated about follow up activities and taught how to include identification of such activities in their learning stories. Staff will also identify follow up activities when including them on the children’s ideas sheet. Follow-ups will be run by the same educators where possible as this ties into our identified cycle of planning. Means through which to educate staff include mentioning addition of ‘follow up activities’ to the end of learning stories at briefing, discussions about follow up activities at staff meetings, and one-on-one mentorship/comments about learning stories delivered from Grace/Dana/Nicole to other staff. Staff approving learning stories will add follow up activities to Nicole’s current list entitled “children and educator’s ideas to follow up”. Follow up activities will continue to be highlighted in light blue on the weekly program, with the aim of having 1 follow up activity in each area.  **Success:** Staff will be seen to be incorporating and identifying follow up activities and ideas in their learning stories and on the children’s idea sheet. One follow-up activity per area per week will be included on the program as a quantifiable measure of success and will be thoroughly embedded into the Centre’s practices.  **Completion date:** This goal will be completed by the end of term three. Winter vacation care and the subsequent staff appraisals will be used to bring this goal into focus for educators. Throughout terms one and two educators will be instructed on what is expected of them in regard to this goal and will be afforded opportunities to practice and improve their skills in this area.  **Progress Notes Set One – 6/4/2021**  Nicole has included more workshops during term one 2021 to make sure there is a continuation of learning happening. Having the same educator coordinating a program week to week creates a consistency and continuation of learning which allows children to develop their skills and become more confident learners. This year the children’s idea sheet has continued to be a useful way for Nicole to collect activity ideas and incorporate them into the program. It also allows her to think of different ways that activities can be linked together and programmed to follow-up on the children’s interests.  Nicole has started to encourage staff to include follow-up activities in their learning stories. She has asked Jack to mention them during daily briefings as the Service attempts to incorporate follow-up activities more effectively into its routine. Nicole has elaborated to Ruby on this need for follow-up suggestions to be contained within learning stories. When approving learning stories, it will be Ruby’s responsibility to suggest subsequent programs to educators if they’ve not discussed them thoroughly enough in their learning stories.  Nicole has started to examine some of the recent learning stories that have been approved and thinking of activities they could be followed up with. Her next step is to have a discussion with the educators about how they think they could have more effectively included a follow-up activity. Together with the educators, the Centre will explore the most effective ways to create follow-up activities and how children can most readily benefit from these.  **Progress Notes Set Two – 20/7/2021**   * Towards the end of Term two the Service had a greater number of casual educators implementing follow up activities within their learning stories. I (Ruby) did three different sit-down workshops for 30 mins each with all the new educators. These workshops explained the structure of a learning story, my tips and tricks and a reminder about the importance of including and thinking about follow up activities. I was beginning to include at least two of these activity ideas in the weekly program on a more consistent basis. * The sudden impact of the Covid19 pandemic form the end of June onwards has made it hard to maintain communication with educators and remind the casuals of the importance of follow up activities in the learning stories. I was planning on doing a mini workshop at the next staff meeting to explain to the casuals how helpful it is to receive follow up activity ideas and the positive development of adding consistent children’s voices to the programming cycle. However, this is obviously Covid-dependent. * Firstly, since the lockdown commenced, I have finished the Learning Story ‘Cheat Sheet’ booklet which will be ready for the educators when the Centre returns to full capacity – whenever that may be. Secondly, the children are really interested in baking at the moment and we are finding it is a fun and easy activity to run with the smaller number of children we currently have attending. Therefore, the Centre will extend on this and program more advanced baking activities to accelerate the children’s learning in this area. Thirdly, we endeavour, as the team of permanent staff, to continue uploading 1-2 simple learning stories and photos every week. Something simple is better than nothing. Finally, we can offer the whiteboard as a place that children can write activities that are relevant to their current interests and were not given the chance to try when there were more children. With fewer children currently attending, follow-up activities can be tailored more specifically to their individual interests. * Once lockdown concludes I will show the educators the Learning Story ‘Cheat Sheet’ booklet and they will hopefully utilise it to write their learning stories. I also hope to train the Area Leaders and educators on understanding the vital importance of follow up activities, so it becomes a habitual and embedded phenomenon when they write their learning stories. In this way significantly more follow-up activities will be included in the program each week and they will become part of the fabric of Service practice.   **Progress Notes Set Three – 29/11/2021**   * Since the Centre has begun running as normal again, I (Ruby) have started writing the program that incorporates all the different year groups once more. It is currently difficult to gather resources and maintain their cleanliness in five different areas. As a result, I have programmed more outdoors, group games and sport-themed activities. If children enjoy one specific activity in a certain area, educators note this and it is once again programmed for the following week. For example, some year two girls were really excited about making stick figure people out of sticks and wool. This was then re-programmed as a follow up activity the next week. This process works on paper but it is sometimes difficult to translate to the educators and certain areas in the following week. * Covid has made OOSH processes and routine very difficult to maintain. For example, year-groups are spread across different areas, floating between top playground, wet weather programs or with a different mix of children and educators. This has proved difficult to include follow-up activities on the program. * Before the educators returned and when the Centre was operating at the reduced covid capacity, follow-ups were included on the program, often one or two of these per week. However, Covid has greatly impacted the ability of myself and Nicole to implement habits and educate the staff on the importance of follow-ups in the program. * Despite our best efforts, this goal of embedding follow-up activities into the program has not been achieved. However, this was due more so to the four-month lockdown and the aftermath of being split in different areas rather than fault of the educators involved. The next step in achieving this goal is to start the Writing Club next year with the educators. This will be complimented by explaining to educators the importance of follow ups for the programming cycle at the next staff meeting and in their staff appraisals in early 2022. As a result of the inability of the Service to complete this goal in 2021, it will be carried over to become a 2022 QIP goal that aims to be completed by early term four of that year.   **Progress Notes 2022**  **Progress Notes set one 1/3/2022**   * I (Ruby) gave a talk and ran an interactive workshop at the first staff meeting of the year. This talk examined the importance of learning stories and how to include follow-up activities in the conclusion of learning stories as a readily available way to enhance children’s learning experiences whilst at the Centre. Feedback from educators regarding the talk was overwhelmingly positive, with many exclaiming that they would use the available learning story checklist when documenting in the future. * Over the remainder of the term I will ask educators about their implementation of the follow-up activities in the learning stories and remind them of the importance of brainstorming follow-ups. I have also started colour coding the program with follow up activities to make it simpler for all involved to prepare for these programs.   **Progress notes set two 15/5/2022**   * I (Ruby) started to incorporate workshops back into the program which gave educators the opportunity to start learning about the importance of follow up activities within the context of their program. This is a great way for educators to understand how follow-up activities can benefit children’s learning and extend on their interests in a thorough and meaningful way. * The workshop structure is effective as a clear and ongoing follow-up activity and is reflected on the program through a blue colour. This has enabled educators to be more aware of when their follow-up activities are scheduled and adapt the running of that program accordingly. Practically, this usually means starting with a quick recap to the children of what was learned previously, before moving into some more advance concepts or activities. * The workshops allow educators to reflect on what aspects were successful and what features could be improved in some way so that they can adapt the following week’s workshops to better suit the needs of the children. This is one of the main aims of follow up activities and enables children to pursue their interests as well as being confident and involved learners.   **Goal 3– Sustainability in the program**  **The Issue:** At South Coogee OOSH, there are a large amount of craft resources that are made of plastic or other materials can are potentially harmful to the environment. It is a regular occurrence for these resources to only be used once and then be thrown out by the children, educators or parents. Centre textas and pencils dry up and get blunt, scissors and glue sticks get lost and copious amounts of plain white paper is scribbled on and thrown in the bin. Furthermore, The Centre does a large amount of online ordering to regularly replenish its supplies. These online orders often arrive in plastic bags or boxes that are exceedingly difficult to reuse in meaningful ways. Essentially, after significant amounts of critical reflection by senior educators, it was concluded that the way the Service consumes resources is unsustainable and is ultimately teaching the children poor habits in regards to reusing or repurposing materials.  **Outcome/goal:** The Centre’s Educational Leader will program activities that involve the use of OOSH recyclables and waste. The Service will also explore avenues to purchase less supplies from companies like Modern Teaching Aids that use significant quantities of plastics and other non-recyclable materials. Shops such as Reverse Garbage will be used more extensively to provide equipment to the Centre. This will result in children having less choice over the resources at their disposal, but the resources will ultimately be put towards a better cause. The children will consequently learn about the importance of one’s environmental footprint, especially at a large organisation such as South Coogee OOSH.  **How we will meet this outcome:** Ruby will program more junk construction activities during the week and use OOSH recyclable resources in art activities. The Centre will purchase a set of drawers on wheels that will hold different repurposed items from the OOSH room/kitchen such as milk bottle lids, egg cartons, bread tags etc. These resources will be at the children’s disposal and will develop habits of using these items instead of items such as pompoms or sequins, which have a negative effect on the environment. The service will also have the drawers more frequently stocked with scrap paper to move away from the regular use of printer paper. Ruby will undertake the Centre’s craft shopping at Reverse Garbage rather than MTA, or only purchase extremely necessary resources from MTA such as whiteboard markers.  **Success:** The success of the goal will depend on how consistently the new habits that are formed can be implemented into the Service’s daily routine. First and foremost the Centre will focus on reusing its recyclable items for the children to use in art. The goal will be deemed completed once the habit of using environmentally friendly items from the new draws is thoroughly embedded within Service practice.  **Completion date:** The goal will be completed by the end of term four 2022. The children will be seen to use the recycled resources and the educators will have developed habits of recycling the items from the kitchen. This will improve the Centre’s environmental practices and offer the children ideas of how to creatively use items, making them more aware of their environmental footprint.  **Progress Notes set one 3/3/2022**   * Ruby programmed a Green Thumb Day in 2022 Summer Vacation Care. The children were introduced to recycled materials and the importance of growing their own vegetables. Each child planted a seed in a plastic cup and learned to treat it with respect and care so that it grew once they’d taken it home. * The empty cereal boxes at the Service are now placed on the sideboard near the drawing table. The children use them as boxes for toys or helmets that they can use for costumes. * Britney brought in her old dancing costumes that the children are loving to use in the quiet room as dress ups. * Instead of buying new painting smocks, I (Ruby) did a call out to parents to bring their old t-shirts into the centre for painting smocks. This meant we avoided having to buy brand new plastic smocks and are encouraging collective efforts. It was also a fantastic example to children of the benefits of repurposing old materials for future benefit.   **Progress Notes set two 20/5/2022**   * A parent dropped a large plastic bag of coloured pencils into the Service. Despite being blunt, these pencils were in good condition and came in a wide range of colours. Ruby endeavoured to ensure these pencils once sharpened became primary drawing material used at the Service, rather than the plastic whiteboard markers that were previously used. * Over a month throughout April and early May, the Service collected toilet paper rolls in the educator bathrooms. An art activity was then programmed in the juniors areas where binoculars were used with the collected toilet paper rolls. During the course of the activity discussion were had with children about the benefits of re-using materials and limiting waste. * Over the next month Ruby will begin shopping more extensively at Reverse Garbage to enhance and compliment the list of recycled supplied the Centre has in storage. This has been coupled with a large effort from the entire educator team in recent weeks to not only role-model environmentally aware behaviour, but to also explain to children the advantages of become more aware of the Service’s impact on the environment. |

**Quality Area 2: Children’s Health and Safety**

Quality Area 2: Standards and elements

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| **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**

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| **Quality Area 2:**  **Children’s Health and Safety**  **Strengths**  **Written by**  **Jack Roach** | As a Centre South Coogee OOSH provides 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. Educators listen and respond to the children’s individual needs by providing them with the appropriate resources to accommodate their requirements. 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. This includes vacation care sessions when there is allocated times in both the morning and afternoon where educators will run structured quieter or relaxing activities supplementary to the broader activities being conducted. Furthermore, after significant critically reflection by the senior staffing team, the Centre has purchased a variety of sensory toys, activities and resources for the children who attend that require additional help and care. For example, a small tent was purchased to provide a safe, calm and quiet space for a Year 1 child who can become easily overwhelmed with loud, chaotic spaces.  Several of the educators who are employed by the Service are first aid trained. The Service has another full-day first aid course booked for Tuesday the 17th of May 2022, with 14 educators scheduled for attendance. First aid trained educators are aware of the correct procedures 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 Services first aid checklist. These kits also have PPE available for educators when performing first aid. Any head injury, temperature or other injury deemed significant requires an ‘incident report’ which is followed by a notification via phone call to the child’s parents or guardians. All other injuries are recorded on a ‘first aid log’, parents are notified via QK Kiosk when they sign their child out. The ‘first aid log’ procedure is often discussed and reviewed with parents at length to ensure they are content with the process and feel like they’re receiving adequate information regarding incidents involving their children.  All children’s asthma and anaphylaxis plans are located both in the OOSH office and within each child’s individual medication bag. These are clearly labelled and easily accessible to all educators 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 requirement relevant to their child. It also asks for any accompanying action plans in accordance with the Centres Medical Conditions Policy Part 1 Section 21.  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 and educators also role model proper handwashing and hygiene technique if children require support. The Centre provides a wide-ranging menu to suit the needs to each child that is regularly refined and full of nutritional value.  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 the Monkey Mania excursions, the amazing race and the in-house colour-run. Furthermore, the Centre was fortunate enough to be gifted an oven from a senior child’s family in 2021 that is used regularly to model healthy and sustainable cooking and eating habits. For example, the Centre’s Green Team leader Harriet Bidwell cooked sweet potato chips using Centre grown produce. Opportunities for children to extend on their knowledge from school is also provided, through an educator run Maths Program. This program run by Anna Spasovska provides children great chances to take skills learnt in their classroom and apply them to another setting. This is done through fun and engaging activities, such as puzzles, cooking or constructions challenges.  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 staff meetings. This involves both physical scenarios and hand-outs based off the Centre’s Providing a Child Safe Environment Policy Part 1 Section 6. Following the easing of COVID restrictions and return to regular operations, as well as meaningful feedback collated from recent parent surveys, the Centre updated its daily job roles. These job roles are allocated to educators each afternoon and detail specific areas to oversee ensuring adequate educator exposure and supervision. Accompanying the new job roles was the creation of ‘pre 2:55pm’ job roles that were designed to prepare the Centre to the best of its ability before each After School Care session. All of the job roles align closely with the aforementioned policy. Daily staff briefings are also 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. These drills are also conducted once every three months in 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 senior staff aware of the drill give all other educators specific instructions to ensure the procedure is carried out correctly and everyone is quickly accounted for. One of these senior educators will run the procedure, while another educator times the process and writes a reflection to measure progress and suggest improvements moving forward. After collaborative critical reflection from the staffing team, slight tweaks have been made to the evacuation drill to enhance the experience and value for all involved, including seating location within the evacuation point and minor changes to the 2nd road crossing location.  The Centre has daily, weekly, and toy washing WHS cleaning checklists which are thoroughly embedded within Service operations 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 senior staff each week and followed up if incomplete. As a response to the COVID-19 pandemic the Centre put in place more thorough cleaning checklists, including increased sanitisation of high traffic surfaces, additional toilet checks and increased frequency of toy washing. The Centre ensured adequate sanitiser as well as soap and paper towels were available at all necessary locations for children, families, and educators. Additionally, face masks and RAT tests were always available to educators and all directives from NSW Health regarding COVID-19 followed.  The Centre has 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 Risk Assessments are written by Assistant Coordinator Nicole and approved by Director Jack Roach. Risk assessments are also completed for emergency procedures, medical incidents, natural disasters and other disasters, amongst a range of other situations or Centre areas. As a response to the COIVD-19 pandemic the Centre now has a Risk Assessment section and subsequent policy pertaining to ‘pandemics and epidemics’. This specific risk assessment provides educators with the necessary steps to take in the event of a future pandemic or epidemic and has been refined throughout the ongoing COVID19. As a result of the extra precautions taken the Centre, Director and educators are more aware of the possible requirements and impacts of a pandemic, and can adapt more effectively time efficiently in the future.  To maintain adequate child protection standards, there is a minimum of two educators per any area in use by the Service. All educators are aware they are mandatory reporters and the specificity of what that entails, as it is discussed in all 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 educator circle. This is in the accordance with the Centres Providing a Child Safe Environment Policy Part 1 Section 6. |

**Quality Area 3: Physical Environment**

Quality Area 3: Standards and elements

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| **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**

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| **Quality Area 3:**  **Physical Environment**  **Strengths**  **Written by**  **Daniel Radomsky** | South Coogee OOSH offers multiple outdoor areas to cater to the many differing needs and interests of all the children. Foremost there is the OOSH yard, comprising of three key play areas; the mosh pit, the astro turf and the garden area. The main astro turf zone offers three smaller areas within; a large playing field used daily for various team sports and community games, the sandpit and finally the mud kitchen and cubby house area. The mosh pit houses the Centre’s curated mural that is representative of our Centre’s connection to the sea, the land and its people, including the Gadigal People of the Eora Nation. The Service additionally utilises many of South Coogee Public Schools play areas such as the top playground, middle COLA and paddock area. After two experienced educators Ruby and Britney critically reflected on the Centre’s use of playgrounds throughout the school, the kindergarten quadrangle which has been recently astro-turfed is now utilised by the juniors cohort far more regularly. 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 gardens. The Service prides itself on the combination of natural and built environments that exist within its outdoor play spaces, and how these enable the Centre to readily engage all children in its care  Multiple indoor areas are offered to the children to allow them to pursue their interests and develop various skills. At the OOSH home base the OOSH room and quiet room provide children with opportunities for interaction in small and large groups in a comfortable and well-furnished indoor setting. furthermore, this space also includes a drawing table, whiteboard table, lounges for reading and quiet play as well as the veranda and arcade 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 and books suited to older children. All indoor and outdoor spaces used by the Centre are readily transferable and adaptable to suit the needs of the children. Educators are well versed at transforming these spaces to best suit the Service’s requirements and this is embedded within Centre operations. This allows all children access to a wide array of equipment and resources so that they may engage positively in play-based learning and discovery.  The premises and furniture within the Centre are maintained by both the senior and causal educator 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 toy washing checklists that cover both indoor and outdoor areas. These checklists are comprised of general cleaning around the Centre such as sweeping, wiping down surfaces and tidying after each session of play. The toy washing roster ensures that all toys, cushions and blankets are regularly washed and disinfected. The Service’s OHS officer Nicole Pickard completes an extensive quarterly OHS inspection around the full premises to ensure the maintenance and upkeep of all furniture, equipment and materials. Additionally, every area both indoor and outdoor used by the children has a complete risk assessment that is updated yearly, written by the Assistant Coordinator 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. The Service’s Parent Management Committee, after meaningful engagement with the wider parent community, has now allocated a portion of the Centres budget to some larger scale renovations for 2022. Throughout Term 1 the senior staff team alongside the Parent Committee examined a wide variety of options for where the funds could be allocated to ensure the provided the most benefit to the Service and afforded children the opportunity to explore their environment and surrounds. The entire staffing team, along with Centre parents are consulted prior to any large resource orders to ensure that all materials and equipment are updated and sufficient. Casual educators are additionally encouraged to request any new resources they believe will further benefit the Centres inclusive environment.  The Centre strives to create new and different experiences for the children by moving around the furniture and children’s resources regularly throughout the year. The Centre has a long-standing relationship with the school’s maintenance man George, who regularly assists with the Service’s upkeep and maintenance as well as any OHS issues. These 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.  The Centre continues to be 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 as well as regular and ongoing composting. The Green Team that begun in 2018 has been passed onto Centre educator Harriet Bidwell who additionally has begun overseeing the SCPS garden. This additional garden has provided the Centre with the opportunity to grow a larger array of produce that is utilised within the Centres afternoon tea menu. Within this ‘Green 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 or visit local sustainability Centres. The Centre also has three coloured bins in its main room to ensure proper recycling and waste disposal occurs including landfill, paper recycling and mixed recyclables. |
| **Quality Area 3:**  **Physical Environment**  **Goals and Progress Notes for 2021 & 2022** | **QA3 Goal: Participation and engagement of quality experiences for all children when in the senior area, ensuring that spaces are organised and adapted to feel welcoming and inclusive. (3.2.1)**  **The Issue** – Children should feel they are welcome throughout all areas of OOSH and have access to a multitude of activities to support their development. The Seniors indoor area is also the South Coogee Public School library and easily becomes disorganised and overlooked by educators. Often this space lacks activities that promote the engagement and participation of all children, ultimately not making the space feel welcoming and making it unconducive to children’s learning, development and enjoyment.  **Outcome/Goal** –To ensure that the Seniors library including the Hub are transformed into an area that allows the constant engagement of all children, through access to a variety of age-appropriate resources.  **How Will We Meet This Outcome** –   1. **Term 1** – By the end of Term 1 the Centre will have turned its focus to this specific QIP goal and completed and indoor resources and craft order. This order will have some resources and activities that are tailored towards the senior’s area with input from the entire educator team. 2. **Term 2 –** At the commencement of Term 2 the senior staff team will discuss ways to better organise the senior’s area. They will also ensure that the activities are engaging the children in an ongoing capacity and evaluate what more the Centre can do to foster the development of children within the Seniors area. Educators will put an emphasis on organising and setting up this area while responding to and following up on the interest of the children. 3. **Term 3** – At the end of Term 3 all children within the senior area should feel welcome and included within both the indoor and outdoor areas. The senior’s area will have activities for the varying interest of children including spaces to allow them to rest and relax. The library area will be well set up and allow for regular flow of play including from the outdoor to indoor areas. All resources will be already purchased, with only maintenance orders being completed as resources become depleted or children and educators request new items.   **Success** – The Success of this goal will be measured through the engagement of children and educators. Educators should witness regular and enthusiastic participation from children, with a reduction in ‘boredom’ and incidents due to engagement. Additionally, a questionnaire will be taken at the beginning of Term 2 and another in the latter half of Term 3. The questionnaire will involve asking the children about their opinion of the current resources available, any requests or suggestions they have for improvement, and the feedback based on the changes and improvements made. Success will also be quantified by an increase of documentation from the inside seniors area showcasing the larger number of more meaningful resources available. This will be measured against the current (Term 1) average number and calibre of documentation pieces produced weekly – including learning stories and moments.  **Completion Date** – An emphasis on organisation and set-up, as well as activities focusing on children’s development will be completed by the end of Term 2. Any ongoing improvements and maintenance made by the end of Term 3, based on the feedback of children and educators. The entire goal will be completed by the end of Term 3, with the routine embedded in the Centre’s practice.  **Progress Notes Set One – 29/04/21:** After identifying that the Seniors area required some work to make the space feel more inviting and allow the Seniors to partake in activities that are more age-appropriate indoor based activities, the senior staff team decided an indoor equipment order was necessary. At the beginning of each year or as necessary the Centre places an indoor equipment order, an outdoor equipment order, and a craft specific order to update the Service stock.  The wider staffing team had identified that the Senior indoor area towards the latter end of 2020 was firstly, hardly being used and secondly lacking resources to keep the children entertained often resulting in unnecessary conflicts. The Service places an emphasis on engagement with children and all educators acknowledge that less issues arise when children are happily engaged. With this in mind, the Centre placed its annual orders with a focus on replenishing many of the senior indoor resources. Input from the wider staffing team was encouraged during staff briefings, with many educators bringing forward new ideas. Particularly Ruby who suggested a few games one called ‘Jungle Speed’ that she played when working with children overseas. Input from children was also sourced at the beginning of March, through informal questions and conversations. Additionally, the Seniors storage area was reorganised and cleaned, creating space for the new toys but also ensuring the right resources were purchased.  Once all materials had arrived the majority of the resources bought for the Seniors area were taken down to the library, with a few kept within the OOSH cupboards for later rotation. Moving forward the Centre’s Educational Leader is beginning to place more importance on the Seniors indoor program, with input from children and wider staff team encouraged. Alongside this all educators are being promoted to take initiative in setting up the Seniors indoor space each afternoon.  **Progress Notes Set Two – 27/07/21:**   * At the end of Term two both the indoor and outdoor craft order had been received and the equipment had been added to the Centres’ rotation of resources in the Juniors and Seniors area. Staff were briefed on the new equipment for this area and encouraged to actively utilise the resources as much as possible including taking items down from the Juniors area when necessary. Additionally, all vacation care items were placed away in preparation. * The Centre was placed into forced isolation on June 28th for two weeks and therefore the resources purchased for winter vacation care have been saved for Spring vacation care. Following isolation, the Centre begun running again at approximately 10% capacity and is only utilising the OOSH home base for all children. Unfortunately, the senior children currently attending OOSH are not able to take full advantage of the resources and library space. * The attending children were asked what resources they would like to have access to over the coming weeks as the pandemic continues, and Centre educators collected these from the library storage area. Additionally, the Centre is now running on one program rather than the usual split of juniors and seniors. However the interest and ages of all children are being carefully taken into place when planning. To extend, any activities planned allow for varied degrees of difficulty to take place and follow up activities e.g. puff pastry triangles to puff pastry scrolls and finally dough made cinnamon scrolls. * Once the Centre resumes normal capacity levels all educators will be encouraged to utilise the library area as much as possible and once again make the area welcoming for the senior children. The running of two separate programmes will also commence once the Centre resumes normal operations, upon NSW Government and Health advice.   **Progress Notes Set Three – 6/12/21:**   * With the return to school of all children following the extended learning from home period, the Centre implemented the guidelines from NSW Government and South Coogee Public School and split each year group. SCPS allocated the Centre six different indoor and outdoor spaces for each year. As none of the allocated spaces included the library the Centre is currently unable to use this space and the goal will not be reached on schedule, however, is being rolled over for beginning of 2022, where the Centre hopes to return to normal operations. * Throughout lockdown the Centre did split its resources to cater for the different year groups creating multiple developmentally appropriate “resources buckets”. When creating the resource buckets educators made sure to ask the children what they would prefer to have in their area and cater to this as much as possible, aiming to make each area as welcoming and feel as close to OOSH as possible. * During the Term the resources buckets were adjusted based on educator observations of what resources children were enjoying and on children requests. Additionally, Ruby informed all educators she was placing both indoor and outdoor orders for Summer vacation care and next year and asked for educator suggestions to contribute to both areas. * As the Centre will remain spread across the school throughout the rest of 2021, specifically without the use of the library this goal will be rolled over to 2022. Beginning the QA3 goal at the beginning of Term 1 will allow the seniors to utilise this area to its full potential and ensure they feel welcome and engaged during session they attend.   **Progress Notes Set Four – Term 10/5/2022**   * Fortunately, beginning Term One 2022 the Centre was able to return to normal operations and therefore resume using the library for the senior children. Having the freedom to use all the spaces provided to us by SCPS allowed the Centres Assistant Educational Leader Ruby Newman to expand the programs once again. All areas and resources are now being used to the best of their abilities leading to increased engagement and enjoyment for all children. * The seniors library area specifically has seen a marked upturn in the engagement of children and a significant decrease in the number of incidents occurring in that area. The increase in age-appropriate resources for this area throughout 2021 has resulted in a wider variety of needs being catered for. This, combined with more collaborative and learning-based programming, has resulted in children engaging with the library space more thoroughly than ever before. Cooking programs with the Centre’s new portable oven as well as weekly friendship bracelet making are just two examples of how the space and resources available are now used to more specifically suit children’s interests. * Documentation from the seniors indoor area by educators has also increased throughout term one and into term two of 2022. Educators are now far more collaborative with how they document, often having one person run a specific activity and another person write a learning story regarding it. Furthermore, this pattern of using resources for specific learning-based activities has now become embedded within service operations. No longer are children short on resources or mis-using them, but instead are pursuing their interests under the careful guidance of the OOSH educators. As such, this goal has now been completed and is entrenched within the day-to-day operations of the Centre.   **QA3 Goal: Transformation of various spaces within the OOSH Centre and yard leading to increased enjoyment and engagement for all children (3.1.2)**  **The Issue** – The unpredictable nature of the preceding few years has not allowed the Centre to conduct any major renovations or building works. Any renovations to the OOSH home base and yard have therefore been overlooked and/or postponed. Both areas are high traffic, being used during each session of care leading to portions becoming worn out or ‘dead spaces’ that are not conducive areas to run programmed or spontaneous activities. All areas should provide the Centre’s children with clean, fit-for-purpose and engaging spaces and be maintained as such.  **The Goal** – To ensure that underused spaces within the OOSH Centre and yard are upgraded to provide areas that are clean, well maintained and thoroughly engage children of all ages during the pursuit of their interests.  **How will we meet this goal** –   1. **Term 2 –** By the end of Term 2 the list of possible renovations made by the Senior staffing team will be quoted by various companies. These will be forwarded to the Centres Parent Committee who will decide on the final renovations based on the current budget and best interest of all Centre stakeholders. 2. **Terms 3&4 –** During Terms 3&4 the chosen transformations will begin taking place. The timing and completion of the chosen renovations will vary. The scale of the renovations, schedules of any external companies and rearrangement of any affected OOSH routines will be taken into consideration and timed accordingly to provide as little disruption to the Centre and its families as possible. 3. **Term 4 –** By the conclusion of Term 4 the majority of the renovations will be completed allowing time for any changes to be made based on feedback from families, children, and educators. The renovations will provide up to date spaces and resources for all children to safely engage with in a wide variety of ways each session. The renovations will allow educators to provide the best care possible to all children while at the Centre.   **Success** – Following the completion of all renovations, spaces and resources will be compared to their previous states, where success will be determined. Success will be quantified by not only the calibre of renovations to these spaces, but also by increased engagement of children in these areas. This includes more efficient usage and maintenance of the spaces leading to overall educator and child satisfaction. Verbal feedback from educators, parents and children is one medium that will provide insight into this goals success.  **Completion date** – The final completion date will vary on a range of factors, some of which are outside of the Centres control therefore a specific completion date cannot be set. Ideally, all major building works will be completed within Term 4 with time for further improvements to be made based on feedback during Term 4 or Summer Vacation Care. |

**Quality Area 4: Staffing Arrangements**

Quality Area 4: Standards and elements

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| **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**

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| **Quality Area 4:**  **Staffing Arrangements**  **Strengths**  **Written by**  **Jack Roach** | * The most senior or second most senior staff member – The Director Jack or Assistant Coordinator Nicole – 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. * Educators 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 and Vacation Care, the Centre’s activities, incursions and excursions have been split to run in juniors’ and seniors’ blocks. This allows for educators 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.   + Since the conclusion of hard lock-down in Sydney at the back end of 2021, these educator roles have been critically reflected upon by senior educators to more precisely suit the specific needs of the Centre. More attention has been given to ensuring the children return safely from Extra-Curricular activities and the Area Leaders in each location now have a greater degree of autonomy over how each afternoon runs. Furthermore, the roles between the end of briefing at 2:30pm and the arrival of children at 3:00pm are now more flexible, allowing a greater degree of written work to be completed and a significantly higher level of educator collaboration. * Senior staff make certain that a minimum of two educators are present in any area that occupied is 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.   + Educator communication is a crucial part of the day-to-day operations at South Coogee OOSH and is thoroughly embedded within Service routine. The importance of communication is explained regularly at staff meetings and daily briefings by the senior staff team of Jack, Ruby, Britney and Daniel. These staff have recently upgraded the Centre’s walkie-talkie system to further facilitate good communication habits. * 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.   + Staff are often rostered in the same area on a particular day each week to allow them to form more meaningful relationships with individual children over a significant period of time. Examples of this include Mia being the band liaison on Thursdays in the senior’s area and Lara always being on the floor on Tuesday’s in the junior’s area. * 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 educators through a wide range of discussions and informal training.   + The Centre has six different educators that are able to be the Responsible Person at any given. All six 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 Centre’s educators are guided by professional standards and are constantly striving to improve themselves and the Service. The National Law & Regulations, approved learning frameworks, the Centre policies and Centre philosophy underpin everything that occurs at the Service and educators’ knowledge of these important pillars is regularly refreshed and updated. * 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 Nicole and Assistant Educational Leader Ruby. This information is then passed through the Area Leaders River, Daniel and Britney and finally distributed amongst the casual educators.   + This trickle-down of important information throughout the staffing team has been refined at the start of 2022 to allow a more collaborative and open approach to learning. The Centre is abundantly aware of the importance of all educators being on the same page and constantly strives to ensure they’re kept up to date on important issues * During 2021 the Centre continued its recently implemented system of ongoing mentoring. Through this system newer staff are continuously guided and trained so that they may perform their required duties to the best of their ability.   + 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.   + The benefits of this have been seen already in 2022 with Katie and Anna being mentors to Lara and Ruby G. As mentioned above, this not only assisted Ash and Ruby G to more seamlessly transition into the day-to-day life of the Service, but also facilitated Katie and Anna questioning their own knowledge and seeking to improve in certain areas. * Centre staff ensure they at all times they are actively supervising the children and communicating with other staff members. Even when educators 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 children. * 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. Educators 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 educators in a clear and timely fashion.   + Suggestions from casual educators and Areas Leaders at the staff appraisals in early 2022 were taken on board by senior staff and the Centre’s practice has been refined for the better as a result. Additionally, engagement with Centre families also contributed to a range of changes being implemented. The afternoon tea menu and breakfast menu have both been updated, the Mosh Pit area is used for a wider range of more constructive activities and shift times have been lengthened pre-3:00pm to allow the Centre to be adequately prepared for each afternoon. * Throughout 2021 the Centre created 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. * This professional development comes in many forms and is tailored to each individual through a mix of publications, webinars, training courses and conferences. Additionally, a variety of publications and resources are visible and accessible to all educators. As such, a culture of professional learning is embedded within Service delivery and is embraced by all educators. |
| **Quality Area 4:**  **Staffing Arrangements**  **Goals and Progress Notes for 2021 & 2022** | **Quality Area Four 2021 Goal: Continuity of Educator run Programs – 4.1.1**  **The Issue:** Throughout 2020 the Centre identified that there was a distinct lack of programming continuity. Programs running over multiple care sessions were limited by a different educator having to re-examine previous teachings. Children’s learning and development was hindered by the organisation, or lack thereof, of educators across the Service.  **The Goal:** To create a culture of educator continuity through programs, that actively contributes positively to children’s learning, development and pursuit of interests.  **How will we meet this goal:** Jack – the Director in charge of staffing arrangements – and Nicole – the Educational Leader will liaise more closely to ensure session to session educator continuity is contributing to children’s learning and development. Educator’s will be provided with formal training and professional development both on their individual programs, and on their skills in relation to transferring knowledge to children. Nicole will work with educator’s to base programs around children interests and also to ensure that programs develop and transform naturally to allow children a deeper understanding of their pursuits. Jack will ensure that the other educators in an area are more aware of the requirements of program continuity and are assisting the educator running the programmed activity in any way possible. The staff team as a whole will make certain that this is not only achieved, but is also thoroughly embedded into Service practice and becomes part of a routine.  **Success:** This goal will be measured through educators being rostered to programs that run over multiple care sessions, the success of these ongoing programs and the interest of children in them. The goal will be classified as ‘achieved’ when educator continuity throughout the program has been embedded within Service practice alongside children being given the best opportunity possible to pursue their interests.  **Completion date:** This goal is to be completed in its entirety by the end of Term three 2021. As the Centre re-expands to full capacity and bookings during term one, educators will commence running their ongoing programs. Educators will ensure these are tailored to children’s interests. Professional development and refinement of these programs will occur throughout term two, with term three reserved for the thorough embedding of these practices into Service operations.  **Progress Notes – 20/2/21**  South Coogee OOSH began 2021 recognising that it would soon re-expand to pre Covid19 After School Care (ASC) numbers. As such the need for a culture of quality educator continuity through ongoing programs was more pressing than ever. At the commencement of Term One, Nicole and Jack discussed how better to incorporate ongoing activities into the weekly program. To do this, they referenced educator suggestions from staff meetings and recent staff appraisals as well as re-examining the shortcomings of the ongoing programs undertaken in 2020. These main shortcomings were:   1. Quantity not quality – lots of programs per week, but lacking the research, planning and staff retention to assist children’s learning and development. 2. Lack of child continuity – With different children attending on different days, programs running across different days of the week often became clunky as children were unable to resume where they’d previously left off. 3. Staff awareness – educators in the same area as the ongoing program were often unaware of the intricacies and requirements of that program and as such the activity often didn’t run to its full capabilities.   Addressing some of these shortcomings seemed quite a simple process. To ensure both child continuity and that quality was more of a focus than quantity, Jack made certain that no more than three ongoing programs were rostered weekly and that they occurred on the same day each week. Ruby led the Seniors Green Team on Mondays, Issy organised Juniors Cooking on Tuesdays and Grace coordinated the Juniors Space Program on Wednesdays. Staff meetings and briefings in early Term One were used to make educators abundantly aware of when the programs would occur and how to support and assist the staff members running them.  Ruby’s Monday Green Team had been the Centre’s most successful example in 2020 of educator continuity through a program contributing to children’s learning and development. This was due to a range of factors:   1. The activity each week was clearly outlined but was also flexible and adaptable enough to pursue children’s interests at the time 2. Significant planning from week to week was undertaken by Ruby to facilitate learning and exploration occurring 3. Having the Garden space to herself and her program, Ruby was able to focus on the children involved and not become bogged down with children not participating in her activity   As such Ruby’s program was used as a blueprint for Grace and Issy to follow in terms of preparation, focus during the activity and children’s passions and intrigues dictating where the lesson went.  **Progress Notes – 13/5/21**  Throughout the course of term one, Grace and Issy developed, refined and expanded their ongoing programs to ensure they were tailored to the needs and interests of the children participating in them. Issy’s cooking program was exceedingly popular with the junior children, who embraced the structure of closely following a procedure to create results. There were challenges, food had to be ordered in precise quantities well in advance and some parts of recipes required preparation by Issy before children arrived. However, Issy’s dedication, attention to detail, perseverance and patience ultimately resulted in the cooking program being a resounding success.  Similarly, It was Grace’s persistence, devotion to preparation and over-arching goal that resulted in her Wednesday space program being loved by a range of junior children. Grace’s idea of doing a craft activity involving space each week that would be collated at the end of term in a large ‘outer space’ area of the Centre worked nicely. For example, papier-mache planets of our solar system were designed in week one, made in week two and hung in week three. Spacecraft drawings in week four and alien paintings in week five were added then to the area. Grace’s ability to have children embrace the individual crafts and understand how these contributed to a larger project was the perfect example of how the senior staffing team envisaged an ongoing program running.  Ruby’s green team operated under a similar ‘end goal’ philosophy throughout term one. Due to her previous success with the gardening ongoing program, Ruby was encouraged to expand her activities in this area. She obliged by designing an excursion to a local environmental hub for week nine of term. The green team activities throughout the term were to practice skills such as planting, composting, plant identification and understanding seasonal impacts on plants. These skills would then be used and enhanced with the experience of the excursion. Sadly inclement weather on the day of the excursion meant that it was postponed until early term two. The excursion did eventually occur in early term two and was a resounding success, culminating in all 15 children who attended being gifted a plant by the environmental hub to care for in their own home.  Ruby, Grace and Issy had run fantastic ongoing programs that engaged the children and positively contributed to their learning and development. Their activities were clearly outlined, significant planning and preparation had occurred and their focus was on the children involved in the program. However, the success of these three programs still left senior staff with some intriguing problems. Most notably the fact that these three educators are amongst the Centres best, are vastly experienced and have strong connections with the children at the Service. There were significant questions marks over how less experienced educators would fare when required to enact their chosen ongoing programs. Embedding these programs in service delivery had not yet been achieved. Additionally, Ruby’s green team had been ongoing for over six months by the time of the excursion and was at risk of becoming stale.  Senior staff agreed that for term two Blake would run his inventive craft program with the juniors on Tuesdays, Nicole would run visits to the learning Centre with the seniors on Fridays and Ruby and Issy would continue and expand their existing programs. Once again emphasis was placed on activity preparation, clarity of goal and appropriate program area/space for all ongoing programs. Additionally, it was decided that three less experienced educators – Hattie, Ava and Tara – would lead the indigenous education incursion throughout term two. This would familiarise these staff with the nature of a week-to-week ongoing activity and facilitate their effective leading of their own ongoing programs during term three. It was the hope of senior staff that this combination of ongoing programs and informal educator training would build from the successful term one and effectively embed these programs and educator continuity within the Services’ practice moving forward.  **Progress Notes – 23/7/21**  Throughout term two all educators who had been allocated ongoing programs were progressing nicely. Blake’s weekly juniors craft program was allowing children the opportunity to learn a range of skills from week to week, then combine those learned skills to create new and exciting artworks. Similarly Nicole’s Friday Learning Centre visits had carefully reflected on her previous programs of this nature and enhanced the process this time around to more acutely focus on children’s interests. The professional development that Ruby and Issy had undertaken at the conclusion of term 1, combined with reflection on their previous programs, had enhanced their ability to run creative and exciting programs. Ruby in particular was working with an age-group that thrived off independence and self-direction. As such, Ruby only had to facilitate a positive environment and provide frameworks, with the children taking control of the direction and nature of her program.  Similarly Hattie, Ava and Tara had exceeded expectations in relation to leading the term two incursion. Their ability to work with the incursion providers and garner child interest in the program was exceptional, growing stronger throughout the term. From the middle of term two onwards all three of these educators had begun work on designing their own programs, to be carried out for the children during term three. They’d studied the existing term-time programs and collaborated with more experienced educators and children to form concepts, lesson outlines and overall aims for their programs. This cycle of educators passing information and knowledge to each other regarding programs was complimented by the fact that over 70% of the staff team had designed and run an ongoing program at some point. As such, by the conclusion of term two, the Service had created a culture of ongoing programs throughout its educators that was actively contributing to children’s learning and development.  **Progress Notes – 28/9/21**  Throughout the first half of 2021 the Service had taken significant steps towards creating a culture of educator continuity through programs, that actively contributes positively to children’s learning, development and pursuit of interests. Spirits were high amongst the staffing cohort, with the ‘child-focused nature’ going to be a central theme of all term three programs. However during the Winter Vacation Care period, the entire Centre was hit with a major road-block in the form of a second Covid-related hard lockdown. This had a detrimental impact on the educator-led programs planned for term three, as all educators who had designed and planned for a program were unable to attend the Service. Furthermore, child attendance numbers dropped to approximately 18% of regular attendance numbers, with the Centre now operating entirely out of home base, rather than the Juniors and Seniors areas the children had become accustomed to.  The educators who were still able to attend the Service during the hard-lockdown adapted as best they could in order to continue to provide the attending children with meaningful activities. Programs with a greater range of flexibility that were able to cater for a smaller number but wider age-range of children were introduced. An emphasis was placed on projects that could be contributed to by anyone at any time rather than specific ongoing programs. These projects included the Olympic craft display to coincide with the 2020 (2021) Tokyo Olympics and the Educator ‘care-packs’. This involved children and educators making a package of puzzles, artworks, drawings, riddles, biscuits, necklaces and so on for each educator who could not attend the Service due to the lockdown. Once completed, these packages were dropped around to the educators by Jack and Jemma. Despite the proactivity of the educators and children alike in relation to these projects, the carefully planned ongoing programs that had been a hallmark of the Centre throughout the first half of the year were forced by Covid to take a backseat throughout term three.  **Progress Notes –3/12/21**  Despite the return of both casual educators and children en masse to the Centre midway through term four, educator-led ongoing programs that focused on children’s development and interests were still hard to facilitate for a wide variety of reasons. Firstly, due to the pandemic, term-time incursions and excursions weren’t allowed to occur. These creative experiences had been used previously to compliment the Centre’s program and facilitating meaningful engagement with children was more difficult without them. Secondly, change of location from week-to-week, day-to-day or even within a care session was no longer an option. Additionally, children were now separated into year groups, rather than seniors and juniors cohorts. This spread the staffing team very thin, as a minimum of 12 educators were required for any given care session for supervision alone. As a result, very few educators were left over to focus on ongoing programs that catered to children’s interests and development.  The Service and its educators feel like they are ready to go with a range of engaging ongoing programs that the children will love and benefit from. However there’s been no opportunity over the last six months to conduct these with any fluency due to a range of interconnected factors stemming from the pandemic. Now that the new Omicron variant of the disease is likely going to result in further lockdowns, the educators have agreed to postpone this QIP goal until term one 2022, when conditions are hopefully more favourable. The staffing team is confident that this goal has progressed nicely throughout 2021. Through the lessons learnt this year, this goal will be achieved in the first three terms of 2022, providing the pandemics’ influence has a negligible impact on OOSH operations at the beginning of next year.  **Quality Area Four 2022 Goal: Continuity of Educator run Programs – 4.1.1 – Continued from 2021**  **The Issue:** Throughout 2020 the Centre identified that there was a distinct lack of programming continuity. Programs running over multiple care sessions were limited by a different educator having to re-examine previous teachings. Children’s learning and development was hindered by the organisation, or lack thereof, of educators across the Service. This Centre attempted to rectify this issue throughout 2021, making significant and meaningful progress. However the Service was severely hampered by the ongoing impact of the Covid19 pandemic. As such, this goal has now rolled over into 2022.  **The Goal:** The goal itself has remained the same. *‘To create a culture of educator continuity through programs, that actively contributes positively to children’s learning, development and pursuit of interests.’*  **How will we meet this goal:** Jack – the Director in charge of staffing arrangements – and Nicole – the Educational Leader will liaise more closely to ensure session to session educator continuity is contributing to children’s learning and development. Educator’s will be provided with formal training and professional development both on their individual programs, and on their skills in relation to transferring knowledge to children. Nicole will work with educator’s to base programs around children interests and also to ensure that programs develop and transform naturally to allow children a deeper understanding of their pursuits. Jack will ensure that the other educators in an area are more aware of the requirements of program continuity and are assisting the educator running the programmed activity in any way possible. The staff team as a whole will make certain that this is not only achieved, but is also thoroughly embedded into Service practice and becomes part of a routine.  **Success:** The goal will be classified as ‘achieved’ when educator continuity throughout the program has been embedded within Service practice alongside children being given the best opportunity possible to pursue their interests. For this to happen, ongoing programs from educators need to be occurring regularly and must be tailored to children’s interests.  **Completion date:** This goal is to be completed in its entirety by the end of Term three 2022. As the Centre re-expands to full capacity and bookings during term one, educators will commence running their ongoing programs. Educators will ensure these are tailored to children’s interests. Professional development and refinement of these programs will occur throughout term two, with term three reserved for the thorough embedding of these practices into Service operations.  **Progress Notes – 9/3/22**  The Service has resumed more regular term-time procedures over the last five weeks now that the impact of the pandemic and subsequent lockdowns have lessened. As such, educators at the Centre have been able to commence ongoing programs in various areas recently, which is contributing to educator continuity throughout the Service. The main programs occurring on a weekly basis are Monday’s green-team run by Hattie and top playground games on Friday afternoons. This continuity is a positive that is even more vital given how little consistency was able to be achieved for the children throughout the significant lockdowns that occurred last year. Over the remaining five weeks of term and into term two educators will refine their existing programs further to ensure they remain relevant to the children, are informative and become embedded within Service practice.  **Progress Notes – 16/6/22**  The Service throughout term two has continued on from the excellent foundation of ongoing programs fostering a sense of educator continuity that occurred in term one this year. Anna is now five weeks into her seniors maths puzzles program on Tuesday afternoon and Ava has run her colourful craft activities in the juniors for the last four Thursdays. Both of these ongoing programs have taken on board the lessons learned at the start of last year; they have focused on quality over quantity, have ensured child continuity and staff awareness in the area the program is occurring has been high. The programs have also been thoroughly documented, with children’s voices significantly impacting the direction and nature that these activities take from week to week. Furthermore Hattie has continued her green team program on Monday afternoons with both the juniors and seniors, allowing children of all ages to work together learning gardening skills. Additionally, over the last two weeks Daniel has commenced a homework club for children on Monday and Wednesday afternoons in the hall. This club is still in its infancy and trial stage, but will begin in earnest at the commencement of term three.  These wide array of programs have become embedded within the Centre’s procedures, with children, educators and families alike now abundantly aware of what’s occurring on each afternoon and sculpting their OOSH weeks around it. As such, these program have not only created a sense of educator continuity within themselves, but have also contributed to the consistency of staff placements within the entire Centre. Ava’s Thursday craft in the juniors for example, is not only itself embedded in the weekly program, but the other Thursday juniors educators – Ash and Katie – are now always in the OOSH yard and mosh-pit respectively at that time. As such there is now educator reliability and stability outside of these ongoing programs as well and as such children’s needs are more readily and intimately catered for. For the remainder of term two and during Winter Vacation Care, educators will plan, equip and ready their term three programs in the hope that they can continue to contribute positively to children’s learning, development and pursuit of interests. |

**Quality Area 5: Relationships with Children**

Quality Area 5: Standards and elements

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| **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**

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| **Quality Area 5:**  **Relationships With Children**  **Strengths**  **Written by**  **Daniel Radomsky** | * South Coogee OOSH employs diverse all-rounded educators with a range of interests and specialities in order to adequately cater to the needs of all children. Multiculturalism and inclusion are especially important to the Centre as we believe it is necessary in providing a safe and welcoming space for all children. The educators employed by the Service reflect this belief and understand these core values that define our Centre. * The Centre prides itself on welcoming educators that have also grown up within the local community or have strong connections to it. Being able to see familiar faces inside and outside of the school provides a sense of stability to children and families, with several of the educators themselves attending the school in their formative years. * In the process of rostering staff, the Centre ensures that the rotation remains as consistent as possible. In doing so it provides the children with the opportunity to expect the same familiar team of casual and full-time educators during the week. This creates a sense of trust, comfort and stability and assists in maintaining strong, long-lasting relationships. This sense by children of ‘trust in educators’ was noted by families as one of the factors most important to them throughout the 2021 lockdown. * The Centre runs an internship program that allows senior children the opportunity to gain a sense of responsibility and initiative. We provide the children interested with various jobs and tasks that give them the chance to form connections with the junior children. Some of these jobs include but are not limited to, the orientation program, afternoon tea preparation and serving, tending to the OOSH garden as well as helping run craft and sport activities in which all children are encouraged to learn and develop from each other. 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. After critically reflecting upon the internships system, Service educators have furthered the program to commence term one 2022 by allowing year two children the opportunity to become interns. Their responsibilities lie with assisting kindergarteners in their first weeks of big school as well as creating, organising and instigating programmed activities where Centre children can teach and be taught by their 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, educators proactively play a role in operating and participating in games and activities. Shared interests for physical and interactive activities help maintain bonds between both educators and children, thus resulting in strong, secure and collaborative relationships. The Centre’s art and crafts activities, board and cards games promote child to educator interaction and working together to create, indulge and learn. Physical games and activities such as play rituals (skipping, hide and seek, survival tag), 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, social interaction and healthy team building skills. This is coupled with a continuing focus from educators on ensuring the rights and dignity of every child is maintained at all times. * All educators at the Service are friendly and positive. This is an important part of why the children and families feel safe and comfortable at the Centre. Educators make an ongoing effort to ensure that all children enjoy their time here and are afforded opportunities to pursue their interests, develop skills and form meaningful relationship with their peers. Furthermore, the entire team of educators at the Centre have a collective focus on ensure that all children feel comfortable approaching each member of the staff group and are confident within their world. * The management of challenging behaviours and establishing fairness and boundaries is integral to the way in which South Coogee OOSH operates. These practices are put in place to ensure that the children and educators feel safe and familiar within our environment. These educators continuously encourage, guide and positively reinforce children in understanding and learning to operate safely and respectfully with the people around them. This is thoroughly embedded within Centre operations and is a cornerstone upon which positive and collaborative relationship are built at the Service. * The Service’s educators have a comfortable and open platform where they communicate freely amongst each other by sharing stories, advice and prior experiences to benefit the children who attend the Service. This creates a consistent approach to all children, particularly those who require additional attention or support whilst in care. The Centre director Jack has created “student summary profiles” (behaviour plans) to assist all staff when necessary and provided detailed information on forming relationships and connections with certain children. The Educational Leaders Ruby and Nicole research and initiate programs that are inclusive to all children’s needs and interests and all educators create “follow up” activities if after programs to ensure children’s learning and interests are extended. * Maintaining a close relationship within the educator team and child cohort is not only imperative to the Centre’s success, but also provides a sense of comfort and ease to the parents and families that use the Service. The relationships that we build go 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 the Service. Families are encouraged to actively participate in activities at OOSH, such as the end of term BBQ’s, working bee, vacation care planning days and ongoing art projects. Furthermore all parents are encouraged to join the Parent Management Committee which governs the direction, nature and culture of the Service and Early Learning Centre located next door. * South Coogee OOSH recognizes the significance of maintaining multiple learning spaces that cater to all children’s needs. The Centre prides itself 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 and the wide array of equipment and experiences available in these settings. * Children from all backgrounds have their unique and wide-ranging needs catered to and met by the Service. The multicultural and diverse nature of our community is something that the Centre is immensely proud of and does its utmost to support in whatever way possible. Support programs and services are provided at the Centre for children that may require strategic inclusion plans and children who are new to the Service are assisted in familiarizing themselves with the environment and their peers. The Centre understands that for deeper relationships to be maintained, we must be inclusive of everyone, their individual needs and interests. * Inclusivity is promoted at the Service every day, but more specifically with multicultural food days during term time and culture days during vacation care. The Centre recognises that celebrating cultural backgrounds and other national days, maintains a strong sense of wellbeing and connection among children and their peers, as well as educators and the community. * To commence 2022 the Centre has recently started incorporating and educating children on the benefits of mindfulness. This was in direct response to Jalen and Daniel critically reflecting on how children’s experiences can be enhanced within the Centre and how they can further their ability to be resilient. Educators are becoming more familiar with techniques that help a child regulate their emotions and are focusing more on understanding the individual needs of each child. Most techniques in this area revolve around some form of deep breathing, including five long deep breaths, the star fish technique and going for a walk to cool down. This guides children on their journey of emotional regulation and through teaching these techniques, we are better able to guide children down a path that will assist them in the future. This is of particular importance when a child is faced with a difficult situation and needs to self-regulate. * Over the covid period of 2021, there has been a lot of confusion, uncertainty and down time. The educators took advantage of this down time and focused more on developing closer relationships with children. Due to the duration, intense nature and close nature of the lockdowns, educators naturally developed ongoing strong relationships with multiple children. This process was identified towards the end of 2021 and has been a focus of the staffing team to commence 2022. The initiative to create close and collaborative relationship between educators and children has been further strengthened by Jack putting emphasis on it during daily briefings, staff meetings and staff appraisals. Several educators now actively look for spare moments whilst on the floor in which they can develop and strengthen their relationship with a child or group of children. This ultimately creates better outcomes for all the children in our care and facilitates them feeling comfortable in the pursuit of their interests and in their world. * The Service takes pride in the quality of service and care we provide to the children who attend. Something that can readily be overlooked but is still highly important is that no child is left unnoticed, unnamed or unfamiliar with the educators. This process commences as soon as a child starts in care, during which time educators and peers of the child make an extra effort to include them in Service operations and form meaningful relationships. Because of this continuous effort towards inclusiveness and collaboration, every child feels respected and valued. It is amazing how meaningful it is when someone remembers your name and this is no different for a child, especially if this child is new to the Service. * At the Centre, we consistently make an active effort to engage and care for children that are going through a particularly rough time. Many of the children at our centre have experienced rough patches for one reason or another. Being a school closely linked to the Defence Force, one example of rough patches that a child may experience is when a family member is deployed overseas. The Service and educator team addresses this by bringing it to light during staff briefings. As such, educators are informed of the relevant information for each child allowing them to be better equipped in order to properly care for each child and their specific individual needs. * Our Centre respects and accommodates Childrens wants and needs regarding educational programming and play. The children are encouraged to explore the activities they want to engage in, with educators offering a wide variety of programmed activities and encouraging spontaneous activities in equal measure. Whether this is a craft, sport or leisure activity, ideas are written by educators at the recommendation of children, on to the weekly ideas sheet and are then programmed by the educational leaders. This creates a dynamic of trust and connection between educator and child and facilitates children being provided with opportunities to further their interests and fascinations. |

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| **Quality Area 5:**  **Relationships With Children**  **Goals and Progress Notes for 2021 & 2022** | **QA5 Goal: Emotional Intelligence & Regulation Education for Staff 5.2.2**   1. **The Issue**   This is a goal that is being carried forward from previous years. The COVID Lockdown has dramatically halted the progression of this goal and the Service feels that due to its important nature, the goal needs to be worked on more thoroughly. South Coogee OOSH could develop significantly further in creating an environment where children’s self-regulation is embedded in the Centre’s routine and is focused on to a far greater degree. Education and awareness in educators regarding this area could be thoroughly improved, as could the Children’s self-awareness and regulation.   1. **The Goal**   To educate staff on self-regulation and emotional awareness, which in turn can better facilitate children’s self-sufficiency in the Centre’s emotional intelligence and self-regulatory behaviour.   1. **How will we meet this goal**   In the past, meeting this goal was defined by setting specific quotas that educators must achieve. However, because this goal is particularly hard to track, it is more complicated then setting quotas to measure and achieve this goal. Whilst ‘feel’ is a difficult way to measure things, in this scenario it along with ‘awareness’ will be the most important yardsticks for assessing completion of this goal and knowing that the Service is on the right path. New educators will be guided by senior staff in assistance of emotional regulation. To heighten the Centre’s emotional awareness, new educators will be paired with children that require additional support in the area of self-regulation. This will help these educators learn the triggers and emotions relating to meltdowns and help to identify the emotions in children quicker. Staff will be educated on several methods of mindfulness that they can teach children. The more educators employ these mindfulness techniques, the more the children will learn how helpful they can be and begin to self-regulate their emotions with these techniques.     1. **Success**   Success is particularly hard to measure with this goal. In previous years, success was tracked with specific quotas of activities and courses. Because this goal is difficult to track, that our measure of success should be based more on feeling and environment rather than specific arbitrary quotas. It’s not something that can necessarily be achieved but rather something that must be sustained. Therefore, a different criteria for success will now be set.   1. Children are able to notice, most of the time, when they are getting agitated before an incident occurs. 2. Children are able to work with educators while agitated and educators are able to assist children with emotional regulation. 3. Educators are aware of the children that are likely to get agitated and are building relationships with those children in particular. 4. Educators are competent at employing techniques to assist children in their emotion regulation. 5. **Completion date**   Educators will be competent at employing techniques to assist with emotional regulation by the end of August. These techniques will then be refined further and educators’ capacity to employ them through the child cohort will be increased, with the aim of completing the goal in mid term four 2022.  **Progress notes:**  **30/4/2021**   * A cheat sheet on behaviour and relationships has been created and distributed throughout the Centre to allow educators to learn and reflect upon their practices to create stronger relationships with the children. The cheat sheet contains an array of techniques and tips on how to have a successful and strong relationship with children who may have behavioural issues. * Mindfulness-awareness and behaviours regulation practices have continued to be successful at the Centre. The emotion-based ‘self-check-in has been a highlight for both the children and the educators in assessing how the children are feeling on that particular afternoon. It also has been helpful in allowing the educators to give suggestions to the children about activities that can help regulate their mood throughout the afternoon. The emotions on the door have changed throughout this period, which has allowed the children to explore and become aware of different emotions. * Continuing on our successes from last year, the Service has resumed using programming and the children’s Ideas sheet to further strengthen the relationships and sense of trust and connection that has been fostered at the Centre.   **30/7/2021**   * With all the children and the new educators settled in at the Centre, Term two provided a great opportunity to work towards the goal. This was achieved through various mechanisms:   + In the May Staff meeting, two presentations occurred regarding self-regulation and emotional intelligence. A social worker gave a presentation regarding strategies and common behaviours of people with certain disabilities. Additionally, Daniel gave a presentation to the group which explored different management strategies we could use for specific children at the Centre who display difficult behaviours. Both presentations allowed the educators to learn about different strategies and management techniques that can help children with self-regulation and emotional awareness.   + Daniel also attended a course, Theory of Basics of Behaviour Webinar, which informed his presentation that was given to all educators. Throughout this term, Daniel has been updating behaviour management documents, including incorporating new techniques, such as specific words and attitudes that resonate with a particular child.   + The Centre has continued with the high-five emotional check-in, this has been painted on the back door to the Service and has become a permanent structure to allow children to normalise emotional check-ins.   + We have also implemented a visual activity chart for one of our regular children. This chart outlines timings and activities that are on each day and allows the child to decide what activities they would like to play. This allows the child to have autonomy and ensure self-regulation by giving the child to have elements of control.   + Before the lockdown, The Service was able to have one-on-one/two, educator to child ratio for children in the juniors that tend to have difficult behaviours. This allowed the educators to form better relationships with these children and gain a greater understanding of what works and what doesn’t, when it comes to self-regulation and emotional awareness. * Due to the COVID-19 lockdown and the Centre running at limited capacity, this caused a break in routine for both educators and children. This break in routine limits and stagnates the growing relationships that had been developed throughout term two. * Due to the reduced number of children attending the Service, this time was spent collating and discussing with both children and educators strategies that are preferred when it comes to behavioural management. * When the majority of the children return to OOSH the Centre plans to implement children’s mindfulness activities into the program. This will look like age-appropriate mediation, stress-balls and gratitude exercises. To ensure that educators have all not forgotten techniques practised in Term two, each staff meeting Dana or Daniel will teach a new mindfulness/ self-regulatory/ emotional intelligence method and strategy that can be used. To complement this, there will be a creation of a booklet that has visual descriptors of strategies that can be used. This will be used both as a reminder of available techniques, but also as an opportunity for educators to show children this booklet and let the child decide what techniques they think will work. This allows the child to have autonomy and encourages self-management of difficult behaviours.   **30/11/2021**   * Although most children have returned to OOSH, it was challenging to implement solutions to achieve this goal. The return of the children meant an increase in meaningful interactions; however, due to the COVID-19 school restrictions, the limited educators in each area have resulted in individual educators focusing on children’s self-regulation rather than educating the staff as a whole. Typically, an educator who has already completed courses or has significant experience was rostered to support children with behavioural difficulties. This limited the ability for newer educators to learn important skills that are helpful for self-regulation. * In staff briefing children’s behaviours and educational activities were discussed, such as scenarios to better facilitate emotional intelligence and self-regulatory behaviours. * Moving forward, This goal will be rolled over to 2022, with a particular focus on educating casual staff on self-regulation techniques. This will be supported by the visual descriptor mindfulness strategy booklet previously created. Daniel will introduce a new strategy from the mindfulness booklet at each staff meeting and educate all the staff about situations where it would be beneficial to use the strategy. * The recent staffing changes provide an opportunity for the newer staff to learn from practical experience regarding children who struggle to self-regulate. This was previously successful when placing our last intake of new educators with these children after three months at the Centre. From their experiences, there were able to build a strong repour with the children. These techniques and goal will be continued into 2022.   **3/02/2022**   * After a long two years, the Centre has roughly returned to normal. The Service is running very similar to how it ran pre-covid and is back on track to coming closer to this goal than it ever has before. Part of the issue that was occurring previously is that during covid the number of educators attending the Service was in fluctuation. Old educators were leaving, and new staff members were arriving at multiple times during the year. It is quite difficult to educate staff on techniques to help children with their emotional regulation with so much chopping and changing going on. * Daniel has officially taken over spear-heading this goal and is consistently chatting to educators about management strategies in relation to dealing with children with behavioural difficulties. The Centre has also started having discussions of management strategies during briefing most days of the week. * The Service is currently in a period where educators have been employed for an extended period of time and have had the benefit of attending a range of courses and training to help them manage and educate children. ‘Managing Difficult Behaviours’ is the most prominent example of a training course that educators have attended that directly contributes to the goal of emotional self-regulation for children. Because of this experience, understanding and awareness, the Centre is on track to be competent by early August and to complete the goal by term four of this year. * In concurrence with one of the ways to measure success, educators are consistently made aware of the children likely to no need additional assistance within the Service. The Centre will continue to strive to further build and reinforce meaningful relationships with these children.   **23/06/2022**   * While the Service are definitely on its way to achieving this goal, there is still more work to complete. Something that is important to note is that the goal must be achieved and maintained, rather than just achieved on a good day. Educators emotional awareness should stay at a high standard during a good day and at a medium – high standard on a difficult day. Currently, the educators have excellent emotional awareness on a good day, but it lacks consistency and drops quickly on a difficult day. To address this, Jack has started talking during staff briefings about staying engaged with children that educators are struggling with, placing emphasis on building relationships with these children while they are in a good mood. It’s important to check in with every child and it helps to build educator relationships with them, rather than just react during the bad moments. * Children are becoming more adept at using breathing techniques to calm themselves down. In particular, Alfie has started employing breathing techniques with the help of educators when agitated. Educators are learning from these experiences and transferring this knowledge and skills amongst the staff team and to other children. |

**Quality Area 6: Collaborative Partnerships with Families and Communities**

Quality Area 6: Standards and elements

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| **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**

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| **Quality Area 6:**  **Collaborative Partnerships With Families and Communities**  **Strengths**  **Written by**  **Jack Roach** | * The Centre’s website which was developed in 2020 continues to be regularly updated and enhanced. This allows families to have easy access to important information, relevant forms and upcoming events, as well as being provided with the support of a range of parenting resources. * 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 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.   + 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 makes sure 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, including its recently updated parent handbook provides families with detailed information about South Coogee OOSH. Comprehensive orientation talks occur with parents, especially the parents of new kindergarten children, to ensure new families feel comfortable at the service.   + The Service refined it’s enrolment procedures for the enrolment period that occurred in term four of 2021. This included a more regimented booking system that provided families with a greater degree of clarity, as well as notifying families of their 2022 positions far earlier to allow them more time to make relevant adjustments in their schedule. Families were consulted with and their opinions taken into account before any refinements were enacted.   + Senior staff make certain 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. * 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. Effective partnerships involving children, families and educators shape the Centre’s program and support children’s inclusion, participation and autonomy over this program. * The Service, through the Area Leader Daniel, 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 ‘Kickoff Program’ to ensure the safe return of children to OOSH upon the completion of that activity at 4pm each Tuesday. All educators have clearly defined roles and responsibilities regarding the transitions of children to and from the Service and these are thoroughly embedded within Services operations.   + Through extensive critical reflection the Centre is constantly updating and refining its extra-curricular practices and policies to best suit the needs of children and families. In order to assist families further in regard to extra-curricular activities, the Service has a designated ‘Band’ educator on Thursday afternoons who ferries the senior children to and from their band lessons and ensures their safety. * The Centre’s Management Committee is comprised of OOSH and Learning Centre parents and acts as a representative voice for all Service parents to shape Centre practice. This Committee works closely by the senior OOSH staff such as Jack and Nicole to ensure the Service continues to enact the vision as outlined in the Centre’s Philosophy. * The Service prides itself on the various fundraising initiatives for local and large-scale charities that are regularly undertaken. The Sydney Children’s Hospital at Randwick is an example of an institution that the Centre has fund-raised for multiple times in the past and throughout 2021. * 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. Secondly, this interaction with children from other schools strengthens the Centre’s links throughout the community.   + Throughout 2021 and into 2022 the Service refined and updated the way it approaches the creation of each vacation care program. Through the use of surveys, informal discussions and feedback suggestions, families and children are now consulted far more thoroughly on what activities they’d like to see occur in each vacation care. * The Centre welcomes families of diverse cultural backgrounds to share their cultures with the South Coogee OOSH Community. This includes vacation care periods often having an international cooking day or multicultural day where families of that culture come into the Service to prepare food or activities for all the children and discuss the importance of their particular culture. A prominent example of this was the ‘Wandana’ Indigenous education and activities day that the Centre undertook to celebrate NAIDOC week in Autumn Vacation Care 2021.   + Furthermore, 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.   + The most prominent example of the Service’s respect of country is the large First Nations mural in the OOSH yard which showcases our Centre’s story. The mural depicts the local land, community, people and history and was painted collaboratively by Centre children and the Wandana organisation. * 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 the Service. This includes directly contributing to the running of the Service, having a prominent voice in their child’s learning and well-being and positively impacting Centre decisions. * The Service, despite the difficulties associated with Covid19, has meaningful relationships with other OOSH Centre’s in the area. These are added to constantly through regularly attending Area Coordinator meetings and multiple GALA days per year. * The Centre’s documentation and communication platform Storypark continues to keep families informed of what is occurring at the Service in relation to events, learning and important news and notifications.   + Furthermore it provided much-needed insight and transparency into Service operations, programs and transitions during the Covid19 pandemic where no parents were physically allowed on-site. * 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. Any changes to these areas are communicated to families in a timely fashion by Jack or another senior staff member through the appropriate channels. Ongoing critical reflection by educators is the driving force behind change for the Service in this area * Throughout 2021 the Centre’s educators created a folder, and associated space in the main OOSH room, that provides information to families and informs them about community events, parenting resources and other relevant information. This caters to the needs of all families and is regularly updated and refreshed by educators. * This ‘Parent Corner’ as it is now known has allowed parents a greater degree of community feel and engagement during the Covid19 pandemic, when several other community programs and events were forced to cease operation. |

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| **Quality Area 6:**  **Collaborative Partnerships with Families and Communities**  **Goals and Progress Notes for 2022** | **Quality Area Six 2022 Goal: Renewed Community engagement and interactions – 6.2.3**  **The Issue:** Due to the ongoing nature of the Covid19 pandemic over the last two years, community engagement has been significantly disrupted and superficial. Children have had minimal opportunities to interact with their community in a meaningful way and connections and partnerships between Centre stakeholders have diminished.  **The Goal:** To renew and rejuvenate community events involving the Service which in turn will create stronger community bonds, promote inclusivity and foster a more holistic Centre.  **How will we meet this goal:** As the South Coogee OOSH community is such a diverse range of interconnected organisations, stakeholders and events, a significant range of strategies must be implemented in order to complete this goal. Firstly the Service will recommence hosting the once-per-term BBQs and Breakfasts that were so effective in uniting the community pre-pandemic. Secondly the Centre will have a greater presence at events run by the school P&C. This includes a greater number of Committee Members attending P&C meetings, as well as OOSH educators assisting at P&C BBQs, discos and fundraisers. Additionally, the Service will resume both term-time and Vacation Care excursions within the local area to build stronger bonds and allow the children increased access to their community. Furthermore, South Coogee OOSH will renew its collaboration with other OOSH Centres’ in the area such as Maroubra Junction OOSH and Coogee Care Centre in order to allow children to have more well-rounded development and learning experiences. Finally, the OOSH Parent Management Committee will provide families with a number of free parenting seminars throughout the year to foster interaction between families and assist with parenting strategies.  **Success:** This goal will be measured by the number, diversity and quality of community activities that the Centre is actively involved in. The goal will be classified as ‘achieved’ when meaningful community interaction and engagement occurs naturally, surpasses pre-pandemic levels and is thoroughly embedded within Service operations.  **Completion date:** This goal is to be completed by the end of term three 2022. With the post-lockdown re-expansion, OOSH educators will commence organising community events and involving themselves in P&C activities throughout term one and into term two. During winter, the educators will refine these events and their involvement to best suits the needs of children, families and the entire South Coogee OOSH community until community engagement once again become natural embedded within the Service’s practice.  **Progress Notes Set One: 12/5/22**  South Coogee OOSH prides itself on engagement with it’s community and the strong links that tie the South Coogee society together as a whole. 2020 and 2021 were difficult years for the Service in this regard, as doing the right thing by all families meant very limited social contact and interaction for fear of spreading the Covid19 disease. With the easing of lockdown laws to commence 2022, the Centre was once again able to focus on re-establishing the crucial connections that comprise the Service’s wider community. The Centre planned an extravagant end of term one BBQ for Friday the 1st of April in the school hall. End of term BBQs are a staple of the Service’s yearly calendar, but this one – the first for over two years – was extra special and as such, was undertaken on a grander scale. Not only was this event enjoyed by the OOSH children and educators, but also the wider community, with over 120 parents and families coming along to experience the exciting range of activities that were on offer.  A free sausage sizzle was complimented by a disco as well as face-painting, bookmarks and bracelets made by the OOSH children and a range of cookies and sweets to purchase. There was also a large jumping castle hired for the afternoon and a lolly jar guessing competition. On top of this, several local community businesses had donated raffle prizes to be won by a few lucky families. The local bakery and bowling alley, two companies with a close affiliation to the Service, had each given a $50.00 voucher to be won. A local cricket bat company had donated a new bat for the raffle and Taronga Zoo had chipped in a free family pass zoo tour. Overall the event was resounding success and the embracing of it by the wider South Coogee Community was wonderful to see.  The recent Autumn also holidays saw the Service recommence excursions into the wider community for the first time since January 2020. The entire Service headed off to Taronga Zoo on Thursday the 14th of April, building on the aforementioned strong connections it has with that organisation. This excursion was a direct result of a children’s survey conducted in term one which focused on what the OOSH children would most like to undertake as their first post-covid excursion. Over 90 children and 12 educators embarked on the trip across the bridge to see some of the world’s most interesting animals and the day was loved by all.  This year the Service set out to be more involved not only with the South Coogee community but also with the school P&C organisation. The Centre wanted to be of assistance to the P&C wherever possible so that organisation’s time could be devoted to making like easier for all school families. This assistance began in earnest in early term two, with the P&C Mother’s Day breakfast BBQ organised for Friday morning the 6th of May. Jack and Daniel took time out of their busy schedule in the days preceding the event to construct form scratch a new BBQ the P&C had purchased. On the day of the breakfast Jack, Jemma, Mia and Nick assisted the P&C in a range of ways including cooking, preparing and serving food, collecting donations and rubbish and running activities for the children as well as cleaning up post-event. Furthermore it was also a great chance for these educators to interact with the wider community and have meaningful discussions with a large group of parents, families and school teachers.  Building on the success of these recent community events, the Service is hosting a parents seminar run by the Lokahi Foundation on ‘Attitudes Towards Domestic Violence’ on Thursday the 26th of May in the OOSH rooms between 7:00-9:00pm. Not only are parents and families from OOSH welcome to attend this event, but also those from the South Coogee Learning Centre and general school community too, as well as any school teachers who are interested. The whole cost of the event including the guest speaker will be paid for by the Service and a range of food and drinks will be provided. The Centre believes this is a great way to give back to families and form stronger connections within the community. Preliminary plans for a ‘Resilient Children’ seminar to start term three are also underway, as are those for an end of term two breakfast in the OOSH rooms in late June. |

**Quality Area 7: Governance and Leadership**

Quality Area 7: Standards and elements

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| **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**

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| **Quality Area 7:**  **Governance and Leadership**  **Strengths**  **Written by**  **Jack Roach** | * Senior staff members have attended a number of courses and webinars 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.   + The courses have included training on behaviour management, building a better QIP, leadership, critical reflection, play theory and various webinars on accounts and compliance training. Despite the pandemic, educators increased their professional development during 2021 through a wide array of webinars. * Each employee upon the commencement of their work at the Centre undergoes a full induction. This 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 is then reinforced to them by senior staff including Jack, Nicole and Ruby over the first few months of their employment. * The Service in the later stages of 2020 critically reflected upon and re-evaluated the effectiveness of its policies, determining that they no longer adequately catered to the needs of the Service. As such, throughout 2021 the Centres policies were expanded and refined from 22 policies into 67 policies that more adequately cater to the requirements of the Service.   + A policy manual was also developed, allowing these policies to be grouped more effectively into categories such as ‘Staffing Policies’ and ‘Programming and Practices Policies’, and for information to be more readily available for all stakeholders.   + The entire new set of 67 policies is based on the National Law & Regulations and once completed was released to families and educators for feedback. It was then refined again and re-released to families four weeks before taking effect in September 2021. The new policies have been regularly communicated to educators through a variety of channels including staff meetings, daily briefings, mentoring systems and staff appraisals. * The Centre practices well-maintained administrative procedures which are thoroughly embedded within Service operations. 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 Service, after critically reflecting upon its enrolment procedure, re-evaluated, refined and enhanced this procedure throughout the first part of 2021, culminating in a thoroughly successful enrolment period during term four. The most important alteration in this area was an extension of the enrolment period from two weeks to three weeks, which provided families with greater opportunity to receive their ideal bookings. * The Centre prides itself on the close-knit and cohesive nature of its staffing team and fantastic relationships these educators have with each other and the Centre families.   + The Centres’ Educational Leader Nicole, with support from the Assistant Educational Leader Ruby, leads the implementation, development and refinement of the Service’s educational program. Furthermore they oversee and enhance the Centre’s documentation, planning cycle and development of educator knowledge regarding the relevant learning frameworks.   + 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. * Staff appraisals for all permanent and casual educators are conducted once every six months by Jack and Nicole 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. Daniel for example, an Area Leader at the Service, had the goal of ‘planning and leading a vacation care excursion’. * Regular whole-service staff meetings are conducted to ensure casual educators remain aware of their roles, are informed of any significant events or changes occurring at the Centre and various forms of informal training can be offered to them.   + Furthermore, the Centres senior staff often meet to unpack and critically reflect on the running of the service through which changes to practices are identified, enacted and embedded. * The Daily ‘briefings’ are delivered to all educators before the After School Care session each day to inform them of activities occurring that afternoon and any noteworthy information such as extra-curricular activities or authorised person collections. * The Centre’s statement of philosophy is a collaborative document, constructed with the help of educators, children, families and other major stakeholders at the Service. This document guides all aspects of Service operations, provides a clear picture of what the Centre stands for and what it is trying to achieve, and is also regularly reflected on by senior staff and casual educators alike. * Senior staff access Inclusion Support funding where needed to assist the Service in caring for children with additional needs and who require higher than normal educator ratios. Daniel has refined the “student summary profiles” (behaviour plans) to assist educators who care for these children. These plans are based on information provided by families and professionals as well as information learned at professional development courses that Jack and other educators have attended. A prominent example of one of these course attended is ‘OOSH: Interpreting Children’s Challenging Behaviours, Strategies, Interventions and Responses; Speaking Their Language’. * All educators 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 children involved. * The Centre, through extensive work by its permanent staff members, now has an effective Quality Improvement Plan that allows for a thorough approach to identified improvements and isn’t limited by content.   + 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. * The Service has extensive risk management systems in place to ensure the safety of children and educators alike. Educators are abundantly aware of relevant policies, procedures and practices as well as the National Law and Regulations and act in accordance with these. * The Centre has a comprehensive and detailed range of Risk Assessments that manage risks effectively throughout all aspects of the Service. These Risk Assessments are communicated thoroughly to educators and Risk Assessments are refined, expanded upon or created as necessary. |