



Community Kinders Plus
Organisational Core Values and Strategic Plan
2018-2021

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Collated by Sharryn Clarke of SNC Educational Innovations on behalf of the Community Kinders Plus

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Executive Summary

Community Kinders Plus (CKP) is a not-for-profit early years management organisation that operates over 20 early years services in municipal council areas of Frankston and the Mornington Peninsula. Our role as the Approved Provider and licensee is to ensure that our services operate within their legislative frameworks and that the programs delivered to children and families are of an exemplary level. Our aim is to support, guide and administer operational functions of each service and as a whole organisation, which means that we are instrumental in key decision making, recruitment and management of high quality employees, financial planning and management and strategic development.

We have two underpinning roles within our organisation:

Operations – ensuring that services are operating with the legislative framework and that services remain viable and responsive to their local community. A strong focus is placed upon access to quality education, particularly for children experiencing disadvantage or vulnerability.

Pedagogy – ensuring that services implement education and care programs that are designed specifically for their local community to meet the developmental and learning needs of their children and families.

This document outlines our **4 Core Values** with children and families being central to all that we do. This means that each value has an underlying connection to the children and families we work with to ensure that the community experiences progression, prosperity and happiness. In some communities, this may also mean support which is why our Core Values also reflect the diverse environment that our services are located within. Our organisation advocates an inclusive approach underpinned by the strong understanding of the importance that children (and families) have a feeling of belonging, being cared for and valued. This can help shape children to become part of their community as they learn and grow in the early years

Section 1: Core Values

The core values held by an organisation represent both the strategic direction and philosophical pathways to be taken over a period of time. Core views are central to the workings and function of the organisation and therefore lay the foundations in everything that the organisation initiates, engages in and implements. The core values for CKP are based upon the strengths, needs, interest and investment of the community in which it operates. They were developed through a consultative process with employees, children and families as well as managerial staff, board members and the wider community. The core values are embedded in everything CKP does from the employee assessment and enhancement program to our philosophy and educational programs.



Section 2: Strategic Planning

As a not-for-profit organisation, Community Kinders Plus strongly invests in the early years focussing its service delivery upon providing quality early childhood programs for children in the year prior to schooling. However, CKP also acknowledges that service delivery goes beyond this year and therefore will seek to discover ways that its service delivery in the future may include families and their children from birth to primary school age. Service delivery expanding upon the year before school already exists in some services with three-year old kindergarten, activity groups and occasional care already offered. The future, however is not limited to this and demographic needs and financial viability may be extended into various forms of education and care.

Shifting Trends in Early Childhood Education and Care

The current situation for education and care services and their associated government funding remains unstable. Patterns of service utilisation indicate that many children utilise their funded kindergarten program within long day care settings. According to statistics, “almost six in 10 (59.1 per cent) of 3 year olds used child care in the September quarter 2011¹.” Furthermore, DEEWR also claim that children in long day care attend for an approximate average of 27 hours per week which is almost double the hours offered by sessional kindergarten. Important details to note also include the following:

1. Additional Hours for kindergarten funding (i.e. Universal Access of 15 hours per child per week) is only guaranteed until the end of 2018, and may have a significant impact upon access to kindergarten programs due to affordability.
2. Pending full parliamentary approval, Child Care Benefit and Child Care Rebate structures will change to the *Jobs for Families Package* which will remove Family Tax Benefit A & B and provide specific programs aimed at increasing spaces for long day care. This is currently being debated in Parliament and may have a significant impact upon the financial capacity for families to pay high fees for kindergarten programs.
3. The National Quality Standard and assessment and rating process against the standard are also currently under review with changes set to be implemented in 2018.

¹ Source: Department of Education, Employment and Workplace Relations (DEEWR) (2013) *Child Care in Australia*. Canberra: Australian Government. p. 15

4. Occasional Care funding is only guaranteed until the end of 2018 under the current guidelines and State funding support is subject to Federal funding.

The push for change is evident in the current climate as the National Child Care Reform continues its debate. What is certain is that the National Quality Framework aims for all early years services to be operating at least at 'meeting' levels of quality whilst also ensuring that early education and care services should be affordable and flexible for families to encourage and enable them to contribute more to building the economy through working and infrastructure. This includes regularly reviewing service type, funding models and session times (operating hours).

It is CKPs vision to make a significant difference to the lives of children and families in the Frankston and Mornington Peninsula municipalities strengthening its population to be seen as resilient, empathic, prosperous and community driven. Our strategic direction aligns with current trends and our core values and therefore reviews its business modelling accordingly. This allows for future possibilities that CKP may eventually engage in operating other models of education and care, such as long day care or occasional care, in addition to its kindergarten program models.

Responding to the historical and current demographic of the regions is crucial in planning for the future of our children and families. Currently the Australian Early Development Census (AEDC) results indicate that:

Children in Frankston North are almost three times more vulnerable in their physical development, language skills and communication with almost half of the children experiencing vulnerability in one developmental area.

Meanwhile children in Frankston South are less vulnerable across many domains than the state and national average. In saying this, there has been an increase in risk of vulnerability in children's social and emotional development in the area.

Children living in Mornington also experience some diversity in their developmental progress in that some children experience little or no vulnerability in their language development yet also have seen an increase of risk of vulnerability in their social and emotional development.

Furthermore, twice the amount of children living in Hastings experience vulnerability in all domains with one third of the population of Hastings' children experiencing vulnerability in two or more areas combined.

The strategic directions of CKP much match this level of diversity within the region it supports and therefore the goals and strategies have been devised using a program logic model to begin progressing towards improving these results.

Linking the Strategic Plan to our Core Values

CORE VALUES	SHORT TERM	MEDIUM TERM	LONG TERM
<p>Leadership in exemplary practice in the Early Years Sector All CKP staff, Management and Board value and understand exemplary practice through inspiring a shared vision, modelling behaviours and expectations with observable skills, abilities and encouragement of “personal best”. Leadership contributes to a climate and culture of seeking opportunities, addressing challenges, developing sustainability and transforming values into actions.</p>	Improved recognition of leaders within CKP staff.	Increased participation of educators, teachers and leaders in communities of practice.	Increased growth and sustainability of early years settings within the early years management model.
<p>Research & Innovation We are active in research, enabling a stronger understanding of quality experience for children and families and how this will impact upon their life-long learning and happiness. CKP is committed to a child centred-family inclusive approach to education, support and learning, underpinned by evidence based best practice, quality assurance and a continuous improvement approach through outcomes measurement.</p>	Increased skills and knowledge of evidence based practice and continuous improvement.	Increase in educators, teachers and leaders contributing to the research and evidence base.	Increased use of outcomes measurement tools approved and/or developed by CKP and its research partners.
<p>Providing Excellence in Education & Care Dynamic education and care programs are provided which respond to children’s learning and development, culture, ability, strengths and interests that support them in their preparation for school readiness and life-long learning. CKP supports children, families, staff and Management to be aspirational in its programming and communication, with an “I can” approach.</p>	Increased communication of CKP values and aspirations for children and their families.	Increase in satisfaction in the quality of the education services received.	Increased number of children reaching their developmental and education milestones, demonstrating readiness for school.
<p>Health & wellbeing Enhance children and their families’ connection to:</p> <ul style="list-style-type: none"> • community • wider service supports <p>Enhance parent/carers knowledge of</p> <ul style="list-style-type: none"> • child development • positive parenting • physical activity • nutritional awareness <p>CKP is an organisation that promotes the health and wellbeing of all children through a commitment to the Child Safe Standards.</p>	Increased inclusion of child safe standards in policies and documentation.	Increased child and family connections to community and service supports. Improved parental understanding of transitions as well as children’s cognitive, social, emotional, physical and language skills.	Improved personal and social capability for children and their families. CKP is committed to supporting the wellbeing and professional growth of their workforce.

Strategic Direction and Planning

Community Kinders Plus Program Logic Model 2018-2021

Situation:
Community Kinders Plus children and families experience high quality early education, through well managed and sustainable services, which support children 3-5 years to achieve their developmental milestones.

Inputs	Outputs		Outcomes- Impact		
	Actions/Activities	Success Factors	Immediate	Intermediate	Long term
<p>What we invest:</p> <ul style="list-style-type: none"> Staff Children Families Volunteers Time Money Research Technology Materials Equipment Infrastructure Best/evidence based practice In communities of practice 	<p>What we do:</p> <ul style="list-style-type: none"> Educate Advocate Train/build capacity Share practice & knowledge Develop staff of excellence Deliver programs of excellence Promotion <p>Who we teach:</p> <ul style="list-style-type: none"> Children Families Decision makers Departments Organisations Community 	<p>How things are done:</p> <p>Information is:</p> <ul style="list-style-type: none"> timely accessible easy to understand <p>Consultation is:</p> <ul style="list-style-type: none"> strategic information seeking open/transparent accessible purposeful <p>Active participation is:</p> <ul style="list-style-type: none"> empowering meaningful 	<p>Improved recognition of leaders within CKP</p> <p>Increased skills & knowledge based practice & continuous improvement</p> <p>Increased communication of CKP values & aspirations for children & families</p> <p>Increased inclusion of child safe standards & policies</p>	<p>Increased participation of educators, teachers & leaders in communities of practice</p> <p>Increase in educators & teachers contributing to the research & evidence base</p> <p>Increase in satisfaction of the quality of education services received</p> <p>Increased child & family connections to community & service supports</p> <p>Improved parent understanding of children's transitions, cognitive, social & emotional development</p>	<p>Increased growth & sustainability of early years services within the CKP cluster management model</p> <p>Increased use of measurement tools approved and/or developed by CKP & its research partners</p> <p>Increased number of children reaching their developmental milestones, demonstrating readiness for school</p> <p>Improved personal & social capability for children & their families</p>
<p>Assumptions:</p> <p>Resources- staff & financial Model of management Enrolment numbers at each site Model of program delivery Managed early years services Program is engaging/high quality</p>			<p>External factors:</p> <p>Government early years policy Government funding Enrolment numbers/population Local government policy/infrastructure</p>		

Evaluation: Focus- Collect Data- Analyse & Interpret- Report

Data collection

Contribution to the evidence base/evaluation

Reporting to the CKP Board

Reporting to Department of Education & Training

Action Planning Statements

Core Value: Leadership in Exemplary Practice in the Early Years Sector

Strategic Goals/Measurable Outcomes	Specific Actions	Achieved By	Responsible Role	
<p>Long Term Increased growth and sustainability of early years settings within the early years management model.</p>	<p>Short term Improved recognition of leaders within CKP staff.</p>	Using CKP's EAEP to identify leaders within the organisation and plan goals towards strengthening leadership skills.	June 2018	Operations Manager & Pedagogical Team Manager
		Engagement of identified leaders in leadership training which includes VIT mentoring training (The Effective Mentoring Program).	January 2019	Operations Manager
		Identification of mentors and leaders within the organisation and allocation to graduate teachers, diploma trained staff and certificate 3 staff.	January 2019	Pedagogical Team Manager
		Identification of exemplary leaders to lead 'emerging leaders' and develop their leadership skills. Leaders use 'reflection on action' and 'reflection in action' processes to assess, modify and improve practices.	June 2019	Pedagogical Team Manager & CEO
	<p>Mid-term Increased participation of educators, teachers and leaders in communities of practice</p>	Initiation of leadership circles based upon individual expertise. E.g. leadership in sustainability, leadership in literacy. 'Leadership Circles' are meetings held by the expert leader to lead others in their area of expertise.	January 2020	Pedagogical Team Manager
		Evaluation of the benefit of the leadership circles and how this has contributed to better outcomes for children and families, including enhancing practice.	January 2020	CEO
		Evaluation of the benefit of the EAEP systems and methods to ascertain impact upon professional growth and enhancement of educational programs.	June 2020	Operations Manager & CEO
		Marketing plans to use leadership in promoting growth in the organisation including diversity of program operations. This may include consideration of long day care, OSHC, vacation care in addition to existing programs.	January 2021	CEO

Core Value: Research and Innovation

Strategic Goals/Measurable Outcomes		Specific Actions	Achieved By	Responsible Role
<p>Long Term Increased use of outcomes measurement tools approved and/or developed by CKP and its research partners.</p>	<p>Short term Increased skills and knowledge in evidence-based practice and continuous improvement.</p>	CKP forms strong ongoing partnerships with research bodies such as tertiary institutes, government bodies and NGOs.	June 2018 & ongoing	CEO
		Educators, teachers and staff participate in research projects as learners of research methods and collectors of data. CKP utilises employees with research skills and upskills others in research processes.	June 2018	Pedagogical Team Leader
		Learning from research findings is applied to innovative program and practice. Further evaluation and research is conducted to fully understand the impact of improved practice and innovation.	January 2019	CEO
		CKP continues to engage in partnership with external agencies such as higher education institutes, community organisations and government (local, state and federal) to conduct research in relation to outcomes for children.	June 2019	CEO & Pedagogical Team Manager
	<p>Mid-term Increase in educators, teachers and leaders contributing to the research and evidence base.</p>	Teachers and educators initiate and engage in research projects that address practice and create innovation. Teachers and educators design (or engage in the process of designing) tools for research practice in consultation with CKP management and relevant research partners.	January 2020	Pedagogical Team Manager
		Teachers and educators regularly engage in research using <i>reflection in action</i> and <i>reflection on action</i> and use the outcomes of their research to design and implement programs of excellence for children and families.	January 2021	Pedagogical Team Manager
		CKP uses the ongoing skilled research ability of its teachers and educators to drive continuous improvement in their education programs.	June 2021	Pedagogical Team Manager
		CKP research tools are exemplary in practice and modelled to other services in their research initiatives which is shared through leadership networking.	December 2021	CEO

Core Value: Providing Excellence in Education and Care

Strategic Goals/Measurable Outcomes		Specific Actions	Achieved By	Responsible Role
Long Term Increased number of children reaching their developmental and education milestones demonstrating readiness for school.	Short term Increased communication of CKP values and aspirations for children and families.	The core values and aspirations are promoted through CKP's website and regular blog updates, newsletters, and information packs for new families.	January 2018	Pedagogical Team Manager & CEO
		Opportunities are provided for teachers and educators to engage in ongoing learning relating to child development, learning approaches and educational environments.	January 2019	Operations Manager
		Leadership staff monitor and support teachers and educators to improve their planning and practices in delivering educational programs to children that are of excellence.	June 2019	Pedagogical Team Manager
		CKP Leadership team, teachers and educators promote the core values of CKP to children and families through newsletters, incorporation of values into regular planning, surveys, information nights and family education evenings. This practice is embedded.	June 2019	Pedagogical Team Manager and Operations Manager
	Mid-term Increase in satisfaction in the quality of the education services received.	Families are surveyed relating to their satisfaction of CKPs education programs and understanding of the core values and its relevance to the improvement of programs. 80% of services receive an 'Exceeding Rating' through the Assessment & Rating Process.	June 2020	Operations Manager
		Research projects indicate significant improvement in children's developmental and educational milestones that are shared with families and surrounding schools.	June 2020	CEO
		Individual services initiate or extend partnerships with surrounding schools through a relational agency process that enhances practices to create seamless transitions for children.	January 2021	CEO
		External partnerships surveyed to gain insights relating to the effectiveness of the partnership and the difference it is making to children's developmental and educational milestones and how they progressed in their first year of schooling. At least 3 services receive an 'Excellent Rating' by ACECQA.	December 2021	CEO

Core Value: Health and Wellbeing

Strategic Goals/Measurable Outcomes		Specific Actions	Achieved By	Responsible Role
<p>Long Term Improved personal and social capability for children and their families.</p> <p>CKP is committed to supporting the wellbeing and professional growth of their workforce.</p>	<p>Short term Increased inclusion of child safe standards in policies and documentation.</p>	The Child Safe Standards are incorporated into policies and procedures across the organisation which includes reviewing and aligning notification policies and screening procedures.	January 2018	CEO
		The workforce is educated and updated in their knowledge relating to legal liabilities, protocols and procedures in identifying and reporting children at risk of abuse or neglect.	June 2018	Operations Manager
		Children are taught about their rights and this aspect of intentional teaching is embedded in the daily curriculum for each service.	January 2019	Pedagogical Team Manager
		Teachers and educators to utilise materials and resources from the Human Rights Commission that explicitly teach children about their rights. Teachers and educators design and implement an anti-biased curriculum.		
		Teachers and educators participate regularly in network meetings, professional development training (such as online modules) to stay up to date with any legislative changes and procedures as an embedded practice.	January 2019	Operations Manager
	<p>Mid-term Increased child and family connections to community and service supports. Improved parental understanding of transitions as well as children's cognitive, social, emotional, physical and language skills.</p>	Staff are supported to engage in mindfulness programs that promote a healthy wellbeing, minimising stress and providing staff with strategies to cope with stressful situations.	June 2020	Pedagogical Team Manager
		Develop programs targeted at raising the level of physical activity in programs and improving children's physical health and fitness as well as embedding aspects of nutritional health in programming and practices.	January 2021	Pedagogical Team Manager
		Families are educated in aspects of health and wellbeing through physical activity programs, nutrition, sleep patterns and healthy environments (e.g. non-smoking, impact of drug and alcohol in environments, etc).		
		Teachers and educators, as an embedded practice, support families in their parenting of children which includes acknowledgement and respect as well as capacity-building. Teachers and educators design linkage programs that support families and children to access additional programs to complement or provide additional support to the educational	June 2021	Pedagogical Team Manager

		program.		
		CKP facilitates the establishment of the 'Family Mentoring program' which sees families providing support and links to other families through their leadership skills. This program is based upon the "Family by Family" model developed by The Australian Centre for Social Innovation (TACSI).	December 2021	CEO

Appendices

Appendix A – Quality Improvement Plan Insert/QUARTERLY REPORT

Date of Quarterly Review: From _____ to _____; Year: _____

CORE VALUE: _____

Assessment of Status
Strengths:
Challenges:
Target Goal:

Current Practice	Aspect we are focussing on for this quarter	How we will improve this and specific activities to action	How we will know that the improvement has been effective?	When we would like to achieve this by?	Person responsible for keeping this on track.

Aspect in Review	Progress Notes	Achievement
	Date: Notes: Date: Notes	Date: Details: Any further action required? Details

Appendix B: Template for Reporting on Child Safe Standards

Date of Quarterly Review: From _____ to _____: Year: _____

CORE VALUE: _____

Complete sections applicable in either or both tables.

Child Safe Standard (An organisation must have...)	1	2	3	4	5	6	7
	Strategies to embed an organisational culture of child safety, including through effective leadership arrangements.	A child safe policy or statement of commitment to child safety.	A code of conduct that establishes clear expectations for appropriate behaviour with children.	Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel.	Processes for responding to and reporting suspected child abuse.	Strategies to identify and reduce or remove risks of child abuse.	Strategies to promote the participation and empowerment of children.
IDENTIFIED AREA FOR IMPROVEMENT							
ACTION TAKEN							
OUTCOME							
NEXT ACTIONS							

Safety Principles	Cultural Safety for Aboriginal Children	Cultural Safety for children from a culturally and/or linguistically diverse background	Children with a disability
		Organisations need to consider cultural safety of Aboriginal children across the implementation of all the standards.	Organisations need to consider cultural safety of culturally and/or linguistically diverse children across the implementation of all the standards.
IDENTIFIED AREA FOR IMPROVEMENT			
ACTION TAKEN			
OUTCOME			
NEXT ACTIONS			

Presented at Board Meeting: Date: ___/___/_____

Presented by: Name: _____ Position: _____

Minuted as agenda item: _____