

Evans Street, Aldinga Beach

Phone: 8557 6208

Fax: 8557 7612



Aldinga Beach

Development and Parenting

# Aldinga Beach Children's Centre

"The best we can be"

# Quality Improvement Plan 2018

### **Table of Contents**

Service details	2
Additional information about your service	3
Service statement of philosophy	4
Strengths Summary	5
Improvement Priorities Summary	7
Improvement Priority 1:	9
Improvement Priority 2:	11
Improvement Priority 3 :	13

### **Service details**

Service name									
Childhood Development and Parenting. Provider Number: SE-40002013  Primary contact at service Jane Moore  Physical location of service	Service name				Service approval number				
Dane Moore   Physical location of service   Physical location contact details									
Physical location contact details           Street:         1 Evans Street         Telephone:         85576208           Suburb:         Aldinga Beach         Mobile:           State/territory:         SA         Fax:         85577612           Postcode:         5982         Email:           Approved Provider         Nominated Supervisor           Primary contact:         DECD         Name:         Jane Moore           Ms Anne-Marie Hayes         Telephone:         85576208           Mobile:         0428525676           Fax:         (08) 8226 3463         Telephone:         85577612           Email:         DECD.NQFEnquiries@sa.gov.au         Email:         Jane.moore766@schools.sa.edu. au           Postal address (if different to physical location of service)           Street:         As Above           State/territory:         Postcode:           Operating Hours         Monday         Tuesday         Wednesday         Thursday         Friday           Opening time         8.30         8.30         8.30         8.30         8.30         8.30	Primary contact	at service							
Street:         1 Evans Street         Telephone:         85576208           Suburb:         Aldinga Beach         Mobile:           State/territory:         SA         Fax:         85577612           Postcode:         5982         Email:           Approved Provider         Nominated Supervisor           Primary contact:         DECD         Name:         Jane Moore           Ms Anne-Marie Hayes         Telephone:         85576208           Mobile:         Mobile:         0428525676           Fax:         (08) 8226 0159         Fax:         85577612           Email:         DECD.NQFEnquiries@sa.gov.au         Email:         Jane.moore766@schools.sa.edu. au           Postal address (if different to physical location of service)           Street:         As Above           State/territory:           Postcode:         Operating Hours           Monday         Tuesday         Wednesday         Thursday         Friday           Opening time         8.30         8.30         8.30         8.30         8.30	Jane Moore								
Suburb:         Aldinga Beach         Mobile:           State/territory:         SA         Fax:         85577612           Postcode:         5982         Email:           Approved Provider         Nominated Supervisor           Primary contact:         DECD         Name:         Jane Moore           Ms Anne-Marie Hayes         Telephone:         85576208           Mobile:         Mobile:         0428525676           Fax:         (08) 8226 0159         Fax:         85577612           Email:         DECD.NQFEnquiries@sa.gov.au         Email:         Jane.moore766@schools.sa.edu. au           Postal address (if different to physical location of service)           Street:         As Above           Suburb:           State/territory:           Postcode:           Operating Hours           Monday         Tuesday         Wednesday         Thursday         Friday           Opening time         8.30         8.30         8.30         8.30         8.30	Physical location	n of service		Ph	ysical locat	ion	contact details		
State/territory:         SA         Fax:         85577612           Postcode:         5982         Email:           Approved Provider         Nominated Supervisor           Primary contact:         DECD Ms Anne-Marie Hayes         Name:         Jane Moore           Telephone:         (08) 8226 3463         Telephone:         85576208           Mobile:         Mobile:         0428525676           Fax:         (08) 8226 0159         Fax:         85577612           Email:         DECD.NQFEnquiries@sa.gov.au         Email:         Jane.moore766@schools.sa.edu. au           Postal address (if different to physical location of service)           Street:         As Above           Suburb:           State/territory:           Postcode:           Operating Hours           Monday         Tuesday         Wednesday         Thursday         Friday           Opening time         8.30         8.30         8.30         8.30         8.30	Street:	1 Evans Street		Te	lephone:	85	576208		
Postcode:   5982   Email:	Suburb:	Aldinga Beach		Мо	bile:				
Approved Provider Primary contact: DECD Ms Anne-Marie Hayes Telephone: (08) 8226 3463 Telephone: Mobile: Fax: (08) 8226 0159 Fax: BECD.NQFEnquiries@sa.gov.au Email: DECD.NQFEnquiries@sa.gov.au Email: Jane.moore766@schools.sa.edu.au  Postal address (if different to physical location of service) Street: As Above Suburb: State/territory: Postcode: Operating Hours  Monday Tuesday Wednesday Thursday Friday Opening time 8.30 8.30 8.30 8.30 8.30 8.30 8.30	State/territory:	SA		Fa	x:	85	577612		
Primary contact:  DECD Ms Anne-Marie Hayes  Telephone: (08) 8226 3463  Telephone: Mobile:  Mobile:  0428525676  Fax: (08) 8226 0159  Fax: 85577612  Email: DECD.NQFEnquiries@sa.gov.au Email: Jane.moore766@schools.sa.edu. au  Postal address (if different to physical location of service)  Street: As Above  Suburb: State/territory: Postcode: Operating Hours  Monday Tuesday Wednesday Thursday Friday Opening time 8.30 8.30 8.30 8.30 8.30	Postcode:	5982		Em	nail:				
Ms Anne-Marie Hayes Telephone: (08) 8226 3463 Telephone: 85576208 Mobile: 0428525676 Fax: (08) 8226 0159 Fax: 85577612 Email: DECD.NQFEnquiries@sa.gov.au Email: Jane.moore766@schools.sa.edu. au  Postal address (if different to physical location of service) Street: As Above Suburb: State/territory: Postcode: Operating Hours  Monday Tuesday Wednesday Thursday Friday Opening time 8.30 8.30 8.30 8.30 8.30	Approved Provid	ler		No	minated Su	per	visor		
Telephone:         (08) 8226 3463         Telephone:         85576208           Mobile:         0428525676         0428525676           Fax:         (08) 8226 0159         Fax:         85577612           Email:         DECD.NQFEnquiries@sa.gov.au         Email:         Jane.moore766@schools.sa.edu. au           Postal address (if different to physical location of service)           Street:         As Above           Suburb:           State/territory:           Postcode:           Operating Hours           Monday         Tuesday         Wednesday         Thursday         Friday           Opening time         8.30         8.30         8.30         8.30	Primary contact:	DECD		Name:		Jane Moore			
Mobile: 0428525676  Fax: (08) 8226 0159 Fax: 85577612  Email: DECD.NQFEnquiries@sa.gov.au Email: Jane.moore766@schools.sa.edu. au  Postal address (if different to physical location of service)  Street: As Above  Suburb: State/territory: Postcode:  Operating Hours  Monday Tuesday Wednesday Thursday Friday Opening time 8.30 8.30 8.30 8.30 8.30		Ms Anne-Marie	Hayes						
Fax: (08) 8226 0159 Fax: 85577612  Email: DECD.NQFEnquiries@sa.gov.au Email: Jane.moore766@schools.sa.edu. au  Postal address (if different to physical location of service)  Street: As Above  Suburb: State/territory: Postcode:  Operating Hours  Monday Tuesday Wednesday Thursday Friday Opening time 8.30 8.30 8.30 8.30 8.30	Telephone:	(08) 8226 3463			lephone:	85576208			
Email: DECD.NQFEnquiries@sa.gov.au Email: Jane.moore766@schools.sa.edu. au  Postal address (if different to physical location of service)  Street: As Above  Suburb: State/territory: Postcode:  Operating Hours  Monday Tuesday Wednesday Thursday Friday Opening time 8.30 8.30 8.30 8.30	Mobile:			Мо	bile:	0428525676			
Postal address (if different to physical location of service)  Street: As Above  Suburb: State/territory: Postcode:  Operating Hours  Monday Tuesday Wednesday Thursday Friday Opening time 8.30 8.30 8.30 8.30	Fax:	(08) 8226 0159		Fa	X:	85577612			
Street: As Above Suburb: State/territory: Postcode: Operating Hours  Monday Tuesday Wednesday Thursday Friday Opening time 8.30 8.30 8.30 8.30	Email:	DECD.NQFEnquirie	es@sa.gov.au	Em			schools.sa.edu.		
Suburb: State/territory:  Postcode:  Operating Hours  Monday Tuesday Wednesday Thursday Friday Opening time 8.30 8.30 8.30 8.30	Postal address (	if different to ph	ysical locat	ion	of service)				
State/territory:  Postcode:  Operating Hours  Monday Tuesday Wednesday Thursday Friday  Opening time 8.30 8.30 8.30 8.30 8.30	Street:	As Above							
Postcode:  Operating Hours  Monday Tuesday Wednesday Thursday Friday  Opening time 8.30 8.30 8.30 8.30 8.30	Suburb:								
Operating HoursMondayTuesdayWednesdayThursdayFridayOpening time8.308.308.308.30	State/territory:								
MondayTuesdayWednesdayThursdayFridayOpening time8.308.308.308.30	Postcode:								
Opening time         8.30         8.30         8.30         8.30	Operating Hours								
		Monday	Tuesday		Wednesda	У	Thursday	Friday	
Closing time 3.15 3.15 3.15 3.15	Opening time	8.30	8.30		8.30		8.30	8.30	
	Closing time	3.15	3.15		3.15		3.15	3.15	

### Additional information about your service

Our centre is in his 5<sup>th</sup> year of operation. It is one of the Department for Education's Children's Centres for Early Childhood Development and Parenting. It has been placed specifically placed in the Aldinga area to support rapid growth within the area and to support vulnerable families. AEDC data shows Aldinga and Sellicks have high vulnerability – especially in the physical domain. SEIFA index shows the area is on the 16<sup>th</sup> percentile The car park is accessed from Greenlees Parade. The Kindy is closed during the usual SA School holidays and closes for 4 student free days a year. The centre often remains open for other services and programs. How are the children grouped at your service? Our Kindy operates 2 groups. A Monday / Tuesday group and a Wednesday / Thursday group. Each group is then broken down into 3 smaller core primary care groups as a strategy to support deeper relationships and attachment with children and their families. Each learning group has a teacher ad early childhood worker. Children spend a least some of each day in their group. Each group has a designated colour - with hats to match. Write the name and position of person(s) responsible for submitting this Quality Improvement Plan Jane Moore - Director

### Service statement of philosophy



### Our Vision

The dream we have for our birth-7 School in the future

Creating a learning community, where we work together, to be the best we can be.

## Our Centre Phílosophy

Mantra

The best we can be



### Our Purpose

Create positive relationships to become active community members

Strengthen skills and build pathways to become global citizens

Equip children to be powerful learners in a safe, supportive environment

Encourage a sense of fun and play, to nurture, educate and develop a culture of success

# Teaching and Learning Philosophy

Provide a safe and supportive environment

View children as competent and capable

value the experiences and voice of the child

Empower learners through differentiation to meet learner's needs

Strengthen social and emotional capabilities

Have high expectations

Develop stamina for learning

Work to continually improve

Develop partnerships with families and community

### **Strengths Summary**

Self review occurs at the end of each year as we reflect on our progress towards our intended goals and determine priorities for the new year. Progress is also monitored within various groups through the year including but not limited to – Kindy team, leadership team, Whole centre staff team and our Parent Committee.

Data and tools we use to assist in our review/ reflection includes

- Self review discussion record based on NQS Guide
- AEDC data
- Sustainability Audit
- Transition Rubric
- Parent surveys
- Reflect Respect Relate (RRR) Scale data

- Partnership Performance report
- Leadership Survey
- Psych health Survey
- Statements of Learning written for all children at the end of the previous year

Our site achieved an exceeding rating across all 7 areas of the NQS during 2016. In 2017 we were invited to join a two year Inquiry project with the Department of Education Inquiry to support working towards an excellence rating application.

We were also acknowledged for our outstanding work with community in 2017 as the winner of the Community Engagement category for the DECD Public education awards.

#### QA1 Educational program and practice- Strengths

**Theme 1:** Practice is **embedded** in service operations

Cycle of planning is evident using EYLF and literacy numeracy indicators.

Theme 2: Practice is informed by critical reflection

All children have individual goals and plans developed with support from families and children

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

#### **QA2 Children's health and safety Strengths**

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

#### **QA3 Physical environment- Strengths**

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

#### **QA4 Staffing arrangements- Strengths**

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

#### **QA5** Relationships with children-Strengths

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

#### QA6 Collaborative partnerships with families and communities - Strengths

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

#### QA7 Leadership and service management- Strengths

Theme 1: Practice is embedded in service operations

Theme 2: Practice is informed by critical reflection

Theme 3: Practice is shaped by meaningful engagement with families and/or the community

Site Name 2018 QIP Page **6** of **14** 

### **Improvement Priorities Summary**

Goals or Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation
Goal 1: Children and families who have experienced trauma will be supported by practices throughout our centre  Rationale: High proportion of children and families identified as experiencing trauma – we decide das a team that we need to ensure our practice provides support not more trauma.	Strategy 1: Staff build skills, knowledge and understanding about trauma through face to face learning, reading and putting new learning into practice.	staff meeting with facilitator Matt Ball week 2 each term support from Tracey Hill FSC and Lauren Jew CDC provide time at least twice a term for reflective practice	1.1.2 Child-centred 1.1.3 Program learning opportunities 1.2.2 Responsive teaching and scaffolding	Release time  Staff meeting time  Site Budget
	Strategy 2: Document agreed trauma informed practices	By the end of term 4 2018		Staff time with facilitators as a team

Improvement Priority 2:									
Goals or Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation					
Goal 1:	Strategy 1:								
Rationale:	Strategy 2:								
Goal 2:	Strategy 1:								
Rationale:	Strategy 2:								

Improvement Priority 3:										
Goals or Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation						
Goal 1:	Strategy 1:									
Rationale:	Strategy 2:									

Improvement Priority 3:									
Goals or Outcomes Sought	Strategies	Timeline and responsibilities	Quality Areas /Elements that will improve	Resource Allocation					
Goal 2:	Strategy 1:								
Rationale:	Strategy 2:								

The table has been included to allow you to copy / Paste standards and elements into other sections

Delete once improvement priorities are mapped to QA's Standards or elements

QA1 Educational Program and practice	QA2 Children's health and safety	QA3 Physical Environment
1.1 Program	2.1 Health	3.1 Design
1.1.1 Approved learning framework	2.1.1 Wellbeing and comfort	3.1.1 Fit for purpose
1.1.2 Child-centred	2.1.2 Health practices and procedures	3.1.2 Upkeep
1.1.3 Program learning opportunities	2.1.3 Healthy lifestyle	3.2 Use
1.2 Practice	2.2 Safety	3.2.1 Inclusive environment
1.2.1 Intentional teaching	2.2.1 Supervision	3.2.2 Resources support play- based
1.2.2 Responsive teaching and scaffolding	2.2.2 Incident and emergency management	learning
1.2.3 Child directed learning	2.2.3 Child protection	3.2.3 Environmentally responsible
1.3 Assessment and planning		
1.3.1 Assessment and planning cycle		
1.3.2 Critical reflection		
1.3.3 Information for families		
QA4 Staffing arrangements	QA5 Relationships with children	QA6 Collaborative partnerships with
4.1 Staffing arrangements	5.1 Relationships between educators and	families and communities
4.1.1 Organisation of educators	children	6.1 Supportive relationships with families
4.1.2 Continuity of staff	5.1.1 Positive educator to child interactions	6.1.1 Engagement with the service
4.2 Professionalism	5.1.2 Dignity and rights of the child	6.1.2 Parent views are respected
4.2.1 Professional collaboration	5.2 Relationships between children	6.1.3 Families are supported
4.2.2 Professional standards	5.2.1 Collaborative learning	6.2 Collaborative partnerships
	5.2.2 Self-regulation	6.2.1 Transitions
		6.2.2 Access and participation
		6.2.3 Community engagement
QA7 Governance and Leadership		
7.1 Governance		
7.1.1 Service philosophy and purpose		
7.1.2 Management systems		
7.1.3 Roles and responsibilities		
7.2 Leadership		
7.2.1 Continuous improvement		
7.2.2 Educational leadership		
7.2.3 Development of professionals		

Goal 1		Try to write overa Outcomes for the				en and families ss or progress measur	es for each st	rategy	
Rationa	ale	What data / observations have led to this being identified as a priority							
Strateg	ies				Timeline responsi		Resourc	ing Required	
actions th	nat you will ed to list ex	clude verbs- doing v I take that are in add xisting good practice	dition to what	you already	When will t	his be actioned, who who will be involved	<ul><li>Pupil fre</li><li>Site Budg</li></ul>	rs/leaders e day get allocation hip budget	
Add rows	for additio	onal strategies							
Links		QA1 (	QA2	QA3	QA4	QA5	QA6	QA7	
Standa Elemen Delete ei not appl	its Iements	1.1.3     2       1.2.1     1.2.2       2     2       1.2.3     2       1.3.1     1.3.2       2     2	.1.1 .1.2 .1.3 .2.1 .2.2 .2.3	3.1.1 3.1.2 3.2.1 3.2.2 3.2.3	4.1.1 4.1.2 4.2.1 4.2.2.	5.1.1. 5.1.2 5.2.1 5.2.2	6.1.1 6.1.2 6.1.3 6.2.1 6.2.2 6.2.3	7.1.1 7.1.2 7.1.3 7.2.1 7.2.2 7.2.3	
Links		Theme 1: Praction	e is <b>embedd</b>	ed in service		'			
Exceed Theme	_	operations Theme 2: Praction							
		Theme 3: Praction engagement with community							
Success /Progre Measu Indicate monito timeline	ess res e ring	2. Educato 3. Childret 4. Progres Plan for how you v agreed process an	against hat will be act r actions/beha n's experiences s against EYLI will determine	ioned (eg. PD, j wiour/pedagog s (eg. increased F Outcomes or (measure) the	v (eg. modellir complexity / c IPNL changes you a	lits completed, RRR ong and fostering curion curion reativity )  The seeking. You may now analyse findings. This	esity) eed to devise		
Progre	ss Notes	a strategy							
i i ogi c.		l 1 –low level indicators Level 2- moderate level indicators		Level 3-	medium level	Level 4- higher level indicators			
	Things that you did What has occurred? How much was done? How well was it done?		occurred? n was done?  educators do What has changed?		childr exper What h	ge in things en do/ ience as changed? you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?		
Term 1									
Term 2									
Term 2 Term 3 Term 4									

Goal 2	Try to write overarching goals in terms of outcomes for children and families Outcomes for the site or educators can be described as success or progress measures for each strategy						
Rationale	What data / ob	servations hav	ve led to this being ide	ntified as a pr	iority		
Strategies				Timelines responsib		Resourc	ing Require
rategies should includ ou will take that are in isting good practice t Add rows for additi	addition to what hat will continue		ribe new actions that o, no need to list	When will th	is be actioned, who ho will be involved	<ul><li>Pupil fre</li><li>Site Bud</li></ul>	rs/leaders
Links	QA1	QA2	QA3	QA4	QA5	QA6	QA7
Standards &	1.1.1 1.1.2	2.1.1	3.1.1	4.1.1	5.1.1.	6.1.1	7.1.1
Elements	1.1.3 1.2.1 1.2.2	2.1.2	3.1.2 3.2.1	4.1.2 4.2.1	5.1.2 5.2.1	6.1.2 6.1.3	7.1.2 7.1.3
Delete elements	1.2.3	2.2.1	3.2.2	4.2.2.	5.2.2	6.2.1	7.1.3
not applicable	1.3.1 1.3.2	2.2.2	3.2.3		0.2.2	6.2.2	7.2.2
	1.3.3	2.2.3				6.2.3	7.2.3
Links	Theme 1: Pra	ctice is <b>embe</b>	dded in service				
Exceeding Themes	<u> </u>	Theme 2: Practice is informed by critical					
	Theme 3: Practice is shaped by meaningful engagement with families and/or the community						
Success			mes (see below)			<u> </u>	
Progress	Targets can be		actioned (as DD	hana ~	completed DDD at-1		
Measures			actioned (eg. PD, purc ehaviour/pedagogy (e;			)	
ndicate	3. Chila	lren's experien	nces (eg. increased con	nplexity / crea		,	
monitoring			YLF Outcomes or IPN		aaldaa Va	An almost to	ent en en en el .
timeline			ne (measure) the chan we educators, chn and				
	T PIUCESS UIIU UII	וכווווב נט טטטבו	ve caucators, criff ullu	to ununyse [III	unigs. Hiis piuliillilly C	un anen be 113t	Lu us u strutelly

Progres	ss Notes			
	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?
Term 1				
Term 2				
Term 3				
Term 4				
	and a displaying			

Recommendations

Copy/Paste additional tables if there are more goals and/ or strategies in each priority

Goal 1	Try to write overarching goals in terms of outcomes for children and families Outcomes for the site or educators can be described as success or progress measures for each strategy							
Rationale	What data / observations have led to this being identified as a priority							
Strategies			Timelines responsibi		Resourc	ing Required		
_	re in addition to wh	s- that describe new actions at you already do, no need to		be actioned, who will	<ul><li>Pupil fre</li><li>Site Bud</li></ul>	rs/leaders		
Links	QA1	QA2 QA3	QA4	QA5	QA6	QA7		
Standards & Elements	1.1.3	2.1.1     3.1.1       2.1.2     3.1.2       2.1.3     3.2.1	4.1.1 4.1.2 4.2.1	5.1.1. 5.1.2 5.2.1	6.1.1 6.1.2 6.1.3	7.1.1 7.1.2 7.1.3		
Delete elements not applicable	1.2.3 1.3.1 1.3.2	2.2.1 3.2.2 2.2.2 3.2.3 2.2.3	4.2.2.	5.2.2	6.2.1 6.2.2 6.2.3	7.2.1 7.2.2 7.2.3		
Links		ce is <b>embedded</b> in service		l l	0.2.3	7.2.3		
Exceeding Themes	· .	ce is informed by <b>critical</b>						
		ce is shaped by meaningful h <b>families and/or the</b>						
Success /Progress	Targets can be set 1. Things t	that will be actioned (eg. PD, p						
Measures Indicate monitoring	3. Children 4. Progres	or actions/behaviour/pedagogy n's experiences (eg. increased s against EYLF Outcomes or I will determine (measure) the c	complexity / cred PNL	ativity)	o dovice crite	ria and an agrees		
timeline		ine to observe educators, chn d						
Progress Notes								
Level 1 –lo	w level indicators	Level 2- moderate level indicators	Level 3- med	lium level indicators	Level 4- high	gher level		
_	hat you did	Change in things	_	n things children		ement in		
What has o	was done?	educators do What has changed?	do/ experience What has changed? How do you know?		outcomes/ learning What has improved? Who has improved?			
How well v	vas it dolle:	How do you know?	Tiow do you	MIOW.	How do yo	•		
	Tubic:	now do you know?	now do you			•		

### Recommendations

Term 3

Term 4

Goal 2		Try to write overarching goals in terms of outcomes for children and families							
	Outcomes for t	Outcomes for the site or educators can be described as success or progress measures for each strategy							
Rationale	What data / ob	servations ha	ve led to this being	identified as a p	priority				
Strategies				Timelines	&	Resourc	ing Required		
				responsib	ilities				
trategies should inclu	_				s be actioned, who will		time for		
nat you will take that st existing good pract			ady do, no need to	lead & who w	vill be involved	<ul><li>educato</li><li>Pupil fre</li></ul>	rs/leaders		
st existing good pract	ree that will contin	uc					get allocation		
							p budget allocatio		
Add rows for addition	nal strategies								
Links	QA1	QA2	QA3	QA4	QA5	QA6	QA7		
Standards &	1.1.1 1.1.2	2.1.1	3.1.1	4.1.1	5.1.1.	6.1.1	7.1.1		
	1.1.3	2.1.2	3.1.2	4.1.2	5.1.2	6.1.2	7.1.2		
Elements	1.2.1 1.2.2	2.1.3	3.2.1	4.2.1	5.2.1	6.1.3	7.1.3		
Delete elements	1.2.3	2.2.1	3.2.2	4.2.2.	5.2.2	6.2.1	7.2.1		
not applicable	1.3.1 1.3.2 1.3.3	2.2.2	3.2.3			6.2.2 6.2.3	7.2.2 7.2.3		
Links		1	dded in service			0.2.3	7.2.3		
Exceeding	operations								
Themes	Theme 2: Pra	Theme 2: Practice is informed by critical							
memes	reflection								
		Theme 3: Practice is shaped by meaningful							
	community	engagement with families and/or the							
Success		levels of outco	mes (see below)						
/Progress	Targets can be	set against		,	1. 1				
Measures					s completed, RRR obs) and fostering curiosity)				
Indicate	7. Chile	lren's experier	ices (eg. increased o	complexity / cre					
monitoring			YLF Outcomes or 1		seeking. You may need t	n devise crite	ria and an aareed		
timeline					indings. This planning ca				
Progress Notes									
	ow level indicators	Level 2-	moderate level	Level 3- med	dium level indicators	Level 4- hi	gher level		

Progres	ss Notes				
	Level 1 –low level indicators	Level 2- moderate level indicators	Level 3- medium level indicators	Level 4- higher level indicators	
	Things that you did What has occurred? How much was done? How well was it done?	Change in things educators do What has changed? How do you know?	Change in things children do/ experience What has changed? How do you know?	Improvement in outcomes/ learning What has improved? Who has improved? How do you know?	
Term 1					
Term 2					
Term 3					
Term 4					

### Recommendations

Copy/Paste additional tables if there are more goals and/ or strategies in each priority

Goal 1		Try to write overarching goals in terms of outcomes for children and families Outcomes for the site or educators can be described as success or progress measures for each strategy								
Rationa	le	What data / observations have led to this being identified as a priority								
Strategies							Timelines & responsibilities  When will this be actioned, who will lead & who will be involved		Release time for educators/leaders     Pupil free day     Site Budget allocation Partnership budget allocation	
trategies should include verbs- doing words ou will take that are in addition to what you xisting good practice that will continue Add rows for additional strategies										
Auu Tows j	or addition	ui strutegies								
Links		QA1		QA2	QA3	QA4	QA5	QA6	QA7	
Standar	ds &	1.1.1 1.	1.2	2.1.1	3.1.1	4.1.1	5.1.1.	6.1.1	7.1.1	
Elemen	tc	1.1.3		2.1.2	3.1.2	4.1.2	5.1.2	6.1.2	7.1.2	
				2.1.3	3.2.1	4.2.1	5.2.1	6.1.3	7.1.3	
Delete ele		1.2.3		2.2.1	3.2.2	4.2.2.	5.2.2	6.2.1	7.2.1	
not appli	cable	1.3.1 1.	-	2.2.2	3.2.3			6.2.2	7.2.2	
		1.3.3		2.2.3				6.2.3	7.2.3	
<b>Links</b> Exceeding Themes				ce is <b>embe</b>	lded in service					
		operations								
		Theme 2: Practice is informed by critical reflection								
		Theme 3: Practice is shaped by meaningful								
		engagement with families and/or the								
			community							
Success		Consider the 4 levels of outcomes (see below) Targets can be set against								
/Progre	:SS	1. Things that will be actioned (eg. PD, purchases, audits completed, RRR obs)								
Measur	es	2. Educator actions/behaviour/pedagogy (eg. modelling and fostering curiosity)								
Indicate				n's experiences (eg. increased complexity / creativity )						
monito					YLF Outcomes or 1		1: V		. ,	
							eeking. You may need adings. This planning c			
timeline		process u	יום נוווופו	ווויב נט טאאפו	ve educators, criff (	The to unuiyse Jill	anigs. This planning C	מוז נווכוו של וואנ	ca as a strategy	
Progres	s Notes									
0 6. 00	Level 1 –lo	Level 1 –low level indicators Level 2- moderate level indicators		Level 3- medium level indicators		Level 4- higher level indicators				
. 08. 00			ngs that you did Change in things		Change in things		Improvement in			
		hat you	did	Chang	e in things	(Dange)	n mns	Improve	ement in	
			did	_	_		_	-		
	Things t			educat	tors do	children	do/ experience	outcom	es/ learning	
	Things to	occurred?		educat What ha	tors do s changed?	children What has c	do/ experience hanged?	outcom What has i	es/learning mproved?	
	Things to	occurred? nwas done?		educat What ha	tors do	children	do/ experience hanged?	outcom What has i	es/learning mproved? mproved?	
	Things to	occurred? nwas done?		educat What ha	tors do s changed?	children What has c	do/ experience hanged?	outcom What has i	es/learning mproved? mproved?	
Term 1	Things to	occurred? nwas done?		educat What ha	tors do s changed?	children What has c	do/ experience hanged?	outcom What has i	es/learning mproved? mproved?	
	Things to	occurred? nwas done?		educat What ha	tors do s changed?	children What has c	do/ experience hanged?	outcom What has i	es/learning mproved? mproved?	

### Recommendations

Term 3

Term 4

Goal 2		Try to write overarching goals in terms of outcomes for children and families Outcomes for the site or educators can be described as success or progress measures for each strategy							
Rationa	le	What data / ob	servations ha	ve led to this beir	ng identified as a p	riority			
Strategi	es					Timelines & responsibilities		Resourcing Required	
rategies should include verbs- doing words- that describe new action ou will take that are in addition to what you already do, no need to liskisting good practice that will continue  Add rows for additional strategies							<ul> <li>Release time for educators/leaders</li> <li>Pupil free day</li> <li>Site Budget allocation Partnership budget allocation</li> </ul>		
-luu rows j	or addition	ar strategres							
Links		QA1	QA2	QA3	QA4	QA5	QA6	QA7	
Standar	ds &	1.1.1 1.1.2	2.1.1	3.1.1	4.1.1	5.1.1.	6.1.1	7.1.1	
		1.1.3	2.1.2	3.1.2	4.1.2	5.1.2	6.1.2	7.1.2	
Element		1.2.1 1.2.2	2.1.3	3.2.1	4.2.1	5.2.1	6.1.3	7.1.3	
Delete ele	ements	1.2.3	2.2.1	3.2.2	4.2.2.	5.2.2	6.2.1	7.2.1	
not applic	cable	1.3.1 1.3.2	2.2.2	3.2.3			6.2.2	7.2.2	
		1.3.3	2.2.3				6.2.3	7.2.3	
inks		Theme 1: Prac	ctice is <b>embe</b>	dded in		'			
_		service operations							
Exceeding Themes		Theme 2: Practice is informed by							
		critical reflection							
		Theme 3: Practice is shaped by							
		meaningful engagement with							
		families and							
Success				mes (see below)					
		Targets can be set against							
/Progre		5. Things that will be actioned (eg. PD, purchases, audits completed, RRR obs)							
Measur	es					and fostering curiosity	)		
Indicate		7. Children's experiences (eg. increased complexity / creativity )							
monitor		_		YLF Outcomes of					
		Plan for how you will determine (measure) the changes you are seeking. You may need to devise criteria and an agree process and timeline to observe educators, chn and to analyse findings. This planning can then be listed as a strategy							
timeline		process and tin	neline to obse	rve eaucators, ch	n ana to analyse fil	naings. This planning d	can then be list	ea as a strategy	
Progres	s Notes								
	Level 1 –lo	w level indicators		Level 2- moderate level indicators		Level 3- medium level indicators		Level 4- higher level indicators	
	Things t	nings that you did hat has occurred? ow much was done?		Change in things educators do What has changed? How do you know?		Change in things children do/ experience What has changed? How do you know?		Improvement in outcomes/ learning What has improved? Who has improved? How do you know?	
	_								
	How well was it done?								
			now do						
Term 1							110W do ye	ou know:	
Term 2									
Term 3									

Term 4