

2023

Quality Improvement Plan for Baden Pattinson Kindergarten

Site number:

5665



Service name

Baden Pattinson Kindergarten

Service address

Cnr Alison St & Kibby Avenue, Glenelg North 5045

Service approval number

Click or tap here to enter text.

Acknowledgment of Country

We acknowledge the Kaurna people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

Baden Pattinson Kindergarten is a Department for Education stand-alone site in the council area of Holdfast Bay, 12 kilometres from the city centre and within walking distance to the “Old Gum Tree.” The centre was named after Sir Baden Pattinson who was the Mayor of Glenelg Council at the time of opening, who later became a state politician and the Minister of Education. He was also state president of the Royal Life Saving Society and the inspiration behind the Learn to Swim campaign. He was knighted in the Queen's Birthday Honours list of 1962.

We are part of the Holdfast Partnership group of 5 primary schools, 1 secondary school and 8 kindergartens. While we are part of this Partnership, children transition to many other schools within our local area. There is a long history of community involvement at the kindergarten. We share a car park with the Glenelg North Community Centre, Vietnam Veterans, Community Garden, Michael Herbert Memorial Garden, Kiwanis and Rotary, with whom we have a very close working relationship. As a number of our children also attend the Glenelg North Community Child Care Centre, we have worked to develop a close relationship with the staff and committee of this centre. We also share walking the children back to the centre daily. Children attend the Baden Pattinson Kindergarten for a year prior to going to school, for up to 15 hours a week for 40 weeks of the year. The kindergarten is a full-time centre with children having access to 2 full days per week from 8.15am to 3.00pm and alternate Friday mornings from 8.15am to 11.15am. The centre currently has a capacity of 44 at the beginning of term 1 and 66 at the beginning of Term 3. Due to this capacity ceiling we sometimes have to implement our Priority of Access Policy so that families who live in our local catchment area can all access our service.

We cater for families from a wide socio-economic background as well as a mix of working and non-working parents. We welcome parents into the centre to participate in planning, working with the children, sharing their skills and joining our Governing Council. Evaluation and reflection of our programs, improvement and upgrade of our grounds, building, equipment and resources is ongoing each year to provide the best quality program and learning outcomes for our children and families. We make education a shared experience between home, kindergarten and the wider community, so that kindergarten is a year of enjoyment and learning. We have staff who are all dedicated to providing a high-quality program with a culture of expectation, achievement and ongoing improvement

Statement of Philosophy

“Our VISION is to provide an inclusive high quality, educational service in a safe and supportive environment which aims to meet the needs of every individual child and their family. We strive to empower children to continue their lifelong learning journey with confidence and enthusiasm.”

We believe all children:

- Are unique individuals who come from diverse backgrounds and have various skills, interests, needs and abilities.
- Must be active participants in their learning (they learn through doing). Learning experiences come from the children's voice and interests.
- Learn and develop in an environment when they feel good about themselves, their achievements and their ability to be effective in the world around them, thus facilitating their emotional wellbeing.
- Benefit from developing effective communication skills enabling them to express themselves and get along with others.
- Are confident and capable learners (Carla Rinaldi)

What we believe about learning:

- Kindergarten should be a year of play, fun and enjoyment.
- We use the Early Years Learning Framework (Belonging, Being and Becoming) to form the basis of our curriculum, with a strong emphasis on numeracy and literacy skills.
- Sustainable practices are provided and embedded in our daily routines and procedures. Children care for themselves, others and the environment.
- Play is the way that children make sense of their world. Through play, we provide an opportunity to develop independence, initiative, problem-solving and interpersonal skills, resilience, risk taking, respect, creative ability, the ability to use time constructively and to make their own decisions.
- We acknowledge the individual dispositions and interests of each child and provide opportunities in the learning environment to create, investigate, wonder, inquire and imagine through play-based engagement.
- Learning occurs in all areas of the kindergarten.
- We provide experiences for social, emotional and physical development.
- The education of the child has to be a shared experience between home, kindergarten and the wider community. We value these strong relationships.
- We should provide experiences for the development of the whole child.
- Learning involves continuous review, reflective practice, planning, documenting, analysing and responding to children's needs.

“The child is our guide, inspiration and consideration” (Lillian de Lissa 1885 - 1967)

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

The Early Years Learning Framework and the Literacy and Numeracy Indicators inform our curriculum planning and are embedded into our practice. We gather regular evidence throughout the year through observations, work samples and reflective discussions for each child around dispositions and literacy and numeracy learning to inform teaching practices and opportunity for growth. This is all documented in our observation book, then collated and recorded in the children's individual learning folders. An individual learning plan is written for each child and reviewed throughout the year with families when a final written statement of learning is shared with the family and intended school for each child. Families are offered an interview at the start of second term and on request at other times for updates to discuss individual learning goals, share information and plan for future development of opportunities together. Information about our planned teaching opportunities, highlights and other general notices are communicated to families through weekly email updates, term planner/calendar and our noticeboard. The children's ideas and the interests are acknowledged and used as an opportunity to build on their skills and dispositions for learning. We seek feedback from our families regularly through surveys, after excursions, and through our feedback box. We discuss this feedback as a team and then act upon it in a timely manner.

We plan and reflect fortnightly, but adapt or extend these plans depending on the emerging interests and needs of the children, building on the teachable moments or scaffolding with explicit teaching, then recording them and following this up at our staff meetings to decide future actions and directions. We also are sensitive to children's cultural backgrounds and experiences when planning and invite families to share their cultural background with the group. We also work with families to request support for children with additional needs if required, so that all children can engage in the curriculum and learning program successfully. We work with other professionals for discussion, planning and review to support any children with special rights to be able to have full access to the learning, whether it be through employing additional support staff, or dividing the children into smaller groups, or working specifically with individual children. Preschool screening for speech is offered to all families prior to enrolment and a preschool screening tool is used if concerns arise throughout the year.

We also use the "Reflect, Respect, Relate" document for Reflective rounds with other centres in our partnership and for our own reflection for improvement in our own areas of practice. The timetable, learning sequence, routines and group formation are constantly reassessed throughout the year.

In 2020 and 2021, due to COVID, we implemented a learning from home program, changed window displays for families to visit after hours and sent home learning packs for each child. We have reviewed our program and have online activities ready to go out to families if required. COVID awareness procedures are in place.

Strengths

With reference to the three exceeding themes:

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Quality Area 2: Children's Health and Safety

Health and physical needs are addressed prior to enrolment with support documentation and meetings with parents organised to ensure that all processes are in place to keep children safe. These are reviewed regularly throughout the year through individual discussions, information brochures, newsletters, parent workshops and governing council meetings etc. Medical plans, policies and procedures are in place for emergencies and we adhere to the DfE guidelines for infectious diseases, health support planning and first aid. All the DfE health books are located in the office and appropriately labelled. The first aid supplies are also regularly checked. Appropriate checking and recording processes for medication administration are in place and we make sure that it is in date and appropriately labelled and stored and that all staff are aware of the requirements. Staff/ child ratios are always adhered to. The DfE healthy food and nutrition policies are adhered to according to the Right Bite and Eat Well guidelines and parents are advised that we are an allergy aware site. Children's well being and safety through adequate supervision is a priority We incorporate and appropriate relaxation time after lunch to ensure a balanced day. In addition we provide a quiet book couch so small groups of children can take time to rest or be less active during the day.

Evacuation and 'shelter in place' drills in which children take part are practised termly and an emergency management plan are in place and accessible to staff and families. Risk assessments are undertaken for all new equipment and excursions and any experiences that may involve risk. There is regular maintenance and inspection of the playground, which is then documented and acted upon. The outside area including the sandpit is checked and swept daily then signed off. Electrical cords are secured and there is a yearly check for all electrical appliances. Fire extinguishers and blankets are inspected regularly and we have the required number. There is a SunSmart/Hot Weather policy in place with the UV displayed daily. The STAR program is in place for the management of WHS requirements and an IRMS system for the management and reporting of critical incidences. All staff have training in First Aid, RAN, Child Protection, Code of Ethics and DCSI which are kept on file and in the policy folder. Screenings are sighted and copied for all volunteers and students and also kept on file. The centre is professionally cleaned daily. Procedures for food handling and storing meet the required standards. We actively support children to learn and practice hygiene in toileting, hand washing, prevention of disease and illness and dental health. COVID emergency plans are in place, including hand washing, extra cleaning and parents are reminded of social distancing when dropping off and collecting children. All of these plans are reviews regularly and considered when an excursion is planned.

Strengths

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Quality Area 3: Physical Environment

Our outdoor environment is aesthetically welcoming and shady and designed to minimise hazards and maximise children's ability to develop and learn and engage in nature. We also have 2 large verandah areas with blinds that we can utilise all year round, which allows for adaptability and flexibility. Garden beds both in our centre and the community garden next to kindergarten are used to grow vegetables and fruit which forms part of our program. The children are supported to care for the environment and develop sustainable practices. They plant, pick, water and taste our produce and help to compost, look after and feed the worms in our farm with their fruit scraps and learn about water conservation. Outside there are many areas for physical activity, creativity, exploration and learning.

Children are also supported to observe and care for and borrow our own animals. We also borrow different animals regularly from the Nature Education Centre to learn about various animals and living creatures. We encourage nude food for lunches and all rubbish is sorted to promote reduce, reuse, recycle.

We have ramps to the building and bathroom areas and a change table is accessed if required for children with special needs. We change the layout of the indoor learning areas to create spaces to respond to children's learning needs to facilitate development of independence and collaboration. There are always spaces for facilitating positive interactions and quiet areas.

There are appropriate doorway spaces and the furniture and furnishings meet all standards. The centre is cleaned 5 times per week with the shed and storeroom always kept tidy.

Our grounds and building are well maintained and resourced and checked daily for hazards. All equipment is suitable for the age range of the children attending the centre.

Children are given the opportunity to choose between indoor and outdoor learning experiences as we believe this helps them to learn to self regulate and engage with resources most appropriate for them.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
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Quality Area 4: Staffing Arrangements

With the exception of an acting director for terms 1 and 2 of 2021 and then a new tenured director in term 3, 2021, we have a stable staff team (the majority of whom are permanent), who have been working together for a number of years to ensure a high-quality learning program for children and their families. All staff are aware of their roles and are allocated tasks specific to their skills, which complement each other. We all plan, implement and review in consultation on a regular and consistent basis. Staff overlap is organised for meetings and professional development. We also have stable staff for continuity in the program for relief, Universal Access, lunch care and preschool support.

We have implemented a staff reading folder, communication book, noticeboard and pigeon holes. There is mutual trust and respect.

Opportunities are given to all staff to attend professional development to enhance and improve their skills together.

All staff have an excellent working relationship with the Director and educators at the local childcare centre which a number of our children attend.

Educator to staff ratios, qualifications and professional standards are maintained at all times.

There is positive feedback from parents through their surveys, conversations, emails and notes.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 5: Relationships with Children

We maintain a happy and relaxed atmosphere in order to develop good relationships between teachers and children and a safe and secure learning environment.

Policies are supportive of effective relationships and guide children's behaviour and are implemented as a priority to respect the rights and needs of children and educators. All staff are aware of the UN Rights of the child.

Our daily learning sequence is flexible and can be adapted to the needs of the children. Children's needs, interests and dispositions are understood and reviewed with parents for development of their further learning.

Parent feedback has affirmed the positive and respectful relationships that we have at the centre.

We encourage friendship, assist communication, scaffold children to feel safe, promote trust, empathy, respect and acceptance, promote a sense of community responsiveness to relationships, assist conflict resolution and practise restorative practices and social justice.

We have clear expectations for children which are backed up with the children's own rules and risk assessments.

Our priority is to extend the learning for each child to reach their full potential.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 6: Collaborative Partnerships with Families and Communities

We follow the Department for Education enrolment procedure and have effective procedures and orientation in place for new families, with comprehensive information packs, welcome letters and a parent information evening.

Parent participation and involvement is encouraged at all times, not only through our Governing Council, but through planned parent evenings and family events, excursions, talking to groups of children about their professions and culture, storytelling and general help with learning activities. We also emphasize supporting parents to understand and engage with the children's learning at the centre.

A weekly news book is prepared for parents to keep them up to date with learning as well as emails, newsletters, surveys and conversations both planned and incidental.

We have excellent working relationships with the Community Centre, Vietnam Veterans, Community Garden and Memorial Garden next to the centre, and the wider community including the Holdfast Bay librarian, local schools, local council, universities and TAFE.

There are 2 parent news boards, one for the week and the other for community events and information. We work closely with and have reciprocal arrangements with the Glenelg North Community Child Care Centre which many of our children attend, sharing resources and walking the children back there at the end of the day.

Support for children with special needs is achieved through collaboration with parents and support services, with negotiated curriculum plans, additional support and individual transitions arranged and supported.

We have transition to school programmes in place for the local primary school with whom we have a wonderful working relationship to guarantee a smooth continuity of learning.

Strengths

With reference to the three exceeding themes:

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2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 7: Governance and Leadership

The NQS Exceeding rating was achieved in 2017. Our statement of philosophy which is reviewed annually drives all of our work with children and families, copies of which are in our information booklet, QIP, on our website and on display on our sign on table.

All policies and procedures are reviewed regularly and documented and available at the centre and on the website. Information is also given through newsletters and emails.

The Governing Council, consisting of parents and staff, meet regularly to make decisions about the running of the centre. Minutes are kept at the centre and distributed to all members.

All planning processes and staff meetings are documented and communicated.

Performance Development Procedures are in place for all staff. The Director meets with the Education Director 4 times a year for discussions about centre priorities and outcomes and performance development. All centre staff meet with the Director 2 or 3 times a year for their performance plans which are all aligned with the QIP, Partnership and Department for Education priorities. Verbal and written feedback is given.

All staff are committed to engaging in professional development to build capacity and knowledge and are committed to continuous improvement.

All new and relief staff, tertiary students, volunteers and workers are inducted appropriately.

We seek feedback from families through both informal and formal discussions, formal surveys and a feedback box. Information about complaints and procedures are displayed in our policy folder and on the website and immediately acted on as required.

Our preventative maintenance schedule is adhered to and all required screenings are in place for child protection with certificates in our policy folder.

Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise Site name: Baden Pattinson Kindergarten

Goal 1: To extend children's ability to share their ideas and knowledge and listen and build on the ideas of peers.

STEP 2 Determine challenge of practice

Challenge of Practice:

If we incorporate strategies for sustained shared thinking alongside and with children, then we will extend children's ability to share their ideas and knowledge, and listen and build on the ideas of peers.

Success Criteria (what children know, do, and understand):

Analysis of pedagogical documentation will show children regularly:

- giving cues that they are listening to peers
- communicating their thinking with others
- interacting with others to clarify and challenge thinking
- negotiating and sharing new understandings

STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
-Engage in professional development to deepen educator's conceptual knowledge about supporting and extending children's oral language and communication.	1.1,1.2, 1.3, 7.2	End of term 4	All educators. Director to organise relevant PD (seek support from ED/ECL to access PD).	'Preschool literacy guidebook-actions for educators' SSTEWS guidebook Professional development
-Identify and implement specific teaching strategies that support and extend children's oral language and communication. -Educators will plan and implement small and large group times that support sustained shared thinking.	1.1, 1.2, 1.3, 3.2.1, 3.2.2, 5.1, 5.2.1	Term 1	All educators	Readings & resources Literacy Guidebook SSTEWS guidebook
-Identify and use data collection tools to measure and document each child's baseline and progressing communication development (i.e.	1.1, 1.2, 1.3	End of Term 1	All educators.	SSTEWS guidebooks, data collection tools, daily reflections, program, floor book

observational tools, screenings, pedagogical documentation and assessments)				
-From our pedagogical documentation, educators will analyse the data to inform our understanding of children's communication skills, guide our program and practice, support children's learning and show learning across time.	1.1, 1.2, 1.3, 3.2.1, 3.2.2, 5.1, 5.2.1	Ongoing	All educators.	Planning cycle, reflections, floor book, staff meeting time to analyse and plan for learning

Goal 1: To extend children's ability to share their ideas and knowledge and listen and build on the ideas of peers.



STEP 4 Improve practice and monitor impact - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
-Engage in professional development to deepen educator's conceptual knowledge about supporting and extending children's oral language and communication.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
-Identify and implement specific teaching strategies that support and extend children's oral language and communication. -Educators will plan and implement small and large group times that support sustained shared thinking.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
-Identify and use data collection tools to measure and document each child's baseline and progressing communication development	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

(i.e. observational tools, screenings, pedagogical documentation and assessments)			
-From our pedagogical documentation, educators will analyse the data to inform our understanding of children's communication skills, guide our program and practice, support children's learning and show learning across time.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To extend children's ability to share their ideas and knowledge and listen and build on the ideas of peers.



STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: Baden Pattinson
Kindergarten

Goal 2: To improve children's understanding and use of number to quantify



STEP 2 Determine challenge of practice

Challenge of Practice:

If we plan for and provide scaffolded number learning experiences, then children's use of number to quantify will improve.

Success Criteria (what children know, do, and understand):

Through ongoing analysis of our pedagogical documentation, we will see children:

- regularly use number to describe and compare
- contribute to discussion about number in a range of situations
- recognise 'how many' in collections of objects (subitise) with increasingly complexity







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
-Engage in professional development to deepen educator's conceptual knowledge of number sense, to support children to strengthen their sense of number.	1.1,1.2, 1.3, 7.2	End of Term 4	All staff. Director to seek relevant PD. ED & ECL to provide relevant PD during Pupil Free days.	-Early Years Numeracy Workshops. -'Preschool numeracy guidebook-actions for educators'.
-Educators will implement their newfound knowledge from professional development to plan intentional experiences to support children's sense of number, including creation of a dedicated numeracy space in the learning environment. -Educators will look for meaningful opportunities to promote and extend number sense through	1.1, 1.2, 1.3, 3.2.1, 3.2.2, 5.1	Term 3	Teachers & Director to lead planning for intentional opportunities within the programme. All educators to be involved in developing experiences and	-Daily reflections, observations and curriculum programme -'Preschool numeracy guidebook-actions for educators'.

spontaneous experiences and emergent curriculum, using children's interests and existing knowledge. (Finding the numeracy in the everyday- how can you find the number in the sandpit? At the swing?)			engaging children in numeracy experiences in a meaningful way.	
-Identify and use data collection tools to measure and document each child's baseline and progressing numeracy development (i.e. observational tools, screenings, pedagogical documentation and assessments).	1.1, 1.2, 1.3	End of Term 1	All educators.	Data collection tools, daily reflections, program, floor book,
-From our pedagogical documentation, educators will analyse the numeracy data to inform our understanding of children's numeracy skills, guide our program and practice, support children's learning and show learning across time.	1.1, 1.2, 1.3, 3.2.1, 3.2.2, 5.1, 5.2.1	Term 4	All educators.	Planning cycle, reflections, floor book, staff meeting time to analyse and plan for learning

Goal 2: To improve children's understanding and use of number to quantify

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children's learning? How effective have our actions been?

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
-Engage in professional development to deepen educator's conceptual knowledge of number sense, to support children to strengthen their sense of number.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

<p>-Educators will implement their newfound knowledge from professional development to plan intentional experiences to support children's sense of number, including creation of a dedicated numeracy space in the learning environment.</p> <p>-Educators will look for meaningful opportunities to promote and extend number sense through spontaneous experiences and emergent curriculum, using children's interests and existing knowledge. (Finding the numeracy in the everyday- how can you find the number in the sandpit? At the swing?</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>-Identify and use data collection tools to measure and document each child's baseline and progressing numeracy development (i.e. observational tools, screenings, pedagogical documentation and assessments).</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
<p>-From our pedagogical documentation, educators will analyse the numeracy data to inform our understanding of children's numeracy skills, guide our program and practice, support children's learning and show learning across time.</p>	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: To improve children's understanding and use of number to quantify



STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.




National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Embed practices that support children's self-regulation through professional development. Develop and implement consistent evidence-based approaches to supporting children's sensory and emotional regulation.	4.2.2, 5.1, 7.1.1	Self-Regulation service Professional development- 'Regulation series'. Sessions each term with follow up support on site.	Ongoing	Alex Nuzzo- Occupational therapist	All staff
Continue to develop our understanding and appreciation for Aboriginal and Torres Strait Islander peoples, culture, languages and history.	1.2, 1.3 6.2	-Attend relevant PD -Incursion/excursions relating to Kurna language -Embed music, literature and resources into everyday curriculum	Ongoing	Include funds within resource budget to attend PD, incursions/excursions and purchase contemporary resources.	All staff
Increase our use of technology to support children's learning and communication with families and staff	1.1, 1.2, 1.3 5.1 6.1, 6.2	-Using Teams as a way for staff to communicate in a timely manner -Research an appropriate platform e.g. Facebook, Seesaw, for sharing children's learning, the learning program, calendars and newsletters	Term 4	Seesaw, Facebook, TEAMS	Sarah W to lead the implementation of this.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
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Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?				
Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
		On track		
		Needs attention/work in progress		
		Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Embed practices that support children’s self-regulation through professional development. Develop and implement consistent evidence-based approaches to supporting children’s sensory and emotional regulation.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Continue to develop our understanding and appreciation for Aboriginal and Torres Strait Islander peoples, culture, languages and history.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Increase our use of technology to support children's learning and communication with families and staff	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?**What progress have we made? Have we achieved our priorities?**

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Sarah Williams
Date Friday, 16 December 2022

Signature:

Endorsed by governing council chairperson

Name Kendall Timmers
Date Friday, 16 December 2022

Signature:

Endorsed by education director

Name Brendyn Semmens
Date Click or tap to enter a date.

Signature:

