

2023

# Quality Improvement Plan for Michelle DeGaris Memorial Kindergarten

Site number:

6526



## Service name

Michelle DeGaris Memorial Kindergarten

## Service address

10 Price Avenue, Naracoorte

## Service approval number

SE-00010629

## Acknowledgment of Country

We acknowledge the Meintangk 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

- Michelle DeGaris Memorial Kindergarten was opened in November 1961. It is a Department for Education, full time, stand-alone preschool that offers Come and Play, an integrated Occasional Care program and Preschool services. Michelle DeGaris is a highly multicultural site, embracing families from all over the world. Cultures and countries represented within our site include Indigenous Australia, Afghanistan, Malaysia, Thailand, Laos, Sri Lanka, New Zealand, India, Zimbabwe. Located at 10 Price Avenue, Michelle DeGaris Memorial Kindergarten services local and interstate families. The centre is operational Monday to Friday between the hours of 8:30am and 4:00pm during Department for Education term times. Children access up to fifteen hours of preschool in the year prior to commencing school. Sessions offered are: Monday and Thursday - 8:45am to 3:30pm or Tuesday and Friday - 8:45am to 3:30pm and includes a lunch program. An alternate Wednesday morning session - 8:45am to 11:45am ensures children receive their allocation of Preschool hours. Children can access travel to preschool via a bus on Tuesdays and Fridays. An integrated Occasional Care program operates Monday and Thursday - 9:00am to 11:45am or 12:45pm to 3:30pm. Children and families can access Come and Play on Monday, Tuesday, Thursday and Friday from 9:30am to 11:30am. Additional programs offered include Bi-Lingual support, Speech intervention programs provided by a Department Speech Pathologist, Inclusive Education Support funding for children with diverse needs, a Pre-Entry transition program in Term four for children moving into Preschool the following year. Michelle DeGaris Memorial Kindergarten is a play-based service that weaves concepts of literacy, numeracy, social skills, fine and gross motor skills, investigation, exploration and hypothesising into the learning experiences. Educators use a blend of intentional teaching, child-led inquiry and playful learning to enhance and extend children's development and learning. Michelle DeGaris Memorial Kindergarten utilises the Early Years Learning Framework to guide planning and programming outcomes for children and has a strong focus on developing children's social and emotional regulation through implementing the Kimochi Program.
- Michelle DeGaris Kindergarten is staffed with a full time Director/Teacher Chantelle Weckert who came to this Preschool as a child. She had been the Lead teacher at Michelle DeGaris for thirteen years, taking over as Director in Term 2, 2022. Full time Lead Teacher – Tracy Ebert has relieved at Michelle DeGaris for ten years and her three children all attended the preschool. Tracy moved from a local primary school in Term 2, 2022. Teacher – Kim Bohmer completed her final teaching placement at Michelle DeGaris and is now the 0.5 teacher. Occasional Care Co-Ordinator Susan Sutherland has been in her role since 2010. Both her children attended the preschool. Preschool Support Worker – Deb Henschke has been at Michelle DeGaris for twenty years. Her own three children attended. Early Childhood Worker Deb Krieger has been in her role since 2020. Early Childhood Worker - Theresa DeLa Cruz commenced working in a Preschool support worker role in Term 4, 2022. Theresa's own children attend Michelle DeGaris
- The last few years has seen staff at Michelle DeGaris focus on improving children's language development. Surveys conducted indicated that many families do not read to their children at home. Educators had noticed the high number of children with speech and language concerns was growing each year. Michelle DeGaris has a high number of children who speak English as a second language. The goal 'Extend children's use and understanding of language to communicate their thinking, ideas and feelings'. Educators are committed to improving their practice, challenging their thinking and finding more effective strategies to ensure children can develop and extend their use and understanding of language.

# Statement of Philosophy

## Our Philosophy

### Our Place

We provide for continuity of learning for children from their earliest years through to Preschool. Educators value the importance of building positive relationships with children, their families and the community. We provide a flexible service to meet children and families' needs. We value and respect the fundamental importance of diversity and inclusiveness in our community. We are a strong advocate for the provision of accessible and equitable Early Childhood Education for everyone.

### Our Values

Our values are

- Belonging
- Respect
- Inclusion
- Curiosity
- Kindness

### Our Beliefs

We believe

Every child is unique, rich in potential and has a right to learn through play in an inclusive and respectful environment

Children's growth and learning is enhanced when they feel safe, are engaged and have a strong sense of belonging.

Children are natural researchers who hypothesise, experiment, investigate, inquire and problem solve with and alongside others.

When educators develop secure, reciprocal relationships they are able to provide meaningful, holistic learning experiences for all children.

When educators are committed to engaging in collaborative critical reflection and professional learning, they will effectively use their knowledge of and interactions with children to plan for and extend their learning.

### Our Commitments

We will create an environment where each child feels a sense of belonging to confidently play, learn and grow.

We will facilitate collaborative inquiry learning to challenge and extend children's thinking and promote their agency.

We will ensure that all educators regularly meet and engage in critical reflection and professional learning to improve pedagogy and practice.

### Our Intentions

Educators are co-constructors of experiences with children and will use a blend of intentional teaching, child led inquiry and playful learning to enhance and extend children's learning.

Educators will implement improvements in pedagogy and practice into the everyday learning experiences of every child.

Reviewed November 2022

# 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

- **Program: The educational program enhances each child's learning and development**
- 1.1 The educational program enhances each child's learning and development – The Early Years Learning Framework (EYLF) is embedded in our philosophy. The philosophy is the foundation upon which our interactions with children and families is based. Educators believe that children's growth and learning is enhanced when they feel safe, are engaged and have a strong sense of belonging. Educators value connectedness and responsiveness to children. Educators use a blend of intentional teaching, child led inquiry and playful learning to enhance and extend children's learning. Intentional teaching is planned in response to the children's learning needs. These sessions are used to introduce new concepts explicitly and include Kimochis – developing children's social and emotional regulation skills and literacy – developing children's phonological awareness skills. Educators ensure the educational program is engaging and allows for children to investigate and develop their sense of agency while exploring the learning environments. Children have the opportunity to develop skills including hypothesising, problem solving, inquiring, investigating and experimenting while engaging in the play-based learning environments. A consistent timetable ensures the effective development of routines and consistency for children. Tapping sticks are used to gather the children before transitions. Children then split into two smaller groups targeted at a level appropriate to their developmental learning needs. Children always visit the same space, while the teachers are the ones who change to ensure consistency. Families have commented that the play-based learning environment always looks inviting and exciting. Educators understand all children are knowledgeable, competent learners and intentionally plan considering the five learning outcomes in the Early Years Learning Framework. This is evident in the cycle of planning, in individual children's observations and collaborative analysis, tracking data, individual learning goals – located in OneNote and in the floor books that clearly evidence the children's voice, ideas and wonderings as well as educators' perspectives. The Learning Design is responsive and reflects individual children's knowledge, strengths, ideas and interests.
- 1.2 Educators facilitate and extend each child's learning – Educators seek the perspectives of children and their families through enrolment interviews, informal conversations, observations and in interactions with children. Educators then use this knowledge to facilitate and extend the learning for individuals. Educators consider cultural backgrounds and invite families to share their expertise and skills with all children and educators. This exposes children and educators to the many diverse cultures within our centre. Children develop inclusiveness, empathy and the understanding that people are all different and unique but are all special and respected within our preschool. Educators make a considered effort to get to know all children and then develop deeper relationships with selected focus children. Educators observe, analyse and plan for future learning of their focus children. This allows educators to know where children's thinking currently is and how they can stretch their thinking even further. Educators reflect on individual children's knowledge, skills and interests to create learning environments that ensure purposeful, meaningful, holistic learning experiences for children. All children are mapped twice a term using a consistent document to identify areas for improvement. This document is used to plan wave one (universal adjustments), wave two (small group interventions) and wave three (1:1 interventions) for children. There is an expectation that all children will learn through the provision of high-quality teaching and child-led inquiry. As we have a high number of children with English as a second language and speech and language delays, educators ensure children have opportunities to represent their learning in multi modal ways. They are encouraged and supported to document their thinking and learning in ways that feel comfortable and meaningful to them. Children have opportunities to contribute to the floor books and revisit these at later times to reflect on and extend their thinking and ideas. This provides children with a sense of autonomy and ownership over their learning. They feel valued and respected as learners. Educators use texts and the internet with children to investigate concepts of interest.
- 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child – Educators work collaboratively to plan and implement learning experiences for children. Intentional teaching for explicit concepts is used in small group times and child-led inquiry is used during play to identify and follow the learning interests and knowledge areas of individuals and groups of children. Intentional teaching is highly responsive to children's learning and developmental needs. Educators observe, document and discuss where children require educator intervention and extending and then plan according to what the data and the children are demonstrating. Educators critically reflect upon these planned learning experiences, children's learning and development (as individuals and in groups), to plan for next steps and to drive continuous improvement in programming and planning. The curriculum overview and lines of inquiry are shared with families through Seesaw, the floor book and newsletters. Educators contribute to developing and refining routines and small group times. Teachers implement the intentional teaching for the whole group and planned experiences for their focus children. Families are informed about the preschool program and their child's progress during enrolment interviews and learning conversations held throughout the year. Updates are posted to Seesaw and Facebook and families are encouraged to read the floor book.

## 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 2: Children's Health and Safety

- 2.1 Each child's health and physical activity is supported and promoted – Children are encouraged to be active participants in developing their health and safety. Opportunities are provided for children to engage in physical activity. Children help to set up the obstacle course each morning. Children are encouraged to participate in planting a vegetable garden, growing herbs and vegetables and using these in healthy cooking experiences. Educators work directly with children, families, and professionals as appropriate to develop targeted practices that are responsive to children's evolving health needs. Our educators have developed close working relationships with local occupational therapists, speech pathologists, physiotherapists, Special Educator and Behaviour Coaches to ensure holistic development opportunities for children. A cosy corner has been developed as a space that children can retreat to for solitude, rest and relaxation. This space has different textured pillows, beanbags and blankets to support children's sense of agency in determining their need for rest. A wellbeing chart in the kitchen and a wellbeing folder in the first aid cupboard ensure children's allergies and medical conditions are known by all educators while being managed in a respectful, confidential manner. Health plans are located in the kitchen, in the wellbeing folder and with children's enrolment record. Cultural considerations are displayed to ensure all educators are aware.
- 2.2 Each child is protected – All educators are trained in identifying children at risk of harm. Educators develop relationships with children that promote a sense of connectedness, belonging and safety. Educators are trained in RRHAN-EC and SMART. Teachers have trained in the Berry Street model. Educators implement the Keeping Safe child protection curriculum and the Kimochi program which enables children to learn about their own health and safety and provides them with strategies to seek assistance if they are in situations of harm or distress. Educators promote a safe, inclusive environment in which children feel secure and can also flourish. Educators support the development of children's independence, agency, sense of belonging and connectedness and right to feel safe. All educators regularly reflect on practices to support child safety risk assessment and emergency management procedures and practices, making changes when opportunities to enhance each child's health outcomes are identified. Practices ensure effective plans and processes are in place to manage incidents and emergencies. Educators regularly review and update risk assessments in relation to individual children's needs and rights. Educators engage in critical reflection and evaluation following every incursion, excursion, invacuation and evacuation, recording the evaluation and also things to follow up before the next event. Educators are familiar with and respond respectfully to the differing cultural contexts of families and the community that impact on perspectives about child safety and protection, while ensuring that practice decisions always reflect a best practice approach. Emergency procedures are practiced every three months with all groups of children. Initially the emergency whistle is introduced and the children are walked through a practice. Surprise practices are then held to ensure children are able to independently follow the procedure when required.

# 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 3: Physical Environment

- 3.1 The design of the facilities is appropriate for the operation of the service – Educators ensure the physical environment is safe while designing the outdoor and indoor learning environments to ensure that every child is able to successfully access the spaces. Opportunities for physical activity, investigation and exploration, calm and quiet spaces are all promoted. Spaces are intentionally designed to promote opportunities for self-regulation for children who require big body movements such as swinging, jumping, climbing or heavy lifting, while also ensuring quiet, calm spaces allow opportunities for children to retreat from the main group to calm down relax. The inclusive environment promotes the development of independence, competence and supports the exploration of play-based learning experiences. Families are involved in working bees and have been responsible for planning upgrades including building the cubby, building the herb garden and vegetable patch, designing a historical walk (named pavers of families who have been involved with the kindy). The environment has paths and ramps which allow access for all children. Educators engage in daily safety checks to ensure the grounds and equipment are safe and well maintained. Regular hazard checks are performed and responded to by the WHS rep and the Director.
- 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning - Educators have designed learning environments that cater for the needs of a diverse range of children from three to five years of age. The indoor learning environment feels secure, homely and inviting. Children have the opportunity to explore independently or to work collaboratively with peers to competently engage with all aspects of the indoor and outdoor learning environments. The learning environment is responsive to the needs and interests of the children. The outdoor learning environment promotes engagement with nature and sustainable practices including planting and nurturing a vegetable garden, establishing and maintaining a worm farm and compost bin. The centre has installed timed taps and lights in the children's bathroom. Educators and children place their scraps into a chook bucket which feeds multiple families chooks throughout the week. Educators encourage children to participate in recycling paper and cardboard by reusing it in different spaces and placing it in the recycling bin. Children are encouraged to care for the environment and assist educators to water plants, tend to the vegetable and herb garden, put seed in the bird feeder and feed the fish.

# 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 4: Staffing Arrangements

- 4.1 Staffing arrangements enhance children's learning and development- Every effort is made for children to experience continuity of educators to ensure the environment is predictable, safe and nurturing. Educators have a strong connection to the service either having attended themselves as children or having had their own children attend. Some educators work across multiple sites so there is consistency and continuity between the centre and local schools. Some educators have been at the centre for a number of years and have developed positive, trusting relationships with families and children over many years. Consistent relief educators are available to ensure that children feel connected and secure even when familiar educators are not onsite. All educators are provided with opportunities to enhance their skills and areas of expertise through professional development. Educators have been working with expert consultant Jane Lemon to develop and enrich their understandings of providing meaningful play-based numeracy experiences for children. Educators have been involved in opportunities to develop their skills in intentionally planning for the development of phonological awareness through music and movement experiences. All educators are trained in using the Teaching sprints process. Teaching sprints allow educators to meaningfully engage with evidence-based learning to challenge and improve their teaching practice over time, deepen their knowledge, engage in collaborative dialogue and establish and maintain organisational routines. Educators have deepened their understanding and knowledge and improved their practice in areas including using open ended questions to support children's thinking; using open ended questions to support children's thinking and understanding of mathematical concepts in play; extending and elaborating on what children know by using more complex vocabulary; intentionally teaching children concepts of print; using intentional teaching strategies to support children to communicate their thinking, feelings and ideas and engaging in quality conversations with children to extend their use and understanding of language to communicate. The Occasional Care Coordinator and Director have been involved in a Birth to three reading project for the last three years which has families of the value of reading and why reading matters. Families have been encouraged to borrow books from kindy and share what they are reading at home.
- 4.2 Professionalism Management, educators and staff are collaborative, respectful and ethical - Educators ensure a positive, psychologically safe environment in which mutual respect, collaboration and honesty are highly valued. Educators challenge each other's thinking and support each other's ideas and contributions in a critical but respectful way. All educators have completed Plink training on the Code of Ethics to ensure they are aware of their responsibility as a Public Sector employee.

## 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

- 5.1 Respectful and equitable relationships are maintained with each child - Educators are responsive to children and ensure that meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. Educators strive to develop secure, reciprocal relationships with children so they are able to provide meaningful, holistic learning experiences for all children. The rights of every child are of the utmost importance and are respected for all children. Educators believe that every child is unique, rich in potential and has the right to learn through play in an inclusive and respectful environment. Families have mentioned improvement in their child's anxiety and development of their imagination through the development of strong connections with educators. Families are noticing their children are happy, treated fairly and are safe and secure at the service. While still ensuring they develop relationships with all children, educators develop relationships with their individual focus children, establishing a primary educator connection. This allows children to develop a sense of trust and comfort during their transition into preschool. Educators maintain these focus children throughout the year. The primary educator will engage with families in learning conversations and in writing Statements of Learning at the end of the preschool year. Connections are not only then built between the educators and the children but also the educator and the family.
- 5.2 Each child is supported to build and maintain sensitive and responsive relationships - Children are supported to collaborate, learn from and help each other. Educators model empathy, kindness and building and maintaining positive connections. Children develop a sense of security in which they can confidently explore the environment to engage in play and learning while having developed a sense of belonging and connectedness. Through the implementation of the Kimochi social and emotional regulation program, educators identify areas of need for the children and then intentionally plan learning experiences to foster the development of those concepts. Educators implement the Keeping Safe: Child Protection Curriculum which encourages children to develop trust networks with people that may include teachers. Educators have been involved with the Department Self-Regulation Service (SRS). Educators have all completed the online course Introduction to Self-Regulation and will be liaising with the SRS to develop skills in areas including Interoception, sensory processing, supporting pre-schoolers to manage their emotions and to conduct an environmental audit to ensure there are suitable spaces where children can retreat to when feeling overwhelmed. Educators are conducting a teaching sprint to develop their skills to support children to co-regulate moving towards developing their self-regulation strategies. This is a major focus of the 2023 PQIP. Children are supported by educators through modelling to develop the skills to enter play with peers. Children are involved in collaborative experiences, these can be initiated by an educator or by the children themselves. Small groups which cater to the developmental needs of children ensure all children have the opportunity to participate and feel valued and respected for their ideas and opinions. Splitting these groups for intentional teaching mat times has allowed educators to plan with more specificity for the individuals within each group to promote success and engagement of all children.

-



# 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

- 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role – Developing safe, honest and collaborative relationships with families is imperative to ensure families feel connected and a sense of belonging to the service community and to ensure the best learning outcomes for children. Educators develop trusting, supportive relationships with families to ensure they feel comfortable and secure to share information and work together to enhance their child's experience in the service. Families have mentioned feeling welcomed and that they are comfortable approaching educators to discuss their child. Families are asked about their preferred method of communication most of which include email, phone or Seesaw. Frequent communication between the service and families is valued. Multiple modes of communication include informal conversations, phone calls, emails, newsletters, Seesaw, Facebook and learning conversations (interviews), information for new families about the service and community. When families enrol in our 'Come and Play' program we ensure there is an educator to greet them, help them enrol and sign in and to complete the induction process. Families have commented how welcomed and included they feel when attending 'Come and Play'. Educators offer the opportunity for enrolment interviews in term 4, which are a one-to-one interview between the families and the teachers. We ask a series of questions about their child and the families expectations and then allow for families to ask questions they may have. Learning Conversations are offered in term one and term three. These allow families to gain an insight into their child's first term of preschool, to see the learning journey they have been on, to track their progress and to raise any concerns. In week two of term one we invite families to a 'Meet and greet BBQ'. This is an afterhours event to encourage the whole family to attend to see the kindy, meet the educators, participate in learning opportunities with their children and learn more about our philosophy and planning. Families are provided with information on various topics as requested and have included toilet training, healthy food choices, the importance of sleep, regulation strategies and bed wetting. For families of children with complex developmental needs we have held Team around the child meetings (TAC). This is an opportunity for the family, the educators and the service providers to meet and talk through concerns, ideas and supports in place for the child and the family. Previously we have held workshops run by Smiles All Round the local psychology service on a range of topics including managing big emotions and developing strategies to support big emotions.
- 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing - Educators invite families to engage in an enrolment interview to discuss their child prior to their commencement the following year. Information is shared and collaborative goals are set for their child. Educators check in throughout each term to ensure children and their families continue to feel a sense of security and connectedness. Opportunities are provided for families to be involved in the service ranging from being a member of the Governing Council, attending working bees, participating in morning teas and celebrations of significance, open days, learning conversations and through various digital platforms including Seesaw and Facebook. This ensures continuity of learning and a smooth transition for each child and their family. The Governing Council are active and make meaningful contributions to service decisions. Schools and preschools in the partnership have worked together to formulate a transition agreement. All children transition to their intended site on the same day and for the same fraction of time. As our current preschool children transition to school, our pre-entry children transition into preschool. Sessions one and two run from 8:45am to 11:20am and sessions three and four are full day transitions 8:45am to 3:30pm. An extra session in the beginning is only one hour and preschool educators attend the school sites to ensure there is some familiarity for current students who may be anxious or require support in their new setting. We have close links with the Naracoorte South Primary School, which is our main feeder school. We often receive visits from individual classes when they are at the nature playground which we are located next to and also at the end of the year when some classes come and share Christmas songs with us. We visit the nature playground frequently and host an end of term BBQ there in terms one and four. We engage in incursions when and where possible. Previous visitors have included – RAA Road Safety, Lift the Lip dental service, Rural vet, Catherine (kindy friend) with her dog Pepper, Tracy's pet chickens. Our recent excursions have included visits to the Town Hall for performances The Mirror Bird Sings and Especially for Birthdays, a visit to Longridge Retirement Village as well as a trip to Echo Farm to support our living things inquiry. Annually we attend a Harmony Day event in the town square where children participate in a collaborative dance as well as perform our own song on stage in front of all other educational sites in the surrounding districts. We offered an opportunity for families to attend a Bushfire Preparedness workshop run by the local CFS. Educators used the opportunity to update the Emergency Management Plan. We facilitate CAFHS preschool health checks once to twice a term. These are held at kindy with the CAFHS nurse. Each year we pride ourselves on our local show display. We have even won 'best educational display' on a number of occasions. The children will often comment later how they saw the kindy display and their own work or photo. We pride ourselves on our inclusivity and determination to support families and children with diverse needs. We liaise closely with external professionals and agencies both within the Department and private providers including Child Development Unit, Speech pathology, Occupational therapy, NDIS providers, psychologists, our Department Special Educator and Behaviour Coach. Throughout the year we hold various events which families are invited to including Enrolment interviews, 'Meet and Greet BBQ', Pancake Day, Harmony Day, Biggest Morning Tea and Learning Conversations. At the conclusion of each year, we hold an end of year celebration. This celebration is renowned for its attendance rates of up 300 people. It begins with a BYO picnic dinner and is followed by a performance of five songs by the children and then is concluded with the graduation ceremony. We employ a bi-lingual support worker who is able to speak English, Dari and Hazaraghi, which are our main languages other than English. This support is vital and essential to ensure educators can communicate with families about their child and share important information. There are also some key community members who speak various languages that we often contact to help educators support a family.

- 

## 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 7: Governance and Leadership

- 7.1 Governance supports the operation of a quality service – Policies and procedures are available for families and educators at all times. Policies and procedures are reviewed in consultation with the Governing Council to ensure the service operates with a shared direction and consistent values to ensure the best learning outcomes for children. Records are well documented and maintained. Results from Parent Opinion surveys and the staff Perspective survey are shared with families and educators and are used to develop areas for site improvement. Previously families have raised concern about not being informed about their child's progress, this is why we have implemented Learning Conversations, Seesaw and floor books as tools for tracking and monitoring children's progress and engagement in the learning program. Recruitment of educators has been something we have worked on for a number of years. We support many students to complete their Certificates and Diplomas onsite and then once they have completed their studies, we employ them where possible. We have a consistent pool of relief teachers and early childhood educators who are frequently onsite. These relief personnel are able to develop relationships with children and other educators. The roles and responsibilities of all educators are clearly articulated and outlined.
- 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community – The assessment and planning cycle is reflected upon and reviewed to ensure best practice is in place and that site improvement targets are being met. Educators are critically reflective and work in a respectful and collaborative manner to ensure improved educator practice, pedagogy and learning outcomes for children. Educators follow a cadence of routines each term to ensure all site improvement goals are being considered and worked towards in a timely manner. Educators use consistent templates each term to document site improvement and to ensure specificity and consistency with improvement priorities. An ongoing cycle of planning and review in consultation with families and the Governing Council ensures high standards for continuous improvement. Educators engage in the teaching sprints process to improve their individual practice. Educators contribute to determining the teaching sprint, engaging with the sprint and documenting and analysing the evidence. The three teachers have all engaged in the Agile Leadership training by Dr Simon Breakspear. This ensures that all teachers are aware of the processes of site improvement and are engaged collaboratively in planning for continuous improvement to ensure improved outcomes for children. The Director has been trained in the Dare to Lead program formulated by Brene Brown. As a new Director, this was an empowering experience which has led to educators leaning into their vulnerability and making brave decisions to ensure our site is one in which people feel safe, confident, valued and courageous. The Director, Lead teacher and Occasional Care co-ordinator have all had the opportunity to be involved in a portfolio priority called the 'Birth to 3 network'. The focus of this network has centred around a reading project and encouraging families to read more at home with their children as well as the use of texts to support learning in the preschool environment. The surveys distributed through the reading project gave our site valuable data and highlighted the number of families who were not reading at home. This prompted educators to encourage families to borrow

books from our preschool library and was used as part of the data to inform our PQIP goal. Site Leaders have had the opportunity to engage with other leaders in Communities of Practice. We visited each other's sites, asked questions about our own niggles, explored other options for planning and documenting learning and discussed how we can challenge and support each other to be the best leaders we can be. When developing a service philosophy, we enlisted the assistance of Jane Lemon. We had spoken with families about what they believed to be important and educators developed a list of common values that we wanted to adapt at our site including: belonging, respect, inclusion, curiosity and kindness. We then thought about our own beliefs about early childhood education and educator practice and worked collaboratively to create our philosophy. We review this annually and it was last updated in November 2022. All educators are involved in the self-review process termly. This is a collaborative process used to determine future site improvement priorities and to identify and celebrate areas of strength. All educators have individual Performance Development Plans (PDPs) which are established in term one and reviewed in term three. Educators are supported by the Director to achieve the goals set out in their PDPs through professional development opportunities and providing resources and time for individuals to work through their goals.

# Learning Improvement Plan – Goal 1



## STEP 1 Analyse and Prioritise

Site name: Michelle DeGaris Memorial Kindergarten

Goal 1: 'Extend children's use and understanding of language to communicate their thinking, ideas and feelings'.



## STEP 2 Determine challenge of practice

### Challenge of Practice:

If educators embed the use of intentional teaching strategies, then we will see children extend their use and understanding of language to communicate their thinking, ideas and feelings.

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

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

- Increasingly initiating and maintaining reciprocal, shared conversations
- Using and understanding tier two vocabulary more frequently, in context
- Increasingly using longer and more complex sentences



## STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<b>Educators will implement effective strategies to support the development of children's self-regulation</b>	<b>STANDARD 5.1.1</b> Positive educator to child interactions <b>STANDARD 5.2</b> Relationships between children	-Term 1, Week 1  -Term 1, Week 2	Channy, Tracy, Kim, Deb and Susie will engage in responsive and meaningful interactions to establish positive connections with children by engaging in conversations and play  Channy, Tracy and Kim will determine focus children to collect and document evidence on to inform future planning for individuals and groups of children All educators will be responsive to children's cues, learning needs and interests	OneNote set up with individual children's pages for educators to collect and analyse data

	<b>STANDARD 2.1.1</b> Wellbeing and comfort <b>STANDARD 5.2.1</b> Collaborative learning <b>STANDARD 5.2.2</b> Self-regulation	-Terms 1, 2, 3, 4, Week 0 cadence of routines to be determined  -Terms 1, 2, 3, 4, Weeks 2, 4, 6, 8, 10 implementation	All educators will implement consistent routines and expectations to allow children to engage in the program at a level appropriate to their individual developmental needs	Cadence of routines – Timetable for each day to ensure consistency and to clearly assign roles and responsibilities for each educator
		-Terms 1, 2, 3, 4, Week 1 Implementation  -Terms 1, 2, 3, 4, Wednesdays Weeks 2, 4, 6, 8, 10 Reflection and responsive planning	Kimochis program: Channy, Tracy, Kim, Deb and Susie will continue to deliver an intentionally planned, responsive program to support children to develop their social and emotional regulation  Tracy to lead practitioner inquiry into children's social and emotional learning and to lead implementation of Kimochi program	Kimochi program – characters, story books and curriculum
			Channy to lead implementation of CPC Tracy, Kim, Susie and Deb to implement Keeping Safe: Child Protection Curriculum	CPC texts and resources
		-Terms 1 2, 3, 4, Week 2 (Plink) and Week 7 (site visit)	Channy, Tracy, Kim, Deb and Susie to engage with the Self-Regulation Service professional development workshops including 'an introduction to regulation', 'relationship building', 'an introduction to sensory processing', 'calming strategies' and 'environmental audits'	Self-regulation workshops (accessible on Plink and face to face)
	<b>STANDARD 7.2.3</b> Development of professionals	-Term 1, Week 0	All educators to complete the 'Introduction to regulation' workshop on Plink	

<b>Educators will intentionally plan for the development of phonological awareness through play</b>	<b>STANDARD 1</b> Educational program and practice	-Terms 1, 2, 3, 4, Week 1 Text to be unpicked and possibility planning to be completed  -Terms 1, 2, 3, 4, Week 4 Reflect on possibility planning  -Terms 1, 2, 3, 4, Week 6 Reflect on possibility planning	Channy, Tracy, Kim, Deb and Susie to continue unpicking a focus text each term  Channy, Tracy, Kim, Deb and Susie to engage in possibility planning using focus text. Possibility planning will include vocabulary development and conceptual development	Multiple copies of focus text  Story table to support the focus text
	<b>STANDARD 1</b> Educational program and practice	-Terms 1, 2, 3, 4, Week 1 (planning)  -Terms 1, 2, 3, 4, Week 1 Implementation (active listening and beat keeping)  -Terms 1, 2, 3, 4, Week 5 implementation (rhyme)	Channy, Tracy and Kim to lead intentional music and movement planning and implementation to develop children's understanding and ability to engage in active listening, beat keeping, rhythm, tone, alliteration, syllables	"Let's start with a song" songbook  Music Education Strategy PD
	<b>STANDARD 7.2.3</b> Development of professionals	-Term 1, Week 9 (MES workshop)  -Term 1, Week 0	Channy, Tracy, Kim, Deb and Susie to engage in the Music Education Strategy professional development	
	<b>STANDARD 1</b> Educational program and practice <b>STANDARD 3</b> Physical environment	-Terms 1, 2, 3, 4, Weeks 2, 4, 6, 8, 10 Educators reflect on and tweak learning environments	Channy, Tracy and Deb to draw up a plan and set up learning environments to create spaces for children to engage in using their autonomy while developing their literacy and numeracy knowledge	Rhyming texts  Rhyming games

			All educators use song and sound baskets to support the development of rhyme and letter sounds	Resources and objects to support beginning sound development
<b>Educators will embed their understanding and increase their use of intentional teaching strategies including:</b> <ul style="list-style-type: none"> <li>- <b>Modelling and scaffolding</b></li> <li>- <b>Define, do, revise</b></li> <li>- <b>Bloom's Taxonomy</b></li> <li>- <b>Colourful semantics</b></li> </ul>	<b>STANDARD 1</b> Educational program and practice <b>STANDARD 5</b> Relationships with children <b>STANDARD 7.2.1</b> Continuous improvement  <b>STANDARD 1.2.1</b> Intentional teaching <b>STANDARD 1.2.2</b> Responsive teaching and scaffolding <b>STANDARD 1.3.2</b> Critical reflection <b>STANDARD 7.2.1</b> Continuous improvement <b>STANDARD 7.2.3</b> Development of professionals	-Terms 1, 2, 3, 4, data collected daily  -Terms 1, 2 3, 4, Week 10 data to be analysed  -Term 1, Week 3 Teaching Sprints workshop  -Terms 1, 2, 3, 4, Weeks 1, 5 implementation  -Terms 1, 2, 3, 4, Week 10 analysis of teaching sprint and educator practice	Channy, Tracy, Kim, Deb and Susie will read information in oral language packs. Educators will engage in conversations with children and highlight criteria to provide initial information on how children are using language to communicate with others  Channy will lead the teaching sprints process  Channy, Tracy, Kim, Deb and Susie will use the teaching sprints process to deepen their understanding of and improve their practice in using intentional teaching strategies  Channy, Tracy, Kim, Deb and Susie will implement teaching sprint on modelling and scaffolding	Oral Language Project papers  DfE Best advice papers  Preschool Literacy and Numeracy guidebooks  Respect, Reflect, Relate  Teaching Sprints process  Speech Pathology RTI Teams Page –  Colourful semantics resources  Oral Language PD 2022  Oral Language Project papers
<b>Educators will strengthen play-based learning through child-led inquiry and responsive indoor and outdoor learning environments</b>	<b>STANDARD 1. 2</b> Practice <b>STANDARD 1.3</b> Assessment and planning <b>STANDARD 3.2</b> Use of physical environment	-Terms 1, 2, 3, 4, Weeks 2, 4, 6, 8, 10, Educators reflect on, analyse and plan for future learning	All educators use provocations to prompt children's wondering and thinking  Channy, Tracy, Kim, Deb and Susie to follow children's interests, observations and wonderings and then plan possibilities and future learning  Channy, Tracy, Kim, Deb and Susie document, analyse and reflect on children's thinking and learning in the inquiry floor book	Preschool curriculum resources overview document  Floor book to document inquiry learning  Top tips documents  Early Years Learning Framework  Literacy and Numeracy indicators and guidebooks




		<p>-Terms 1, 2, 3, 4, Weeks 2, 4, 6, 8, 10 data analysed and future planning</p>	<p>Channy, Tracy, Kim, Deb and Susie will intentionally plan indoor and outdoor learning environments that are responsive to children and reflect playful pedagogies including small world play, dramatic play, story tables, book making</p>	<p>Curriculum support</p> <p>Lisa Burman – Playful pedagogies PD</p> <p>Rosie text (Rating observation scale for inspiring environments)</p>
		<p>-Terms 1, 2, 3, 4, Weeks 0, 4, 8 learning environments to be intentionally planned</p>	<p>All educators plan literacy and numeracy rich learning environments that facilitate the development of basic literacy concepts of rhyme and alliteration and basic number sense</p>	<p>Let's count numeracy PD</p>
		<p>-Terms 1, 2, 3, 4, Wednesday's Weeks 2, 4, 6, 8, 10 Reflection and responsive planning</p>	<p>Learning environments to be tweaked and changed in response to children's inquiry initiated learning and developmental needs</p>	



**Goal 1: 'Extend children's use and understanding of language to communicate their thinking, ideas and feelings'.**



**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		
Ongoing analysis of pedagogical documentation against success criteria			
Educators will implement effective strategies to support the development of children's self-regulation	Term 1, Week 1	<p>Educators noticed a high level of anxiety and dysregulation upon arrival for a large number of children. Educators worked closely with their focus children and their families to ensure there was a consistent person they could separate to in the morning</p> <p>Educators noticed children had difficulty attending during mat times. Educators supported children to follow preschool routines – tapping sticks to indicate transition time, split mat times to cater for children's developmental needs, spots on the floor to demonstrate a child's body bubble space, introduce fiddle toys</p> <p><a href="C:\Users\WeckertChantelle(Mic\OneDrive - Department for Education\2023\IESP\MDMK Planned adjustments.docx">C:\Users\WeckertChantelle(Mic\OneDrive - Department for Education\2023\IESP\MDMK Planned adjustments.docx</a></p> <p><b>IMPACT EVIDENCE</b></p>	Educators to embed routines with children. Notice which children are triggered by transitions and provide 1:1 support for children and families during these times


		<p>Educators made a very conscious effort to greet all children and to support their focus children who were struggling to separate from their family. Children are more settled upon arrival and are generally happy to separate to different educators. Photos of children happy and engaging in the preschool program were shared via Seesaw with families as soon as the child had settled. Families commented that it was reassuring to see their child engaged and smiling</p> <p>Educators noticed children were having difficulty with their attention and did not seem to have an understanding of their own body bubble space. Children were becoming highly dysregulated and anxious during transition times which then led to a high number of children being easily distracted during mat time when the intentional teaching was being implemented. Splitting mat time has been beneficial for all children. We have seen more consistent engagement from children and has provided educators opportunities to stretch in their thinking and comprehension of texts. It has also allowed other children to be successful at a level which is more developmentally appropriate for them. Mat times while on the same topic are run slightly differently and the intentional teaching focus and learning intention is slightly different to support all children to be successful participants</p> <p>All educators have completed the Plink course 'An introduction to Self-Regulation'. Channy, Tracy, Kim, Susie, Deb K and Theresa attended Workshop 1 of the Regulation Preschool series</p> <p><a href="#">Rapid Action Plan Term 1 2023</a>  <a href="#">Clarify Canvas Term 1 2023</a>  <a href="#">Impact Canvas Term 1 2023</a></p>	<p>Continue to adjust intentional teaching and learning intentions for the two groups of children. Explicitly introduce fiddle toys with children. Formulate rules around their use</p> <p>Channy, Tracy and Kim to use the Feelings map from the workshop to track children's big feelings</p> <p>Monitor and update Term 1 RAP, Clarify canvas and Impact canvas and create Term 2 RAP, Clarify canvas and Impact canvas.</p>
	Term 1, Week 2		
	Term 1, Week 3		
	Term 1, Week 4		

	Term 1, Week 8	Teaching sprints – ‘Educators define what does co-regulation look like in a preschool and then model and implement strategies to support co-regulation’	Educators to engage in Teaching sprints process – Define co-regulation and determine some strategies to be modelled to focus children and all children during mat time. Track focus children on the ‘feelings map’ to determine potential triggers. Model and implement strategies to support co-regulation
<b>Educators will intentionally plan for the development of phonological awareness through play</b>	Term 1, Week 0	Focus Text – “Walking through the Jungle” by Julie Lacome  <a href="#">Walking through the Jungle Unpicking the Book</a>	All educators work collaboratively to unpick the focus text
	Term 1, Week 2	Educators use the define, do, revise strategy to introduce key vocab when sharing the text with children. Key vocabulary – vocabulary, walking, creeping, running, leaping, swinging, wading, over there, through, jungle, tea, see, hear  Key concepts – rhyme, onomatopoeia, senses, habitats, verbs, adjectives, looking closely at illustrations, flora and fauna  Introduction of rhyme – Educators emphasise and point out rhyming words in the text  Introduce rhyming basket  Introduce focus rhyming sounds – at, ig	Educators introduce key vocab and then use it repeatedly in conversations and play with children
	Term 1, Week 8	Introduce focus rhyming sounds – og  Introduce comparative text “Blossom Possum” by Gina Newton. Highlight comparisons with “Walking through the Jungle” including rhyming words, movement patterns, Australian animals vs jungle animals	

<b>Educators will embed their understanding and increase their use of intentional teaching strategies including:</b> <ul style="list-style-type: none"><li>- <b>Modelling and scaffolding</b></li><li>- <b>Define, do, revise</b></li><li>- <b>Bloom’s Taxonomy</b></li><li>- <b>Colourful semantics</b></li></ul>	Term 1, Week 1	Educators to use modelling and scaffolding in play with children to support them to develop new skills including – entering play with peers, conflict resolution, restorative justice, inquiry thinking  Children are beginning to form new friendships. Children are introducing themselves and asking if they can play with others. Educators have been scaffolding conflict resolution strategies and asking for a turn when someone has finished rather than taking from another person. Children and educators established rules: “We look after ourselves, we look after each other, we look after our things”  Educators to use modelling and scaffolding during the Teaching sprints process to support co-regulation  Educators to use the define, do, revise strategy during intentional teaching sessions to introduce and revise key vocabulary from the focus text	Educators to continue using modelling and scaffolding with children to further develop and extend their skills  <

		establishing a habitat for the frog, feeding the frog, drawing the frog and learning about frogs through reading texts	
--	--	--	--

**Goal 1: ‘Extend children’s use and understanding of language to communicate their thinking, ideas and feelings’.**

**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
<b>Educators effectively engage in critical reflection as a tool to drive site improvement</b>	<b>STANDARD 1.3.1</b> Assessment and planning cycle <b>STANDARD 1.3.2</b> Critical reflection <b>STANDARD 7.2.1</b> Continuous improvement <b>STANDARD 7.2.3</b> Development of professionals	Educators to engage in critical reflection check ins to reflect on the cycle of planning and site improvement referencing the NQS standards and exceeding themes  Leadership within Communities of practice	-Terms 1, 2, 3, 4, Weeks 4, 8, 10  -Terms 1, 2, 3, 4 once a term	Cadence of routines which is distributed to all educators  Critical reflection template with guiding questions	Channy to develop a cadence of routines. Channy, Tracy, Kim, Deb and Susie to critically reflect on planning and programming cycle, individuals cycles of planning, site improvement goals (Program, Practice, Assessment and Planning)  Channy to engage in Communities of Practice with Acacia Kindy and Mount Gambier Children's Centre
<b>Strengthen partnerships with families by establishing learning conversations</b>  - <b>Formally in Terms 1 and 3 (scheduled learning conversations)</b>	<b>STANDARD 1.1</b> Program <b>STANDARD 1.3</b> Assessment and planning <b>STANDARD 6.1</b> Supportive relationships with families	Channy and Tracy to hold Enrolment Interviews with 2023 families  Meet and Greet BBQ with educators  Educators to share observations, collaborative analysis and next steps for individual children through engaging in learning conversations	-Term 4, 2022  -Term 1, Week 2  -Term 1, Week 10 and Term 3, Week 9		Channy and Tracy to organise a schedule, formulate questions and document conversations for future planning  Channy, Tracy and Kim to organise a schedule, formulate questions and document conversations for future planning

<p>- <b>Informally daily and weekly (general conversations, Seesaw, Facebook, floor book, newsletters)</b></p>		<p>Educators to engage in informal conversations with families about their child's learning and development. Document what has been discussed</p> <p>Educators to actively share examples of children's learning with families to encourage conversations about their child's development and growth – in floor book, Seesaw posts, newsletters</p>	<p>-Terms 1 2, 3, 4 weekly</p> <p>-Terms 1, 2, 3, 4, Weekly</p> <p>Newsletter - Terms 1, 2, 3, 4, Weeks 4, 8, 10 (if necessary)</p>		<p>Channy, Tracy, Kim, Deb and Susie to actively engage in conversations with families in the morning and/or at the end of the day. Document briefly in OneNote.</p> <p>Channy, Tracy, Kim, Deb and Susie to share examples of children's learning by contributing to the floor book, Seesaw posts and newsletters</p>
--	--	---	---	--	--

# 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			
Educators effectively engage in critical reflection as a tool to drive site improvement	 Educators have updated the planning document. This has had several iterations in the last eight weeks as educators have critically reflected on how the document is being used most effectively. This document currently reflects the children’s interests, learning experiences and intentions, curriculum links and then has space for reflection and future planning		Educators are working collaboratively to refine the planning document to ensure it is useful, workable and purposeful. Initially it did not have a link to the learning intention behind the learning environment. After some discussion and collaboration this was altered and educators are now beginning to think more with the intention in the front of their mind and are planning the learning environments to better support the learning intention	Continue to reflect on and refine the planning document. Begin to unpack the planning cycle in the EYLF 2.0 as a team to see how we could improve the planning document even further
	 Educators have been critically reflecting on how to better support the children with the development of their emotional regulation. Educators have begun a ‘Planned adjustments’ documents that highlights the changes that have been implemented upon this reflection, particularly during transitions, mat time and lunch time		Since implementing some of these adjustments, educators have noticed children are less fidgety, more engaged and more regulated during mat time	Continue to reflect on and implement planned adjustments during these times of high stress and dysregulation



		Eating outside has seen a huge decrease in the number of distressed children during lunch	
<p><b>Strengthen partnerships with families by establishing learning conversations</b></p> <ul style="list-style-type: none"> <li><b>Formally in Terms 1 and 3 (scheduled learning conversations)</b></li> </ul>	<ul style="list-style-type: none"> <li>● Enrolment interviews were held in Term 4, 2022 and were highly attended. This was an opportunity for families to meet the educators (if they didn't know them already) and to ask questions and to provide their insight into their child as a learner</li> <li>● Meet and Greet BBQ</li> <li>● Learning conversations</li> <li>● Informal information sharing with families</li> </ul>	<p>Feedback indicated families felt comfortable engaging with educators and they really valued the opportunity. Families shared their thoughts and asked some questions which have been followed up by educators throughout the first term</p> <p>The Meet and Greet BBQ was held in Term 1, Week 2 and was attended by 94% of families. This was a very informal opportunity for families to engage with educators and each other while also being shown around the kindy by their children. Families read books, completed puzzles, played with play dough and built in the block corner with their children. Many families were interested to see the kindy floor book and spent time looking through it together</p> <p>It is evident that families are very comfortable speaking with all educators about their child. During the morning and afternoon drop offs families confidently engage in conversations with educators</p> <p>Seesaw has been quite successful. Educators have used Seesaw as an immediate tool to share with families about their child's day. It has been</p>	<p>Learning conversations will be offered in Term 1, Week 10. This will be an opportunity for families to engage with educators about their child's time at kindy, their progress and their next steps. High number of families have enrolled in a Learning conversation</p> <p>Potentially look to hold another Meet and Greet BBQ when mid-year intake commences</p> <p>Educators to continue to share information informally with families. Seek parent perspective in the floor book</p>

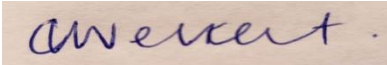
		<p>amazing for families who have left their children distressed at morning drop off to see that a short time later they are engaging in experiences and are happy. We have received a lot of likes and comments and Seesaw posts seem to be supporting the conversations children are initiating at home about their day at kindy</p> <p>Families and community members are quite interactive with the Facebook page. Families are commenting about how much they enjoy the learning environments</p> <p>Engagement with the newsletter has been at the highest level we have seen since using the Sway program</p>	
--	--	---	--

<b>Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?</b>
<b>What progress have we made? Have we achieved our priorities?</b> Click or tap here to enter text.
<b>Enablers: What factors have been critical for success?</b> Click or tap here to enter text.
<b>Inhibitors: What factors have impeded progress? How will we work through this?</b> Click or tap here to enter text.
<b>Recommendations: What are the next steps to take?</b> Click or tap here to enter text.

# Endorsements


Endorsed by director/principal

<b>Name</b> Chantelle Weckert
<b>Date</b> Wednesday, 1 February 2023

Signature: 

Endorsed by governing council chairperson

<b>Name</b> Monique Crossling
<b>Date</b> Wednesday, 1 February 2023

Signature: 

Endorsed by education director

<b>Name</b> Adam Box
<b>Date</b> Click or tap to enter a date.

Signature:



**Government of South Australia**  
Department for Education