Quality Improvement Plan for

Craigmore Kindergarten

2021

Service name

Craigmore Kindergarten

Service approval number

SE-00010284

Acknowledgement of Country

We acknowledge the Kaurna People
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.

2 Carinya St, Craigmore, SA, 5114
PO Box 799, Craigmore, SA, 5114
Ph. (08) 8255 0575 Fax. (08) 8287 6681
www.craigmorecc.sa.edu.au
dl.2608.leaders@schools.sa.edu.au

Government of South Australia
Department for Education

Context

Service Context

Craigmore Kindergarten was opened in 1983. It is located in the northern suburbs of Adelaide. It is a large centre with a spacious indoor area and an extensive outdoor learning area, which enables us to facilitate rich learning opportunities for the children. We utilize this lovely space by working with the children to care for the natural environment by having a strong focus on nature play and inquiry-based learning. We use bookmaking pedagogy and targeted intentional teaching strategies, including Reading Groups, to support children's early literacy development.

Craigmore Kindergarten is currently a Category 1 full-time kindergarten, with diverse cultures and languages. With enrolments of up to 90 children and up to 50 children in a session and a high number of children with special rights and complex behaviours.
Children are entitled to attend 15 hours of preschool each week - 2 full day Kindy sessions from 8.45 to 3.30pm, and a 3 hour session every second Friday to equate to the 15 hours.

At Craigmore we believe in the importance of relationships, this allows educators to plan for both the individual child and the whole group, taking into account the differing interests, needs and abilities of all children. Strong relationships provide the opportunity for children to develop a strong sense of wellbeing in a safe and secure environment. This provides the foundation for children to develop dispositions for learning, such as confidence, persistence, resilience and curiosity. Our educators have been on a journey reflecting and deepening our knowledge and understanding of critical reflection processes. Our practitioner inquiry through the Reimagining Childhood EChO project and other influential connections and pedagogical thinking has informed and changed our practice over time. Critical reflections continuously inform our thinking and priorities and are an embedded part of our improvement cycle.

Context

Statement of Philosophy

Enter your site philosophy in the box below, or alternatively attach as an additional document via the Comment option under the Tools tab

At Craigmore Kindergarten, we prioritise the importance of creating an environment where the members of our Kindy community feel safe, secure and supported. We strive to develop meaningful relationships where children's interests, identity, values and abilities are the foundation of our learning programs to further develop children's confidence and involvement as learners. We acknowledge we work and play on the Kaurna people's land. We recognise that our local community is rich in diversity and we seek to be responsive and inclusive of this to support children in deepening their sense of identity.

Our Vision
To provide an engaging, nurturing and meaningful environment, which brings children, educators, families and the wider community together to support each other in becoming lifelong learners. To view each individual child in a holistic way that allows for the expression of personality and uniqueness. We provide opportunities for children engage with the natural environment and nurture their connectedness to their world, especially through their connection to the land, people and animals.

Our Principles
We believe that children are confident and involved learners. We know that families are the strongest and most influential teachers in children's lives. We value the importance of educators and families working together with the children to foster a passion and love for learning and a strong sense of wellbeing. Children learn best when they are deeply engaged in play-based learning, when they are viewed as leaders of their learning and feel safe and supported to take risks.

Our Approach
We utilise a strong play-based curriculum that is responsive, to children supports collaborative learning that builds upon foundations of language, literacy and numeracy. We support this with a careful balance of intentional teaching that includes strategies such as modelling, demonstrating, open questioning, providing provocations, explaining and problem solving.

DUE FOR REVIEW: Term 1 2021

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

Our staff have strengthened in their ability to critically reflect and use this to inform their practice and the teaching and learning of children. It has been a commitment and strong focus to continuously analyse our everyday interactions, observations and playful learning in order to best facilitate and nudge all our learners forward. Recently in 2020, we have been exploring new ways to document and critically reflect upon children's learning as they play. We have been focusing on observing and documenting theories and ideas of children as they play. During regular professional conversations we use our multiple points of view to critically reflect on individual and small group learning and use this to inform our next steps as educators in relation to our teaching, the learning space and our key focus to stretch children. Children are collaborative beings, whose interactions with others, the materials provided and the learning environment, strongly influences their learning. We are developing in our ability to extend children's thinking through deep critical reflection and implementation of provocations and resources that are responsive to children's everyday learning. At Craigmore we employ an inquiry process to both teaching and learning, exploring children's ideas in depth through inquiry projects, as well as using this process to reflect on our own practice. Educators are ongoing in their commitment to observing children, using a range of resources and strategies including our 'listening tool' that supports us to collaboratively observe, discuss and plan for moments of significance in children's learning. This reflects our embedded commitment and approach to respecting and responding to children's voice and plays a key role in our quality improvement process.

Craigmore Kindergarten's educators see the importance of having a focus on key foundations in children's early reading, language and numeracy development. We are passionate exploring and utilising a range of learning experiences to scaffold and support children's learning in these areas, for example through deep exploration of bookmaking, mark-making, intentional Reading and Numeracy groups, as well as targeted speech and language programs to help parents support their child's speech / language goals at home (developed in collaboration with our Department speech pathologist). We have provided our community and families with opportunities to develop their children's early reading skills during long periods at home, for example during the recent COVID-19 pandemic, we offered book packs and resource packs for home, created a closed Facebook group to share learning ideas and keep connected with children, as well as creating reading packs that allowed families to access a range of books whilst the library service was suspended.

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

Safety: Staff and children at Craigmore Kindergarten work in collaboration together to reflect on, assess and manage the risks and learning opportunities involved in risky play. Our beliefs about how children learn and the resources that promote growth for every child, fosters children deep sense of agency, reflected as they partake in the risk benefit assessment process. We modify a child-friendly risk-benefit agreement form, based on critical reflection of our site and each cohort of children, and employ strategies to promote children's collaboration with peers and educators to make agreements around their safety and their responsibilities when using real world tools or exploring risky play. Educators work with children to visually and verbally complete risk benefit assessments which are then shared with their peers and other educators to ensure the safety 'agreements' are communicated across the kindergarten. Children are encouraged to make 'plans' for their learning, allowing them to employ skills of predicting and visualising as they think deeply about the resources they will need and agreements they will need to put in place in order to keep everyone safe in their play.

Wellbeing: Self-regulation strategies are flexible and informed by critical reflection to ensure they are meeting the individual needs of children. Educators 'listen' to the behaviours of the child and view this as a form of communication in relation to their wellbeing. Observations of children's behaviour/ communication and information gathered through our engagement with families are used to inform critical reflection as part of the process to implement strategies with the child, family and staff team to best support the child. We understand these strategies need to be flexible and are part of an ongoing process. Successful ideas and strategies around wellbeing are often shared with parents through the Facebook group, informal conversations and parent/teacher meetings. Educators use these opportunities to share their knowledge around strategies such as interoception, heavy work, sensory play etc. We recognise the correlation, for many children, between their communication skills and their wellbeing and engagement, and together with a moral imperative to provide children with strong foundations for life, this underpins our commitment to interventions and quality practices focused on building children's langauge, communication and early literacy skills and foundations. With this understanding, we believe it is imperative that we use a range of data e.g. observations, RRR, SSTEW and AEDC data to inform decision making and to monitor children's wellbeing and the impact of strategies to reduce children's vulnerabilities.

Health: In reflection of our 'listening project' we have used critical reflection to think deeply about how we tune into children. We have a strong focus on supporting children to recognise their hunger and children's right to read and respond to their own bodies signals. An example of this is the evolution of our eating times at Kindy. Children are supported to create a visual signal to represent when it is time to eat. In 2020, this was through flowers placed on the tables at certain times of the day. Children help to set the tables and can choose to come to eat at any point when the tables are set. This gives them the opportunity to remain deeply engaged in their play and to identify when they will eat dependant on when they are experiencing the feeling of hunger, whilst also providing them with clear expectations about appropriate times to eat during their Kindy day.

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

As part of our regular planning cycle, we continually critically reflect as a staff team to ensure we are providing a learning environment that acts as a 'third teacher' for the children at Craigmore Kindergarten. Our environments respect the child as a facilitator of their own learning, we provide a wide range of open-ended resources and experiences that reflect children's interests and support children to wonder, research, collaborate and problem-solve.

'Nurturing, supportive, welcoming, hands on learning" - Parent 2020

'Full of plenty of learning activities especially nature based' - Parent 2019

'Fun, educational, exciting, safe, friendly and a place to form friendships' - Group 1 Parent 2020

"A happy and safe environment where learning is fun. I love the natural side (mud kitchen/ chicken coop and camp fires)" - Group 2 2020 Parent

Our outdoor learning environment is very spacious and natural, it promotes children's learning and development through our strong focus on the natural environment and loose parts pedagogy. We utilise our unique outdoor space with the children by allowing them to create their own learning spaces across the Kindy such as mud kitchens, a children's shed and our on-site Bush Kindy space that has continually evolved at the hands of children, educators and families. In 2020, a portion of the outdoor learning space was developed to create a new climbing area. This space was designed through consultation with families, children and educators, reflecting on the individual and group needs of Craigmore Kindergarten learners past, present and future. This resulted in the creation of these natural structures that promote challenge and risk and that can evolve and adapt to children's ideas or needs. It also represents our firm belief that children have a right to quality resources and learning spaces.

100% of families who completed our Term 4 2020 parent survey strongly agreed or agreed with the following statement; 'I believe the learning environments are of a high standard and interesting for my child'.

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

Continuity of Staff: Both educators and co-educators are provided with regular non-contact time to manage their small group planning and documentation. This time is scheduled on the days that children are not on-site. Educators working days are aligned with the days each Kindy group attends with the intention of providing continuity of educators where possible for children and their families to experience continuity at the centre and maximise opportunities for quality interactions (and knowing children better).

Professional Collaboration: Our staff team have a strong focus on professional collaboration, our team of educators feel confident in supporting and challenging each other, especially during critical reflection conversations. This professionalism became embedded at our site through our participation in our two year inquiry project, with our professional learning supported by our critical friend from Early Childhood Organisation (EChO) as well as our current professional inquiry supported by Professor Deborah Harcourt and active participation in the partnership and portfolio and use of the Leader Advisor Program and coaching services. This ongoing commitment to professional development and growth both within the site and contributions to the wider professional community, is evident in involvement in Partnership PLCs (e.g. Instructional leadership, critical reflection on PQIP, the consultation processes for the development of the ORBIS Preschool Numeracy program, sharing EChO projects and STEM conferences.

The use of our closed private Facebook group is strongly embedded at our site, it acts as an effective communication tool regularly used by staff as a way to share ideas, professional readings/ videos, engage in professional discussions and share highlights and challenges that we experience individually/ collaboratively in our day-to-day practice and may not get the opportunity to share/discuss in the busy flow of the Kindy day.
Craigmore Kindergarten values all the staff as 'educators', we refer to each others roles as educators and co-educators reflecting the importance of all the adults in the kindergarten environment playing a vital role in the learning and development of all children at our centre.

Through parent feedback, our kindergarten has been described as 'Educational togetherness and supportive' (parent 2019) demonstrating our high level of collaboration and respect in working together to support children's learning and development.

Our educators have worked together for a number of years, some being at our site for as long as 16 years. As new educators come and others move on to new opportunities, we always make it a priority to maintain and strengthen our bonds as a cohesive team. As a staff team we have regular culture building experiences embedded as part of our yearly routine, to build staff morale, relationships and develop trust.

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

Relationships between educators and children: Educators have deeply explored the Reggio Emilia principle of 'Listening' through a two year inquiry project, as a result of this, positive educator to child interactions have increased and staff have a deeper understanding of how 'listening' is a powerful strategy embedded in how we engage in meaningful interactions to build trusting relationships with children and their families at our site. This now underpins our practice and is monitored through use of SSTEW (educator interactions and listening), RRR, observations and dialogue between stakeholders including educators, children and families. The flexible organisation and strategies, including regular reflections as part of the planning cycle, promote active listening: ensure that no child is unheard and strengthens secure, appropriate relationships with children that foster and enable their learning and development.

Reflective feedback from educators involved in the two year project:

To me listening means, listening and responding to the children's needs for a purpose. To find out what the children's intentions are instead of shutting down their play and making assumptions. Listening also means to me, to listen to co-workers and the communities ideas to have a deeper understanding behind their intentions for our kindy and to work collaboratively to support children's learning and development.' Group 1 Educator 2019

'The Reggio principle of 'listening' means to me, being with the child, listening to their wants, needs, ideas and interests on a deeper level. Asking their opinion and 'plan' for their learning. To listen is to be a researcher, strengthening our knowledge of the child and children.' Educator 2019
Feedback from children:

What does it feel like when you are listened to at kindy? (Children were invited by educators to share their response to this question through drawing and/ or writing)

'When I have a problem, I feel happy when you listen.' Child 5.2 years
'Happy when you listen to my books' - Child 4.9 years
'Your ear gets really big because it's listening' - Child 5 years

Feedback from family (survey):

'The fantastic team provide the nurturing, fun platform/ environment for learning, catering to individual needs and guiding/supporting children's wellbeing, and development in all areas of learning' - Group 2 Parent 2019

Our 'listening' project does not end here, as the next part of this journey, we are now moving into an inquiry space of exploring children and adults co-constructing together.

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

At Craigmore Kindergarten we have a strong desire to constantly connect to our families and community. It has been a challenge finding ways to do this successfully and with each new cohort of families and changing contexts e.g. in response to covid-19 restrictions, however, we continuously reflect and respond using children, educator and family feedback gathered through parent surveys, face to face conversations, professional discussions, in order to adapt our approaches and responses to better meet the needs and foster the active involvement of families. This has been particularly challenging given covid-19 restrictions, but has opened new opportunities to strengthen the partnership with families for learning through the use of home learning packs, enhanced online communications and regular conversations with families.

The previous Director worked in collaboration with other members of our education community to create a local playgroup which has now been running through Learning Together for the past 4 years. This playgroup was organised based on a community need, being a highly disadvantaged area with no Children's Centre, and has been shaped to suit the needs of our local parents and families, connecting them to support services, up-skilling them in their parenting strategies, supporting their wellbeing and mental health and building their relationship with their local community.
Parent feedback from playgroup:
" I've learnt to interact more with my child, Learning Together has helped me understand the importance of talking to my child about what they are doing and when they are playing."
"I talk to educators about my son, I get ideas to try. I feel ok to share my stories. We listen to each other. I tell my husband about it too. I appreciate their support."
Educators strive to form strong bonds with all the children and families at our service, we ensure that all families have a key educator to have conversations with around their child's development, learning, friendships and goals, we call these educators the child's 'Guardian Angel' using this as one of our embedded practices to gather information and put a spotlight on relationship building, based on critical reflection of children's wellbeing and attachment theory. Over the past 3 years we have invited families to share this information in a range of ways, including by designing a take home booklet, giving them information about their key educator and a section to share their hopes, dreams and wishes for their child with the educators.
Our site facilitates and works with families and external service providers, to develop and build educator, family and child capacity whilst having consistent learning goals for the child. This includes our 5 years of partnerships with our Department Speech pathologist, who has supported our preschool support speech programs which has evolved to meet the needs of our context and families each year. Recently we noticed parents were having trouble enacting speech programs at home, with parent engagement and interest in take home programs or preschool support intervention methods being low. As a response to this our site has self-funded our Department Speech Pathologist to implement a dedicated speech program called 'Talk and Play' which allows parents the opportunity to come in and work alongside the Speech Pathologist to learn how they can implement their child's speech program in a play-based, non-threatening way at home, with opportunities to revisit and schedule future support across the year.
Our Governing Council member numbers have been increasing steadily over the past 3 years, and councillors are returning for multiple terms, indicating a high level of engagement, involvement and satisfaction. With a member describing the Kindergarten as "FUN! Educational, togetherness and supportive."
Our site has always had a strong focus on cultural perspectives, based on our community context as well as educators past and present experiences, values and beliefs. Over the past 5 years we have committed to exploring concepts around Australia's First People, through inquiry projects exploring Kaurna language, culture and our connection to the animals of our world. In 2020 our ATSI enrolments increased to 20%, a response to our ongoing connections with past families and supporting sibling enrolments as well as our promotion of their right to utilise early entry in their child's education opportunities.

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

Our sites philosophy has been evolving through regular dedicated educator conversations each year, to ensure it is reflective of our practice and pedagogies towards teaching and learning at Craigmore Kindergarten. It is informed by our continual exploration of ourselves as practitioners, our families and our local community as well as through ongoing critical reflection and professional development.

For the past 2 years the sites' educational leadership has been shared by the Director and one of the Teachers, with the teacher leading the educational program and the Director leading the site strategic goals and directions. This shared role supports the development and implementation of the educational program, assessment and planning cycle. The leadership team presented at the 2019 statewide conference on Playful STEM Learning, sharing our journey of transforming our learning environment and putting a spotlight on how we utilise loose parts and nature play to allow opportunities for STEM learning at Craigmore Kindergarten. Our presentation assisted in building the capacity of other educators and provided them with examples to explore and trial in their own context. Other educator roles and responsibilities are specified and adapted each year based on the needs of the site as well as changing enrolments, staffing allowances and educators. As each educator's role is outline at the beginning of the year, everyone is aware of the individual and whole group expectations and responsibility is shared accordingly. As a new leader, the Director utilised the Lead advisor program to continually develop her skills and strive for improvement in leadership and coaching. Utilising guidance from a range of supports, including through mentors and by gathering regular feedback from staff and community, influencing how to best lead the effective implementation of the educational program. During 2020, the Director and Step 9 teacher worked closely together to share the leadership of aspects of the site priorities, this will be continued into 2021, with educators being designated greater leadership and responsibility for key aspects of the site priorites, allowing the leadership to be shared and agreements challenged and implemented in practice.
“Through my work with Anna, it is evident that she has a lens fixed on continuous improvement. She seeks genuine feedback from her colleagues and staff through both formal and informal processes and uses this to set future directions and plans.” – Lee Munn Director and Lead

Quality Improvement Plan for

Craigmore Kindergarten

2021

Includes:

- Learning Improvement goals
- National Quality Framework priorities

How to complete this template

- Complete every step. The Preschool Quality Improvement Planning handbook explains how to do this. In addition your education director will provide support.
- Complete steps 1 to 3 during term 4 and have it approved by the director/principal, governing council chairperson and education director.
- Email this plan (steps 1 – 3) to your education director.
- Ensure your preschool quality improvement plan is readily available on request to parents and families, and officers of the Education Standards Board.
- Work through step 4 (Improve Practice and Monitor Impact) regularly throughout the year.
- Complete step 5 (Review and Evaluate) in term 4 of each year.
- Your complete quality improvement plan should be reviewed and updated in term 4 each year.

For further information and advice contact your local education team.

Learning Improvement Plan

Goal 1: Accelerate children's early literacy development, specifically their phonological awareness in play and context, in order to accelerate their early literacy development and foundations for reading.

Challenge of practice: If educators intentionally target the systematic development of children's phonological awareness using expert advice and research based literacy tools and approaches, we will see growth in children's foundational reading development.

Actions	NQS links	Timeline	Resources	Responsibility
Whole staff literacy meetings that are cyclical in their approach to plan for targeted intentional teaching (Reading Groups and within the environment), track and monitor children's phonological awareness, formulate effective SMARTAR goals to stretch learners.	1.1.2 1.2.1 1.3	T1 week 8 T2 Week 2 and 8 T3 Week 2 and 8 T4 TBA	Speech path, Literacy Tracker tools, PASM, Best Advice, literacy guidebooks	Director and Literacy leader - Implement and oversee Sophie Seekamp (speech path) Mentor Educators - Plan, track, implement
Introduce Prelit in combination with current RG planning. Educators to co-teach/collaborate during Reading Groups to allow for stronger collection of documentation whilst maintaining high quality delivery of the intentional teaching program and building educator capacity.	1.1 1.2.1, 1.2.2 1.3.2, 1.3.3	T1 training, introduce and observe Prelit T1-4 Week 3 and 7	Literacy Tracker, Literacy Guidebook (developmental milestones), Orbis, swivel	Director, Speech Path, Literacy leader - Implement and oversee Educators - To collaboratively implement and reflect
Effectively monitor children's phonological awareness using a range of tools. Wave 1 intervention - Reading Groups and literacy tracker in combination with annotated observations, wave 2 - T2 PASM for children vulnerable (ATSI, Speech/lang concerns or those behind in developmental milestones)	1.3.1, 1.3.2	Mid-late T1 - All T2 vulnerable End of T3 - All	PASM, Literacy Guidebook, speech assessments	
Continue with intensive Speech and Language intervention through 'Talk & Play' program with stronger agreements for parents wanting to participate in the program and commitments to scheduled termly meetings.	1.1.3 1.3.3 6.1.2, 6.1.3 6.2.2	T1 - identify chn, meet with parents & assess chn T2, T3 catch up meeting T4 final meeting.	Site funded speech pathologist 0.2 buy-in	Director - Form and implement new agreements Speech path - assess, create programs Educators - identify chn, schedule meetings
Success criteria	Children will employ their phonological awareness skills during exploration of a wide variety of texts. Specifically, we will see a growth in children's use of syllables and rhyme as well as an increase the number of children able to accurately isolate and recognise initial sounds.			

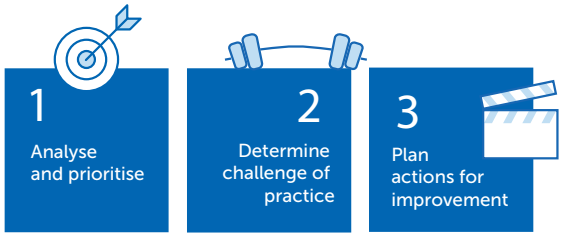
Learning Improvement Plan

Goal 2:

Challenge of practice:

Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				

Learning Improvement Plan



Goal 3:

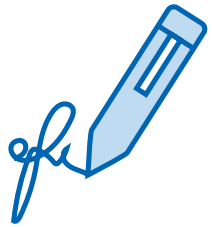
Challenge of practice:

Actions	NQS links	Timeline	Resources	Responsibility
Success criteria				

National Quality Framework priorities

Priority	NQS links	Key steps	Timeline	Resources	Responsibility
Developing children's foundations in number, developing strong number sense and build educator capacity.	1.1.2 1.2.2 1.3	Educators to develop inquiry project into number sense	T1	Numeracy guidebooks, NASM,	Teacher - to oversea inquiry and feedback trials to educators
		Explore NASM and possibilities for future use, test with sample group	T2	NASM, numeracy guidebooks	Director - utilise tool and review results
EB Agreement	1.1.3 4.1.1, 4.1.2 5.1 6.1.1 7.1.2, 7.1.3	Developing leader and educator ability with new ways of working	T4 2020 consult families		Director - sharing info & creating shared understanding
		Implementing staffing changes to cover EB agreement changes	T4 2020 T1	Department and EB agreement documents	Director - implementation & consultation DfE - providing funds and info
		Sharing of leadership amongst educators	T1 - establish leaders T2-4 implement	Literacy guidebooks, Orbis, Preschool Mentors, Re-imagining Childhood	Literacy Leader - Ronnie Philosophy & Pedogogy leader - Anne Director to Mentor & oversee
EMS and LMS	1.3.3 4.2.1 6.1.3 6.2.3	Training in new system	T2	TEAMS, DfE intranet	Director - supporting PD opportunities Educators - utilising PD opportunities
		Setting up of new system and creating agreements for educator use/expectations	T2	SWiFT, PUP	Director - admin arrangements All educators - ICT skills & forming agreements
		Utilising the frog platform as a working document of children's learning across the year	T2 - become familiar T3 - frog platform to begin use		All Educators - contributing to parent/child communication

Approvals



Approved by director/principal

Name

Anna McGovern

Date

07/12/20

Approved by governing council chairperson

Name

Cameron Wilson

Date

Approved by education director

Name

Tim Wilson

Date