

Service name

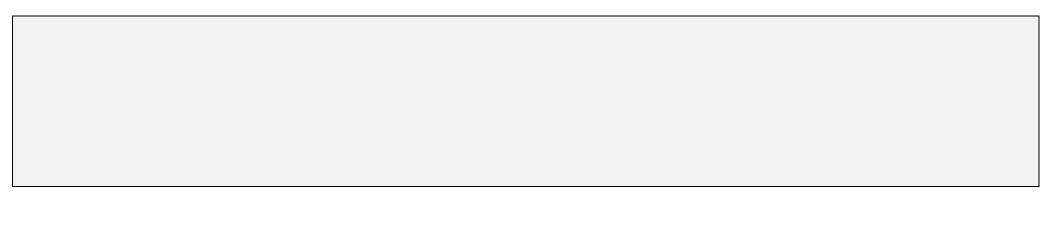
Somerton Park Kindergarten

Service address

3 Grantham Road, Somerton Park Kindergarten

Service approval number

SE-00010899



Service context

received, a firefighter, a farmer, and a Japanese teacher.

Somerton Park Kindergarten is a fulltime standalone preschool, located in the beach side community of Somerton Park and the council area of The City of Holdfast. The kindy is 850 meters from Somerton Park beach and approximately 12km from the Adelaide GPO. The kindy is a diverse community with children attending from a range of socio economic and cultural backgrounds. All children are offered 15 hours of kindy. These configure as 2 full days each week from 8:15am to 2:45pm and 8:15am to 12:15pm on alternative Fridays. At Somerton Park Kindergarten the children attend in two groups, group A on Monday and Tuesday; group B on Wednesday and Thursday, and then alternate Fridays 8:15am to 12:15pm. Families select the group, based on the best fit for their family, work commitments and childcare arrangements. Over the last few years, we have seen an increase in grandparents involved in the drop off and pick up of kindy children. Grandparents are invited to contribute to the kindergarten curriculum, and volunteer at the kindergarten through gardening, excursions, cooking, and other opportunities at the kindergarten.

2022 saw us continue to navigate COVID-19, however this time with staff shortages due to quarantine policies being in place. We were fortunate to maintain regular TRT's during this time, providing a continuity of care for the children, and minimising the disruption to the curriculum offered. We participated in more incursions for 2022 than in previous years, Animals Anonymous, The Junkman, and a Beekeeper, along with borrowing of resources from The Nature Education Centre. We attended a theatre excursion to see "Home", performed by Patch Theatre. Throughout the year families came and shared their interests and jobs with the children, this was well

For the first time in years the 2022 enrolment cap was reduced to 55 children, this is due to a current low preschool population. The enrolment profile consisted of group A capped at 22 children and group B capped at 33 children. The staff profile consisted of a fulltime Preschool Director, fulltime permanent teacher, 0.6 universal access teacher and a 0.5 early childhood worker, two support workers were employed over the year, one providing 1:1 support, and the other speech and language, along with social and emotional support. The kindergarten is also supported with finance officer and an administration officer. In 2022 the kindergarten fed into 10 feeder schools, 5 Department for Education and 5 independent schools.

Preschool Quality Improvement Goal: To Strengthen children's knowledge to interpret and use data to make decisions. This goal is now embedded in our practice as the children access infographics for research, read data charts to determine who gets to ring the bell, and regularly check the SunSmart app to determine if we need to be SunSmart.

Preschool Quality Improvement Goal: To strengthen children's use of sounds and patterns in speech and early literacy. This goal is now embedded in our practice. We have seen an increase in children's understanding and use of phonological awareness in the early years, and educators articulating to families what phonological awareness is for kindergarten age children, and the foundations this provides for ongoing literacy development.

Statement of Philosophy

Our Educators understand that individual development proceeds at different rates within the context of family community and culture. Human development is complex and varied. We believe that young children are strong and capable. Our educators acknowledge the role of play in promoting learning for the whole child. Play significantly influences children's social, emotional, physical, intellectual, and creative growth. The role of educators in children's play is to be responsive to every child's needs, skills, and interests by providing a stimulating and engaging environment. We believe that outcomes for children are best achieved when parents, carers, educators, and children are all involved in planning for learning. We value the creation of a partnership in which children's ideas, family's aspirations and educator's knowledge all have a respected place. As educators of young children, we believe we have an active and significant role in ensuring children experience wonder in and explore their world. We will provide children with many opportunities to develop skills, knowledge and dispositions connected to their environment and their community. We believe that the development and maintaining of relationships amongst parents, carers, children, and educators underpins the life of our centre. Our educators aim to create a learning environment where children can be children and are free to laugh, play, have fun and connect to nature.

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

Practice is embedded in service operations

Our qualified educators pride themselves on developing an educational program and practice that demonstrates consistency across the site. A variety of documentation tools; observations, learning stories, anecdotal photos, floor books and artefacts are used to gather data on individual children. Educators analyse this data, looking at the current knowledge, strengths, ideas, culture, abilities, and interests of each child. With regular curriculum planning time, educators are deliberate and purposeful in the planning and development of the program that contributes to each child's learning and development. Educators are responsive to the children's ideas over the day, encouraging children to make choices and decision making. The rhythm and pattern of the day is predictable, the educators have minimised the number of transition points over the day and maximised opportunities for each child's learning throughout the day. Family questionnaires, interviews, Speech and Language Screener and a Stay and Play sessions are used during the enrolment process to gather information about each child, supporting their transition into kindy and relationship building with educators.

Practice is informed by critical reflection

We believe that through critical reflection we can develop a deeper understanding of the children and use this to drive program and planning for both individual and groups of children. Educators recognise that the children's level of engagement is unique for each child, and it is our interpretation of these engagements that allow us to program and support the growth of each child. Through our curriculum planning meetings, we have made a commitment to be lifelong learners through reflecting on our pedagogical practice and exploring and questioning new research. This has been a strong part of our practice and drive for quality improvement.

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

We believe in meaningful relationships with our families and building strong connections with the community. Educators work in partnership with families developing goals and individual learning plans. These are established early in the year through our child, family, educator conversations and are revisited again later in the year or as the need arises. Educators recognise the importance of welcoming each family every day, and how this forms the basis for relationship development. We recognise that through this simple action our connection with families grows stronger, allowing for a more fluid exchange of information. At the end of each day an educator is outside to engage with families, both formally and informally, using the opportunity to talk about the growth and learning of individual children, what is happening in the program. Parents have fed back that they value this time, and there is always an educator available. Educators reflect on these interactions, using the information gathered to program for both individual and groups of children.

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

Practice is embedded in service operations

All educators are committed to providing high quality practices for children's health and safety. This begins during the enrolment process where information is collected from parents, through a family questionnaire, speech and language questionnaire and family interviews. This information best supports our understanding of individual children's needs before they start kindy, ensuring a safe and welcoming environment for all. The daily routine is designed to allow for a natural rhythm and pace over the day. Transition times are kept to a minimum allowing for children to engage in uninterrupted play time. Educators have a strong understanding that children need times to be active and times to be quiet, rest and relax. Opportunities are planned for children to play on their own, or in small to large groups. Spontaneous ideas and flexibility allow for children to further develop their skills and strengths in fine motor and gross motor activities. Educators follow through with children's ideas engaging them with the programming and the setting up of the learning environment. Risk assessments and benefits are undertaken throughout the year and over the day. Educators work in partnership with the children looking at risk assessments and risk benefits with setting up for play scenarios, climbing trees, using the woodwork bench. During eating times educators sit with the children, promoting health eating habits. Children wash hands before eating and after applying sunscreen as part of their routine. A duty of care roster is used to ensure that there is adequate supervision of all children, either through sight or hearing during the day.

Practice is informed by critical reflection

We believe that through regular reflection on our own practice, the curriculum and our interactions with children and families, we are consistent in meeting the needs of both individual and groups of children. Through regular staff meetings and curriculum planning, staff share latest information about the evolving needs of children, this ensures that we have a holistic approach when working collaboratively and in partnership with our families and children. A strong rigorous induction process for all educators at the beginning of the year sets a strong understanding of the children, providing the foundations to plan accordingly. Throughout the year policies and procedures are systematically reviewed, in consultation with the governing council and staff.

Practice is shaped by meaningful engagement with families and / or the community Engagement with families are started during the enrolment process, where families are encouraged to complete a questionnaire, where children's strengths, interests, and areas of growth are highlighted. Educators values the relationships and connections that are formed with families and understand that this takes time. Through rigorous planning, and a deep understanding of relationships, we ensure that there is always an educator available at the beginning and the end of the day. Through family feedback, it has been evident that this has been valued, and they find all educators to be approachable. At the beginning of the year families are invited to participate in a Child, Family, and Educator Conversation. We have a high intake of families taking up this opportunity, where we work in partnership to establish shared goals, an understanding of strengths, needs and interests.

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

Practice is embedded in service operations

We believe through providing children with a safe and richly diverse environment we are providing opportunities for all children to engage at a level that is best suited for their confidence, skill level and abilities. Educators set up the environment allowing time and space for children to play on their own, or in groups, along with hiding spots. Educators are respectful of children's play and will watch, observe, and reflect, before stepping in to enhance the play experience. We believe through engaging children with set up and pack up of resources and setting up for eating times, children develop a sense of belonging, ownership, and respect for the kindy and all its resources. Sustainability is embedded in our practice through the vegetable garden, worm feeders, composting and recycling our plastics, along with excursions and visits from Holdfast Council Education Officer.

Practice is informed by critical reflection

Educators engage in respectful robust conversation, where input is valued. A key focus has been on creating a warm and welcoming environment. This has been achieved through carefully selecting furniture and furnishings that have warmth and comfort. We understand and value the importance of asking children for permission, with taking their photo, displaying artwork, and collecting artefacts for their learning folders and supporting self-help skills. Over the day we are curious, ask questions and wonder how children are engaging with the learning environment, adjustments are made to support the evolving interests and skill level of the children.

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

We believe in meaningful partnership and engagement with our families. Educators have intentionally set up spaces where families can sit and talk, and spend time with their child. Families are invited to participate in kindy life through gardening, cooking, participating in excursions, or sharing a special interest or a little about their culture.

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

Practice is embedded in service operations

Educators demonstrate a mutual respect for each other, of which has been achieved through a rigorous induction for all staff at the beginning of the year and set up of staff norms and values that are agreed upon by all, along with completing the Code of Ethics training at the beginning of each year. Staff roles and responsibilities are well defined, with duty of care rosters in place, this supports the rhythm and flow of the day and ensures a safe and predictable environment. The site employs part time teachers and early childhood workers, the staffing has been structured to ensure continuity of care; ECW's work with one group of children supporting relationship development with children and families. The universal access teacher works across both groups, allowing for a collaborative curriculum approach and consistency across both groups. Additional educators are employed to support children with special rights, along with bilingual support, improving our ratio. We are fortunate to have permanent staff at Somerton Park Kindergarten now for a number of years, this has supported our returning families with relationships already being established and trust and comfort already in place. Over the course of the year educators engage in a rigorous performance development plan, educator's plans are reflective on how through their practice they can achieve best outcomes for children, whilst working towards the Preschool Quality Improvement Goal.

Practice is informed by critical reflection

Staff norms are established and revisited throughout the year, building a culture of respect, trust and confidence. Regular staff meetings and curriculum planning is in place to ensure a collaborative approach when working with children and families. Educators reflect on improving their practice, their interactions with children, analysing learning and relationships with children and families. Through this approach shared planning is evident, with common numeracy and literacy themes being interwoven throughout small group times, planning, and interactions with the children.

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

Educators value the relationship with parents and understand providing informal opportunities for conversations, is vital for gathering information and developing partnerships. With this in mind we have structured the beginning and end of each day with an educator available for these interactions. Feedback from parents has been positive, they find educators to be approachable and available, allowing relationships to be built on mutual respect, equity and fairness. Families are encouraged to engage with the kindy, this can be through cooking, excursions, gardening, or perhaps sharing a little about their cultural. We are fortunate that we have many returning families that have confidence and trust having already established relationships with existing staff.

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

Practice is embedded in service operations

Educators are warm and welcoming to all children coming into the kindy, greeting by name, and perhaps recapping a previous interaction. Educators understand that these relationships need time to grow and flourish, and they are respectful and equitable. Educators ensure children feel safe and secure, that all their interactions are respectful, this is achieved through asking permission to display artwork, taking photos, changing clothes, and offering comfort when needed. The kindy is structured to ensure consistency with children attending on regular days, with the same group of children and educators. Families select the group, based on the best fit for their family, work commitments and child care arrangements. Every year families send through their first day of school photos, often commenting that starting with a group of friends from kindy has helped them to settle in.

Practice is informed by critical reflection

Educators work collaboratively sharing information that they have gathered about the children through interactions and observations. They respectfully ask questions and seek further understanding. Daily routines, especially transitions points are analysed, and adjustments are made, creating an environment that is predictable and consistent. Educators communicate and are well-informed of any explicit and intentional support children may need.

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

From a family's first connection with the kindy, educators are building relationships and partnerships. The enrolment process provides information that identifies children's health and medical needs, along with strengths and interests. This information is used to plan for staffing, the environment set up and programming, giving a great start to the year, with smooth transitions. Educators engage in daily genuine interactions with families, we have made a commitment to ensure that all families are greeted every day.

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

Practice is embedded in service operations

Educators recognise the importance of relationships with families and know that these grow and develop over time. We have embedded practices in our site to create a warm and inviting space, where families are greeted each day, and structuring the staffing so an educator is always under the veranda talking with families at the end of the day. Educators establish mutual trust with families and recognise these to be valuable to meeting the needs of children and families. These relationships are crucial for when we need to have the more sensitive conversation with families. Families are invited to engage with kindy in a variety of ways; gardening, cooking and supporting excursions. Over the years we have had an active Governing Council, with supporting fundraising events, and reviewing of policies.

Practice is informed by critical reflection Over the course of the year we have opportunities for families to meet with educators for a Child, Family and Educator Conversation. During these conversations the educators listen openly and engage in shared decision making about the child's learning and well-being. This demonstrates the value and perspective that parents offer, and together develop a strength based goal to work towards. This information is shared respectfully amongst the educators, of which supports the planning for an inclusive engagement program for both individual and groups of children.

Practice is shaped by meaningful engagement with families and / or the community We believe making connections with our parents is important along with bringing them together as a community. The kindy hosts a twilight kindy early in term 1, with an opportunity for families to meet each other and for them to meet informally with the educators. There is always a buzz of excitement and families acknowledging the value it brings to meeting others and supporting the relationship development with educators.

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

Practice is embedded in service operations

All educators honour the diversity of the families and children at the kindy and recognise that families are the experts of their children. Trusting, respectful, nurturing and equitable relationships are built with all staff, children and families. Partnerships are established with agencies, support services and therapists to ensure best outcomes are achieved for children. Curriculum planning is a collaborative approach with all educators, family input is sought through conversations, child, family and educator conversations and family questionnaires. Educators are supported to pursue learning and reflect on their own practice through the Performance Development process, where goals are set, related to the Preschool Quality Improvement Plan ensuring there is an outcome for learning.

Practice is informed by critical reflection A philosophy of statement guides our practice and is systematically reviewed and as the need arises. The philosophy is shared with educators and families. The philosophy will be reviewed this year involving all stakeholders, children, family, and educators. Week 0 is used to set the culture for the team, ensuring measures are in place for collaborative work, housekeeping is addressed, along with ensuring that we all have an understanding of our roles and responsibilities in the site. This is reviewed periodically and as the need arises through the year.

Practice is shaped by meaningful engagement with families and / or the community Educators are committed to working collaboratively, programming and planning together, sharing ideas and learning from each other. Through this approach, consistent messages are given to families, that we are well-organised team with a positive learning environment, with children as our core business. We communicate with families in various ways to ensure that we meet a suitability for everyone.

Learning Improvement Plan – Goal 1

STEP 1 Analyse and Prioritise

Site name: Somerton Park Kindergarten

Goal 1: To improve children's understanding and use of number to quantify.

A STEP 2 Determine challenge of practice

Challenge of Practice:

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

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

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

- Regularly use number to describe and compare
- Contribute to discussion about number in a range of situations
- Recognise 'how many' in collections of objects (subitise) with increasing complexity



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will co-construct ideas in number awareness through a purposeful play approach.	Children's learning and development 1.2.1, 1.2.2, Inclusive environment and play-based learning 3.2.1, Collaborative learning 5.2.1	RRR / ECERS Term 1 week 5 Term 4 week 2	Paul – lead curriculum planning All educators to engage	Preschool Curriculum Resources
All educators engage in professional learning to support the development of children's number awareness.	Educational Leadership 7.2.2., Responsive teaching and scaffolding 1.2.2	Once a term – numeracy workshop with Lisa- Jane 5 weekly shared literature	All educators to engage	Performance Development Plan (2 TRT days) -PDP linked to PQIP Goal Preschool Curriculum Resources

Educators will analyse pedagogical documentation to intentionally design learning that identifies children's number awareness.	Child-centred, assessment and planning cycle 1.1.2, 1.3.1, Information sharing with families 1.3.3	Fortnightly curriculum planning 4 twilight sessions	Emily W. to co- plan twilight sessions with Preschool Director at Dunbar All educators engage in analysis	Alma Fleet – Professional learning
Educators will be involved in incorporating the DfE Music Strategy to build on children's understanding of number	Program learning opportunities and intentional teaching 1.1.3, 1.2.1, Play-based learning resources 3.2.2, Professional collaboration 4.2.1	End Term 1	Emily W and Emily H. to co-lead	DfE Music Strateg

Goal 1: To improve children's understanding and use of number to quantify.

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

Actions Educators will co-construct ideas in number	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	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?	
awareness through a purposeful play approach.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
All educators engage in professional learning to support the development of children's number awareness.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Educators will analyse pedagogical documentation to intentionally design learning that identifies children's number awareness.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

Goal 1: To improve children's understanding and use of number to quantify.
STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next steps?
What progress have we made? Have we achieved our goal? Click or tap here to enter text.
Enablers: What factors have been critical for success? Click or tap here to enter text.
Inhibitors: What factors have impeded progress? How will we work through this? Click or tap here to enter text.
Recommendations: What are the next steps to take? Click or tap here to enter text.

Learning Improvement Plan – Goal 2

STEP 1 Analyse and Prioritise

Site name: Somerton Park Kindergarten

Goal 2: To strengthen children's ability to use appropriate oral language to share their thinking with peers and adults.

A STEP 2 Determine challenge of practice

Challenge of Practice:

If we incorporate quality verbal exchanges as a strategy, then we will strengthen children's ability to listen to others and share their thinking with peers and adults.

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

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

- Engage in shared sustained thinking with adults and peers
- Represent a story in a range of ways, eg. Role play, drawing, making, dancing, singing, story tables
 - 1. Improve their narrative when engaged in reading conferences

STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
All educators will plan for intentional curriculum decisions for each child	Curriculum decision making, intentional teaching, assessment and planning, sharing with families 1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.3.1, 1.3.2,	Fortnightly curriculum planning	Paul to lead, All educators to support	Preschool Curriculum Resources
Access professional learning and to develop educators' understandings of shared sustained thinking and quality verbal exchanges.	Curriculum decision making, responsive teaching and scaffolding 1.1.1, 1.2.2,	7th Oct	Emily W to lead, all educators to engage.	ECA conference Prof Iram Siraj - literature

Educators will use the analysis of pedagogical documentation to intentionally design learning that supports children's ability to listen to others and share their thinking.	Assessment and Planning Cycle 1.3.1	Termly twilight session	Emily W. to lead, all educators to engage	Alma Fleet – Professional learning
Using RRR and ECERS to analyse baseline data evidence, to determine growth of a sample group of children.	Curriculum decision making, intentional teaching, assessment and planning cycle 1.1.1, 1.2.1, 1.3.1	RRR /ECERS Term 1 week 5 Term 4 week 3	Emily W and Paul to co-lead	RRR Scales ECERS scales

Goal 2: To strengthen children's ability to use appropriate oral language to share their thinking with peers and adults.

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 Needs attention/work in progress Not on track Date your notes to ensure you track and monitor adjustments and progress of your plan	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?
All educators will plan for intentional curriculum decisions for each child	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Access professional learning and to develop educators' understandings of shared sustained thinking and quality verbal exchanges.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will use the analysis of pedagogical documentation to intentionally design learning that supports children's ability to listen to others and share their thinking.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Using RRR and ECERS to analyse baseline data evidence, to determine growth of a sample group of children.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: To strengthen children's ability to use appropriate oral language to share their thinking with peers and adults.
STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next steps?
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.
Paramana dari'a a Milata a da a a tata a tata 2
Recommendations: What are the next steps to take? Click or tap here to enter text.
click of tap here to enter text.

National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Improving the culture of inclusion and diversity.	Child-centred 1.1.2 Inclusive Environment 3.2.1 Dignity and the rights of the child 5.1.2 Access and Participation 6.2.2 Service philosophy and purpose 7.1.1	Review philosophy statement, with a shared understanding. Critically reflect on our engagement with all families. Develop a Reconciliation Action Plan	By end of Term 1 – Draft to be complete week 5 Term 2, final philosophy statement	Gowrie Professionally Learning – Facilitator	Emily W. to facilitate All educators to engage
Improving parent and family engagement	Information for families 1.3.3 Engagement with the service 6.1.1 Parent views are respected 6.1.2 Families are supported 6.1.3	Critically review Individual Learning Plans, and parent voice. Improve educator capacity on sharing learning with families and seeking feedback. Critically reflect on community and parent engagement at SPK, on the other side of COVID.	ILP – once a term Term 4 Statement of learning.	Child, family, Educator conversations Individual Learning Plans Curriculum Planning Meetings	Paul and Emily H. to analyse data and develop ILP's. Paul to lead Curriculum Planning Meetings All educators to be intentional with engagement with families.
Improve the way we use Pedagogical Documentation as a tool for assessment.	Assessment and planning cycle 1.3.1 Critical reflection 1.3.2	Click or tap here to enter text.	Reviewed week 8 each term, embedded end term 3	PD budget Twilight networking sessions with Dunbar Tce Kgn	Paul and Emily H. to analyse pedagogical documentation and feed back to team.

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

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?

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		
Priority	On track	(Are we improving practice and learning outcomes?)	Next steps	
	Needs attention/work in progress	Enter the evidence of impact of your actions for children and families		
	Not on track			
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Improving parent engagement	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Improve the way we use Pedagogical Documentation as a tool for assessment.	Click or tap here to enter text.	Click or tap here to enter text. Click or tap here to		
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	

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

Endorsements

Endorsed by director/principal Name Date Click or tap to enter a date. Signature: Endorsed by governing council chairperson Name Click or tap here to enter text. Date Click or tap to enter a date. Signature: Endorsed by education director Name Click or tap here to enter text. Date Click or tap to enter a date.

Signature:

