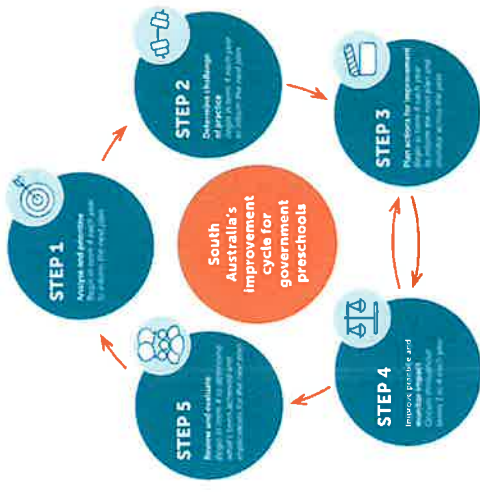


2023

Quality Improvement Plan for Renmark North Preschool

Site number:
1786



Service name

Renmark North Preschool

Service address

65 Warrego St Renmark North, SA, 5343

Service approval number

SE-00010837

Acknowledgment of Country

We acknowledge the **Aboriginal** 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

Site Based Preschool located on the same campus as Renmark North Primary School. Renmark North is 260km from Adelaide in a fruit growing area, 6mins from the township of Renmark. In 2022, the school population was approximately 120 students and 10 preschool children. Car parking is available in front of the site, as well as staff parking onsite. School and Public holidays are observed in line with South Australian Government guidelines. Four pupil free days are arranged each year on a need's basis. The school has access to a Department for Education (DfE) bus. The preschool has a large outdoor area comprising of playground/soft fall area, sandpit, mud kitchen, 2 grassed areas, 2 swings, bike track, garden beds and 2 storage sheds. The indoor area includes, a wet area, carpeted area, kitchen, Access toilet, 2 child toilets, large covered veranda and teacher office. An upgrade of the outdoor Nature Play area occurred in 2022. As a site-based preschool, we work collaboratively as part of the school. We access all school facilities including: gymnasium, basketball court, large oval, playground area, nature play area with sandpit, and library. Staff work collaboratively in professional learning, planning and as a result the Preschool is involved in a number of "buddy" programs. Our preschool program for eligible four-year-old children is accessed on Monday, Tuesday and fortnightly on Wednesdays from 9am to 3pm, totalling 30 hours per fortnight. Aboriginal Torres Strait Islander (ATSI), and Children in Care are able to access our service from three years of age. Staffing allocation is 0.7 FTE teacher and 18.5hr Student Support Officer (SSO). Children who are identified with additional learning needs are supported by allocated SSO staff who are funded by DfE, on an individual need's basis. The preschool program is developed, implemented and reported on using the principles and practices of the Early Years Learning Framework (EYLF) and the Preschool Literacy and Numeracy Indicators. The Preschool works within the whole site agreed Values and Learning Dispositions. Policies and Procedures are Preschool to Year 6 with NQS requirements added or highlighted.

Statement of Philosophy

Renmark North Preschool Philosophy

We believe curriculum decision making is a collaboration between families, children, educators and the wider community and is:

- Child focused
- Builds on current knowledge, interests, strengths, abilities, ideas and celebrates culture, which are the foundation of our inclusive play-based learning program.

Play based learning provides opportunities for:

- Building reciprocal relationships
- Collaboration
- Curiosity
- Social/emotional wellbeing
- Discovery
- Risk taking
- Creativity
- Safe learning
- Solitary/social play
- Children's voice

As educators we facilitate and work alongside children.

Our goal is to enable independent lifelong learners that are:

- Brave
- Adaptable
- Resilient
- Persistent
- Communicators

Learn through PLAY and LAUGHTER... for the LOVE of LEARNING.

Reviewed: Term 3 2022 at Governing Council

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

Theme One: Practice is embedded in service operations

Educators use the Early Years Learning Framework Principles, Practices and Learning Outcomes as well as the Preschool Literacy and Numeracy Indicators as the basis for programming and planning a high-quality educational program. A play-based learning environment which is child centred, provides a range of invitations and provocations for learning. These invitations and provocations are 'hands on' and sensory experiences that allow for the development of skills and building on prior learning. Educators respond to children's voice and as a result plan and implement intentional and scaffolded teaching to stretch children's learning. Children are also encouraged to resource their own learning, modifying, adapting and seeking the resources needed. The preschool day is organised with a range of learning opportunities including group time, uninterrupted play, intentional teaching, shared eating times as well as accessing facilities within the school.

Theme Two: Practice is informed by critical reflection

Data is collected from parents, observations, anecdotal notes, examples of learning and screening tests collected at the beginning of the year and continue to be collected throughout the year. Through analysis ILP's are developed for each student. Our planning cycle is on a fortnightly basis. Each fortnight we have 2-4 focus children who are observed, by all staff and data is collected on them looking through the PQJP lens of our literacy and numeracy goals. At our fortnightly staff meeting all staff contribute to discussions about their observations of the children's learning and intentional teaching actions are identified to support progress towards children's learning goals. From the observation analysis learning stories are developed and shared with parents on Dojo and placed in their profile books.

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

Parents are critical in their child's development and relationships with families are developed early. Information about each child is sought from parents during transition visits and at the beginning of the year. The preschool is also welcoming to parents and families. Parents are provided with a wealth of information during transition as well as opportunities to visit and be involved with the preschool and school. Each child's learning outcomes are reported to parents informally and formally through chats, Individual Learning Plans, samples of learning, Portfolios and a Statement of Learning is provided in term 2 and 4. Cultural inclusion and diversity is respected and reflected through: Children learning a simplified 'Acknowledgment of Country' and practiced daily during circle time. We include many cross-cultural connections including, learning greetings and songs in different languages, Harmony Day, NAIDOC week, Cultural mapping with children's families with details of countries they originate from. Cultural diversity is reflected in our programming and planning, children's resources and during play.

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

Theme One: Practice is embedded in service operations

The preschool consistently supports children's health and wellbeing needs. All staff have current first aid qualifications. All children identified with health issues have authorised healthcare plans. These are displayed in the kitchen adjacent to the medication, in the first-aid folder and medication is stored securely. Medication and first aid logs are kept as required. Emergency contact details and healthcare plans are also available in an emergency contact folder which accompanies the children on excursions. A small first aid 'bum bag' is available for use outdoors and first aid kits readily available for excursions. Healthy eating is constantly promoted within the service. The preschool has a Healthy Eating Policy which is available to families along with healthy food brochures. The preschool is a nut-aware site and information is contained in our Preschool Parent Handbook and Healthy Eating Policy. Strategies have been programmed and put in place to enable children the opportunity to rest and/or sleep daily to promote rest and relaxation. Sun smart policy is documented and actioned with children wearing hats outdoors and sunscreen is available. Parents are requested to apply sunscreen before preschool starts, if the UV Rating is 3 or greater. Spare items of clothing are available for children when toileting accidents and water play require it. All children are encouraged to have a change of clothes in their bag. Adequate staffing supervision procedures are documented and displayed. Procedures are in place for supervision of children in both the indoors and outdoors learning environments.

Theme Two: Practice is informed by critical reflection

Health care plans are reviewed with parents as required and updated plans are sought on expiry. First aid kits are audited and replenished each term. Policies are reviewed as per the review cycle. Daily and quarterly outdoor safety checks are conducted by educators. We have a weekly schedule for cleaning of resources. Resources are disposed of or repaired as needed and recorded. All staff document near misses of safety incidents and these are actioned accordingly. Evacuation and Invacuation procedures are practiced regularly, documented and parents informed. Risk assessments are documented when required.

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

Health information is sought and discussed with families during the enrolment process and when information comes to hand (known appointments and medication changes). The preschool has an infectious disease policy and procedures in place to notify families and relevant authorities. Families are supported with access to additional services which are provided through a referral system through Community Health Services and Department for Education Support Services.

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

Theme One: Practice is embedded in service operations

The preschool is made up of a large outdoor space that is shady and open. The indoor environment is open plan, giving scope for multiple activities i.e. Dance, yoga, crafts. The environment is dynamic and allows children to explore and set up the environment to meet their interests and needs. The spaces within the preschool promote investigation, self-agency, and decision making and problem-solving within the play environment as well as respect for the natural environment. There is sufficient space indoors and outdoors to allow for quiet time or engagement with others. Resources are stored on open shelving, where possible, allowing children to have access and to guide their learning through their interests. These resources are changed regularly over time to provide new and interesting learning challenges. Office space is available for administrative purposes, private conversations, meetings and consultation with families. The centre is well maintained with contracted cleaners, educators and children tidying the environment throughout the day, wiping down tables, sweeping the floor and helping to pack up equipment.

Theme Two: Practice is informed by critical reflection

Procedures are in place to conduct safety checks daily before the children arrive. Staff are vigilant in ensuring equipment and resources are safe for children throughout the day. Equipment that is damaged or broken is promptly removed for repair or discarded. Hazards are reported to staff in charge and added to maintenance list or else substituted or engineered to eliminate or bypass the hazard.

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

Loose parts are sourced from families and the community, being utilised outdoors during play. Sustainability practices are embedded in our daily routines: recycling, water conservation and composting, respecting our consumable and non-consumable resources through intentional and incidental teaching. Stage 1 of the new playground, mud kitchen and water play, established and built in consultation with families and Governing Council. 2023 stage 2: climbing equipment.

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

Theme One: Practice is embedded in service operations

Staffing is determined by the Department for Education and two people are on site at all times. Staffing arrangements are coordinated across the whole school site to release staff during lunch breaks and to back fill SSOs when staff are absent. These staff are very familiar with the children as well as the processes and procedures of the preschool. Communication and interactions with or between staff, children, families and other staff members is respectful and accepting at all times, valuing everyone's contributions. All staff have Professional Development Plans (PDP's) which are reviewed twice a year with the Principal and are focussed on site, personal development and improvement. Staff also attend and engage in regular staff meetings both in the preschool and as a whole site. Training and development sessions with other Preschool sites as well as training aligned to school improvement are also attended to enhance the learning of all educators in the site.

Theme Two: Practice is informed by critical reflection

A review of the number of staff in the preschool and the deployment of staff is undertaken yearly and when required. Additional staff are employed as necessary to meet the needs of individual children. Critical reflection is embedded in site practice with staff meetings within the preschool containing regular reflective and reflexive discussions. In addition to this teaching staff are part of whole site improvement. Professional Learning Groups, including the Reception teacher are held at least twice per term. This includes, walk throughs, data analysis and pedagogical review as a crucial part of the staff meeting agenda. Site-based Preschool leaders and teachers, across Berri Portfolio, to meet once a term to reflect on/and connect about pedagogical practice.

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

The families at our preschool know all staff and have developed trusting relationships through daily interactions and professional information sharing. Our ongoing involvement with families and their children across the whole site, including playgroup, and the seamless transition and continuity of learning, enable a close and supportive community feel to the preschool. Discussions with families are sought to ensure inclusivity and seek further knowledge when necessary to provide a learning environment that is diverse and inclusive of all.

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

Theme One: Practice is embedded in service operations

Educators at the centre foster positive, respectful and reciprocal relationships with the children. They are responsive to children's needs and view each child as being capable and competent learners encouraging student, independence and self-agency. Staff are available, approachable and engaged with children throughout the day. Children feel safe, secure and comfortable to explore and trial new experiences, knowing they have the support and scaffolding of staff that know their individual skill level, interests and needs. Specific techniques are used to support children with additional social and emotional needs e.g., individualised time tables and calendars, response to intervention, Oneplans (updated twice a year through parent consultation and Support Services).

Theme Two: Practice is informed by critical reflection

As a result of the planning process with embedded reflective practice educators respectfully participate in children's play by scaffolding, nurturing or co-playing. They provide a variety of play-based opportunities for children to engage with each other in collaborative ways. Intentional teaching is employed to assist all children to develop pro-social, recognise emotions, regulate behaviours and work collaboratively with others. Spontaneous teaching is made possible due to a solid knowledge of the EYLF and needs of the children e.g., children's number knowledge was extended through interest of snail collections.

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

A parent questionnaire is given to parents to get to know individual children's needs and interests, family background and their preschool expectations. This information is collated and used to inform the preschool program. We build relationships with children through our transition processes by providing three pre-entry sessions in term 4.

Information sessions held at the beginning of the Preschool year and Term 4 prior to following year transitions. These sessions are invaluable to connect and build relationships to grasp an understanding of the whole child.

Consultation with private providers to grasp an understanding of supporting children with additional needs and how best to support them.

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

Theme One: Practice is embedded in service operations

As a community Preschool, relationships with parents often start prior to children commencing preschool. An onsite playgroup is held every Friday. Children and families are able to familiarise themselves with the play-based learning environment and resources available. Playgroup provides an ongoing relationship with new and continuing families and encourages families to enrol their children in the school-based preschool and then to transition into the school. Many parents are aware of the Priority of Access Policy and request placement at the preschool well in advance. When commencing preschool, the pre-entry process has 3 visits with increasing amounts of time attended in each session. This provides children and families to experience the preschool routines and facilities prior to commencement. Families provide educators with a wealth of information about their children and educators are able to share information with families through informal and formal meetings, ClassDojo App as well as learning samples, observations and Statements of Learning. The preschool is also involved with whole school events like, Continental, assemblies, sports days, WHS practices, and uses facilities - gym, library, playground and oval. Parents are invited and encouraged to join Governing Council and various committees. We welcome the support of families who volunteer in the school and preschool.

Theme Two: Practice is informed by critical reflection

Families are invited to provide feedback through the Preschool Parent Survey in September each year and NQS forms survey termly. The Parent Handbook and preschool policies are reviewed and updated yearly. These policies are consistent with the school and where necessary additions are made to meet NQS requirements. Governing Council reviews and approves all policies and procedures.

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

Each year, educators review the information provided to parents. As part of the enrolment process families are given an information pack. Parents are surveyed about how and when they would like to be involved in the preschool. We collate this information to inform our future plans throughout the year and access support as needed. Parents are encouraged to provide feedback and input in many areas of the preschool such as; reflecting on PQIP, comments on Class Dojo, surveys to families after events, parent teacher interviews, and major site decisions including outdoor re-development. We invite or visit guest speakers to engage with our local community.

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

Theme One: Practice is embedded in service operations

Governance and Leadership of the Preschool is provided by the Principal of the school. The Principal (or delegate) follow up on performance management, induction, staff deployment and roles, cleaning contracts of and staffing allocation. The Principal allocates additional funding for the Educational leader to fulfil delegated administrative procedures and responsibilities. Confidential records and information are archived by the school within required guidelines. Staff develop policies and procedures and utilise the Governing Council to provide advice on budgeting, philosophy, policy and the Quality Improvement plan reviews. Educators are appointed through HR systems and processes ensure high quality staff.

Theme Two: Practice is informed by critical reflection

School Leadership is highly supportive of early years learning, care and wellbeing. The Principal is constantly monitoring, including and supporting preschool staff, parents and children to enable an effective high-quality culture of continuous improvement. Educators from the preschool are involved in decision making processes for the whole site and represented on governing council. Educators are included within the whole school staff team. They are active participants in staff meetings, professional learning, social occasions and school/preschool systems and processes. School Leadership and educators work alongside the Project Officer to develop structures and processes for the planning cycle (through face-to-face and TEAMS meetings).

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

Governing Council is the formal avenue for parent Governance and Leadership with the school and preschool. Parents also contribute to the leadership and governance of the preschool through surveys, conversations, fundraising and volunteering. We welcome the contribution of our families and community and build on their ideas and strengths; inclusiveness and sense of belonging for all.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Renmark North Preschool

Goal 1: To improve children's Phonological Awareness (PA) skills



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators intentionally teach syllabification, rhyming and initial sounds, then children's phonological awareness skills will improve

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

Through observations and data collection we will see children:

- Clapping out the beat to a song
- Recognising rhyming words in a story and in daily play
- Recognising the initial letter of their name in other words
- Recognise their name in print
- Listen and respond to sounds and patterns in words



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Data Collection: Educators will:</p> <ul style="list-style-type: none"> - collect data on all children - conduct PASM twice per year - analyse data from PASM, PreLit lessons, observations and anecdotal notes 	<p>1.3.1 1.3.2 1.3.3</p>	Ongoing	<p>Teacher to administer PASM tool screener end of Term 1 and 4. All educators collect observational data, each fortnight on identified students, to inform programming and practice and child's next learning steps.</p>	<p>PASM Tool – speech screener Literacy and Numeracy indicators Preschool curriculum resources RRR EYLF</p>
<p>Data Analysis / Critical Reflection: Each Educator will:</p> <ul style="list-style-type: none"> - increase their capacity to record and analyse children's phonological awareness skills 	<p>1.3.1 1.3.2 1.3.3</p>	Fortnightly staff meetings	<p>Leader and Educators meet fortnightly to reflect on past program , focus children and evidence collected.</p>	<p>EYLF Literacy and Numeracy indicators</p>
<p>Programming and planning: Educators will:</p> <ul style="list-style-type: none"> - implement PreLit program each preschool day - implement book based learning, including explicit teaching of phonological awareness 	<p>1.1.1 1.1.2 1.1.3 4.2.1</p>	Ongoing	<p>Teacher develops final plan after consultation with all educators All Educators implement the program</p>	<p>Preschool curriculum resources Phonics songs Pre Lit program Structured meeting time for staff meetings and PLT's</p>

- model and explicitly teach phonological awareness skills to children in both planned and spontaneous experiences

Goal 1: children's Phonological Awareness (PA) skills



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?

	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

Actions

Data Collection:
Educators will:
 - collect data on all children
 - conduct PASM twice per year
 - analyse data from PASM, PreLit lessons, observations and anecdotal notes

Data Analysis / Critical Reflection:
Each Educator will:
 - increase their capacity to record and analyse children's phonological awareness skills

Programming and planning:
Educators will:
 - implement PreLit program each preschool day
 - implement book based learning, including explicit teaching of phonological awareness

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?**

Goal 1: children's Phonological Awareness (PA) skills



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: Renmark North
Preschool

Goal 2: To improve children's understanding and use of number to 9



STEP 2 Determine challenge of practice

Challenge of Practice:

If Educators explicitly teach aspects of Trusting the Count (number names, numerals & quantities up to 9), we will improve Children's understanding of Number

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

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

- Counting in play - 1:1 counting
- Subitising up to 5 and identifying more or less
- Knowing the last number they say is how many there are in a collection



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Data Collection: Educators will:</p> <ul style="list-style-type: none"> - collect data on all children - conduct Trust the Count assessments twice per year - analyse data from Trust the Count assessments, observations and anecdotal notes to gain an understanding of next learning steps <p>Programming and Planning: Each educator will:</p> <ul style="list-style-type: none"> - Focus on Trusting the Count and Subitising through incidental and intentional teaching. - Number of the Day - Counting Children in the morning <p>Implementation: Educators will:</p> <ul style="list-style-type: none"> - analyse data from Trust the Count assessments, observations and anecdotal notes at fortnightly meetings - complete a daily reflection - document reflections, notes/observations - increase their skills/capacity to model and explicitly teach trusting the count skills to children in both planned and spontaneous experiences 	<p>1.3.1 1.3.2 1.3.3</p> <p>1.1.1 1.1.2 1.1.3 4.2.1</p> <p>1.3.1 1.3.2 1.3.3</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Teacher to conduct BIIN assessment tool (trusting the count) Term 1 and Term 4. All educators collect observational data, each fortnight on identified students, to inform programming and practice and child's next learning steps.</p> <p>Teacher develops final plan after consultation with all educators All Educators implement the program</p> <p>Leader and Educators meet fortnightly to reflect on past program, focus children and evidence collected.</p>	<p>Literacy and Numeracy indicators Preschool curriculum resources</p> <p>RRR EYLF BIiN</p> <p>Literacy and Numeracy Indicators Preschool curriculum resources EYLF BIiN</p> <p>Structured meeting time for staff meetings and PLT's</p>

Goal 2: To improve children's understanding and use of number to 9



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			
<p>Data Collection: Educators will:</p> <ul style="list-style-type: none"> - collect data on all children - conduct Trust the Count assessments twice per year - analyse data from Trust the Count assessments, observations and anecdotal notes to gain an understanding of next learning steps <p>Programming and Planning: Focus on Trusting the Count and Subitising through incidental and intentional teaching.</p> <ul style="list-style-type: none"> - Number of the Day - Counting Children in the morning 			
<p>Implementation: Educators will:</p> <ul style="list-style-type: none"> - analyse data from Trust the Count assessments, observations and anecdotal notes at fortnightly meetings - complete a daily reflection - document reflections, notes/observations - increase their skills/capacity to model and explicitly teach trusting the count skills to children in both planned and spontaneous experiences 			

Goal 2: To improve children's understanding and use of number to 9



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?

Enablers: What factors have been critical for success?

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

Recommendations: What are the next steps to take?

National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Establish and implement a regular teaching and planning cycle that utilises critical reflection as a key driver	1.3.1 Assessment and planning cycle 1.3.2 Critical reflection	Each child's learning and development is assessed/evaluated as part of an ongoing cycle of observation. For 2023 schedule 15min meeting at the end of the Preschool day with all educators to critically reflect on the day. Through the use of Dojo each week the teacher informs families of the weekly program and individual child progress.	Term 1	Source Preschool yearly planning cycle	Leader and Educators
Improve parent and family engagement in the learning program	6.1.1 Engagement in the learning program	Parent introduction meeting start of Term 1 Parent 'evenings' eg – how to read to your child.	Term 1 Ongoing	Wellbeing Leader PCW	All Educators
Develop and enact culturally responsive teaching practices	6.2.2 Access and participation 6.2.3 Community engagement Exceeding theme 2: practice informed by critical reflection	Collect information in Term 1 of family backgrounds. Connect with community members.	Term 1 Ongoing	Chris Laxton – ACEO Ajit – Punjabi	All Educators
Continue to implement strategies to support children's social and emotional wellbeing.	5.1.1 Positive educator to child interactions 5.2.2 Self-regulation	Ensure all new staff have received 'Berry Street' training. Implement strategies including calming, relaxation and problem solving Critical reflection of impact of practices	Term 1 Ongoing	Program handbooks and staff meetings	All Educators

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
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  On track </div> <div style="text-align: center;">  Needs attention/work in progress </div> <div style="text-align: center;">  Not on track </div> </div> <p>Date your notes to ensure you track and monitor adjustments and progress of your plan.</p>			
Establish and implement a regular teaching and planning cycle that utilises critical reflection as a key driver	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Improve parent and family engagement in the learning program	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Develop and enact culturally responsive teaching practices	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Continue to implement strategies to support children's social and emotional wellbeing.	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?


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Recommendations: What are the next steps to take?

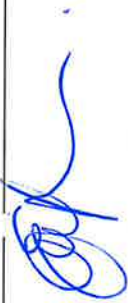
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Endorsements

Endorsed by director/principal

Name Mary Shannon
Date Tuesday, 28 February 2023
Signature: 

Endorsed by governing council chairperson

Name Emma Mullin
Date Tuesday, 28 February 2023
Signature: 

Endorsed by education director

Name Brenton Chapman
Date 02/03/2023
Signature: 