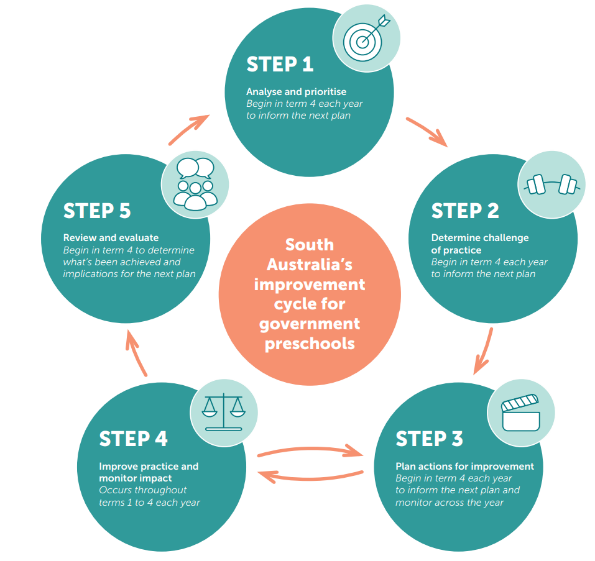
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| **2024**  **Quality Improvement Plan for**  **Swan Reach Area Kindergarten** |

**Site number:**

**6552**



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| **Service name**  Swan Reach Area Kindergarten  **Service address**  8 Showgrounds Road, Swan Reach, 5354  **Service approval number**  SE-00011010 |

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| **Acknowledgment of Country**  We acknowledge the Nungaraku People of the Ngarrindjeri Nation 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**

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| In 2018, Swan Reach Area Kindergarten (SRAK) and Swan Reach Area School amalgamated to continue preschool services. The Kindergarten, locally known as the Early Learning Centre (ELC), was modernised. Varying enrolments means the service fluctuates between being ‘in and out of scope’ of National Quality Standards (NQS).    SRAK is geographically in the centre of 3 main regional districts and major service centres – Murraylands, the Barossa and the Riverland. Our preschool is serviced from Murray Bridge DfE District Office (leadership and educational support) and also DfE Berri District Office (Support Services).  SRAK attracts enrolments from a small catchment zone, from the town, surrounding farmlands and the nearby township of Nildottie. Children also enrol from as far north as Blanchetown as SRAK is the nearest service.  The Principal leads the preschool team and works collaboratively with the Early Years teacher, who has delegated curriculum leadership, and an Early Childhood SSO.  Additional programs on offer include; Playgroup, Occasional Care and Parent Mother Goose sessions. When enrolments are under NQS requirements to be ‘in scope’, the ELC can facilitate a composite preschool / reception class.  The SRAK improvement goal is to intentionally encourage and promote children’s Oral Language during purposeful play, through the evidence-based approach of ‘Sustained Shared Thinking’. This goal was collaboratively developed by the preschool educators after deep review of the 2022 Preschool Quality Improvement Plan (PQIP). The implementation of this high impact strategy will be aided by additional focus on the NQS priority of fostering collaborative partnerships with families and community. |

**Statement of Philosophy**

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| At Swan Reach Area Kindergarten (Early Learning Centre - ELC) we believe children learn best when they engage in a stimulating, challenging, high quality child-initiated and intentional play-based learning program. We believe children blossom in an environment where they have a sense of belonging and connectedness to their learning environment. This includes building strong, reciprocal relationships with children and their families, respecting their diversity and uniqueness. We value 'children’s voice’, ideas and initiative within our curriculum, promoting wellbeing, trust, respect and value life-long learning. We provide opportunities for children to learn at their own pace and take control of their learning, following their passions and making their own unique marks on the world. We support the development of learning dispositions of gratitude, empathy, mindfulness and emotional literacy.    Our curriculum is guided by:   * The Early Years Learning, Belonging, Being and Becoming, and Respect, Reflect and Relate Frameworks * Observations of each child (both as an individual and within a group) * Children’s interests, understandings, family context and ideas * Parents’ and Carers knowledge and ideas     We encourage children to be reflective in their learning, to validate current learning and to empower them for future learning. We view children as capable and competent with agency to make decisions and choices as they develop and learn. Our image of the child is that they are capable, competent, creative, curious learners who are full of potential. Our children learn best through purposeful play to enrich children’s learning and intentional teaching to build on and expand children’s concepts, ideas and understandings. Their deeper thinking and knowledge to solve problems, clarify concepts and extend narratives is developed in partnership with peers, educators and adults through co-construction and quality interactions during play.  All staff are involved in reviewing our curriculum daily, reflecting on emerging directions and recording evidence of learning. We aim to stimulate children's thinking and build upon their existing knowledge and skills to enrich learning. Staff have strong commitment to life-long learning, keeping up to date with current research and engaging in professional reflection and dialogue through formative assessment practices.  Swan Reach Area Kindergarten (Early Learning Centre) has a strong commitment to the authentic and amazing learning that occurs in the ELC learning environments. We actively encourage curiosity, awe and wonderment, discovery, and engagement in their natural and built environments. Sustainable practices are promoted in the kindergarten operations and consistently applied throughout the weekly program.  Reviewed 25/05/2023 |

**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

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| Quality Area 1: Educational Program and Practice |
| When writing your strengths:   * use clear and concise language * reference the exceeding themes * aim for 2 -4 points per theme * document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.   Theme 1-Practice is embedded in service operations  Theme 2- Practice is informed by critical reflection  Theme 3-Practise is shaped by meaningful engagement with families, and/or community  \*reference preschool position statement  \*check against philosophy  **Approved Learning Framework**   * Collaboration, communication, staff involvement, engagement and planning-3 educators sharing formative assessment reflections, extensive documentation on staff reflections ie. perspectives on each child, * embedded formative assessment cycles-individual learning plans * Ongoing pedagogical documentation * clarity of educator actions in chasing PQIP goal * weekly documentation and shared reflections for every child and groups * EYLF v.2-Principles and Practices/Learning Outcomes * Service philosophy guides play based pedagogy, teaching and written programs   **Child-centered**   * Children’s interests and ideas are at the forefront of intentional practises that target purposeful play * Children’s ideas, culture, abilities and interests are included in the program, informed by observations and family input   **Program Learning Opportunities**   * Formative Assessment Cycle for each child demonstrates curriculum decision making that contributes to each child s learning and progress towards achieving EYLF learning outcomes * Planning includes a term focus with a focus on children’s voice, play pedagogy and inquiry based learning as a way of broadening children’s perspective and to facilitate deeper learning * Routines and interactions have been established and been made available to parents   **Intentional Teaching**  **Responsive teaching and scaffolding**   * Social, cultural, linguistic, diversity, learning style, abilities, disability, gender, family circumstances, geographical location considerations in curriculum decision making processes: regardless of background, age gender and ability   **Child directed Learning**   * Parent questionnaires are used at least once a term to gain information from parents about their child’s current interests, as well as verbal conversations regularly, in person or by telephone. This is reflected in the planning cycle. * Staff provide opportunities for children to make informed choices and be active participants in their learning * Staff have high expectations that each child is capable and competent * Children are encouraged to show leadership, make decision and follow instructions and directions in their learning   **Assessment and Planning Cycle**   * Photos and weekly highlights displayed in Floorbook, as well as child led safe environment risk assessments   **Critical Reflection**   * Prioritising time for collaborative teamwork with educators within SRAS and the Partnership   **Information for parents**   * Day to day contact via face to face communication, Communication Book and take home folder. Photos and ELC news included in school community newsletter regularly. * SeeSaw app used for regular communication of learning to families * Documentation is available to parents about each child’s program and progress. NEPs/One Plans as needed, Mid Year Reflection, Statement of Learning at end of preschool year, initial ILP developed with 3 way conversations in term 1 * Learning goals updated and shared with parents throughout the year |

**Strengths**

With reference to the three exceeding themes:

1. Practice is embedded in service operations

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

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| Quality Area 2: Children’s Health and Safety |
| When writing your strengths:   * use clear and concise language * reference the exceeding themes * aim for 2 -4 points per theme * document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.   Theme 1-Practice is embedded in service operations  Theme 2- Practice is informed by critical reflection  Theme 3-Practise is shaped by meaningful engagement with families, and/or community  \*reference preschool position statement  \*check against philosophy  **Wellbeing and Comfort**  · Children’s privacy is respected and procedures are in place for child safety when nappy changing is taking place  · Rest/Mindful time is scheduled after lunch with lights off/calming music/mindful toy. Children provided with own pillow and towel (for lying on).  · Pull out couch and blanket available other times for individual needs in the office  · Mindfulness corner with couch for mindful activities-basket with colouring in, sensory toys and books  · Staff supply clean clothing when needed  · Strong relationships and partnerships with specialist providers based at Berri  **Health Practises and Procedures**  Staff communicate with parents/carers about health care/wellbeing needs of individual children through phone calls, in person or the communication folder. Enrolment forms checked by admin and leader.  Staff share various responsibilities: check dosages of medicines, maintain confidentiality of discussions with parents and child’s medical records  · Centre promotes best practice Eg coughing; hygiene prevention, infectious diseases, cross infection, keeping good health and quality practices, procedures.  Toilets are cleaned after each session, and at lunch time  .carers contacted if child is ill  -Pillows, blankets, hats washed regularly  -Toys disinfected at the end of the week  -Adults/children wash hands regularly and before food/cooking and after toilet  · Staff have relevant first aid qualifications and are aware of their roles and responsibilities to respond to each child’s health and safety needs  **Healthy Lifestyle**  · Staff discuss health and hygiene with children. Healthy eating habits are embedded in centre practices ·  -Physical activity is programmed for and promoted. Children initiate physical activity throughout the day. Children enjoy joining in with school sports day  Children are encouraged to explore and discover during activities inside and outside ·  · Snack table is accessible by children during the session and educators support children in line with the healthy eating policy  · Lunch times can vary depending on children’s needs  · Rainbow foods information is sent home in enrolment package,  · Healthy cooking programmed to encourage children to try different things  **Supervision**  . · Inside and outside staff and children communicate needs & staff share supervision of children  · one staff member inside and one outside, if needed. If all outside or inside, both staff supervise together  -When only one supervisor, time is scheduled alternately for all inside play inside, or all outside play  · Sunsmart guidelines are followed with hats and sunscreen worn during term 1 and 4, and in term 2 and 3 when the UV is 3+. UV is checked with children during morning meeting.  · Equipment is at safe levels and hazardous equipment is modified or removed  · There is no access to hazardous materials by the children. Kitchen safety is adhered to at all times with access locked and locks on cupboards and doors containing hazardous materials  · Equipment is at safe levels  · Hazards are reported to WHS staff  **Incident and Emergency Management**  · Documentation re: administering first aid, incident report discussed with families at the end of the day and stored in the folder in the first aid cupboard  · · Staff know and conduct risks and hazards and deal with these when needed appropriately by filling in a risk assessment form. Staff write risk assessments in the floorbook to support children’s ideas and include children in relevant risk assessments (eg Primary Playground)  · Staff follow policies and procedures for incidents and emergencies and consult with and inform relevant authorities. IRMS is filled in on-line when necessary · Emergency and evacuation procedures and policy are displayed at each exit and in each room · Whole school and centre have practices of Evacuation and Invacuation procedures and review after each practice session x2 termly and documented in WHS and staff meeting minutes  · Policies are up to date and when needed presented to governing council for review  **Child Protection**  · all staff have up to date RRHAN training  · e-carl reports done as soon as required |

**Strengths**

With reference to the three exceeding themes:

1. Practice is embedded in service operations

2. Practice is informed by critical reflection

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

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| Quality Area 3: Physical Environment |
| When writing your strengths:   * use clear and concise language * reference the exceeding themes * aim for 2 -4 points per theme * document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.   Theme 1-Practice is embedded in service operations  Theme 2- Practice is informed by critical reflection  Theme 3-Practise is shaped by meaningful engagement with families, and/or community  \*reference preschool position statement  \*check against philosophy  **Fit for purpose**   * The furniture and equipment is suitable for children’s learning to occur. * Ramp front and back for inclusive access * Cubby house has a ramp * Cupboards are at children’s level and are secured where needed * Handwashing stations and toilets are at children’s level. * All furniture and equipment in good condition and safe for use * Areas of shade exist for sun protection of children. * A homely environment has been established with natural coloured carpets and paintwork, soft lighting and comfortable furniture.   **Upkeep**   * Items replaced if worn out or broken * Furniture is safe, clean and well maintained. * Centre is cleaned professionally after each session * Bathroom is cleaned at lunchtime and after each session * Grounds keeper maintains yard, plumbing and electrical-outsourced if required * Playground is checked by staff each morning to check for any damage * WHS committee check playground regularly   **Inclusive Environment**   * Mud kitchen accessible to all * Open areas for natural role play (eg. bonfires at posts) * Boat encourages group play (river living) * Large sandpit area * Bike track goes all the way around for safety * Open grass area for activities * Inside area is homely with natural look and plants   **Resources support-based Learning**   * A variety of construction materials eg, lego/wooden blocks/connetix for open ended activities * Open area’s in block play, home corner and role play area * Role play area changes at least termly to suit children’s interests and investigations * Open ended sand and mud kitchen toys for creative play * Multiple bike choices to suit different sizes and abilities * Indoor resources are taken outside regularly to enhance learning areas and creativity. * Nature play is encouraged and facilitated outside and many elements of nature are brought inside.     **Environmentally Responsible**   * The centre has a Worm Farm for recycling food scraps-composting. Children are involved in this process daily with the scraps from morning healthy snack time. * Scraps are also collected to give away to school or neighbourhood chooks. * Recycle bin for paper * Use fallen leaves and other foliage for craft activities * Encourage children to look after tress and bushes by not pulling off branches * Paper and containers are recycled for collages and construction |

**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

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| Quality Area 4: Staffing Arrangements |
| When writing your strengths:   * use clear and concise language * reference the exceeding themes * aim for 2 -4 points per theme * document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.   Theme 1-Practice is embedded in service operations  Theme 2- Practice is informed by critical reflection  Theme 3-Practise is shaped by meaningful engagement with families, and/or community  \*reference preschool position statement  \*check against philosophy   All child; adult ratios are maintained to enhance children’s learning and development and to ensure they have a positive sense of wellbeing. R/1 Teacher is Early Years trained and ECW has been retained.   Centre learning program support provided by ECW who is also the Occasional Care Coordinator for 1 session each week.   All Staff have completed First Aid training, have Criminal History Clearances and are Mandated Notifiers.   Bus care is provided before and after kindergarten sessions and staff walk children to the school bus and supervise them until they leave.   Staff facilitate effective communication with families: Informal and formal communications, face to face, newsletters Seesaw app and Remind app.   Ethical Principles and practices underpin the professional working relationships with families, colleagues and children.   Staff demonstrate care, empathy and respect for colleagues, children and families on all occasions. This is outlined in the staff WeMatter Agreement.   Shared staff responsibility to develop NQS in the site. Developed with Early Years Leader and Director Consultant and release time provided.   Staff access EYLf, the educator’s Guide and Examples of practice for planning and programming, assessing and reporting to maximise the learning outcomes of the children.   Individual Learning Plans are reviewed each term collectively with staff.   Equity and children’s wellbeing are discussed on a continuous basis.   Strengths and skills are recognised; verbally and spontaneously and ideas and suggestions are considered and implemented where applicable.   Performance Development meetings with staff are held termly.   Program/floor book is clear and easy for all staff members to contribute into, including relief staff.   SIP and QIP displayed in Office and ELC.   Staff meetings are combined, with ELC staff meeting regularly for planning and programming.   Ex Kindy GC members are now on school GC.   PLC raised to discuss and share best practise in integrated pre-school settings. |

**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

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| Quality Area 5: Relationships with Children |
| When writing your strengths:   * use clear and concise language * reference the exceeding themes * aim for 2 -4 points per theme * document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.   Theme 1-Practice is embedded in service operations  Theme 2- Practice is informed by critical reflection  Theme 3-Practise is shaped by meaningful engagement with families, and/or community  \*reference preschool position statement  \*check against philosophy |

**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

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| Quality Area 6: Collaborative Partnerships with Families and Communities |
| When writing your strengths:   * use clear and concise language * reference the exceeding themes * aim for 2 -4 points per theme * document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.   Theme 1-Practice is embedded in service operations  Theme 2- Practice is informed by critical reflection  Theme 3-Practise is shaped by meaningful engagement with families, and/or community  \*reference preschool position statement  \*check against philosophy |

**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

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| Quality Area 7: Governance and Leadership |
| When writing your strengths:   * use clear and concise language * reference the exceeding themes * aim for 2 -4 points per theme * document your greatest strengths (not expected or required practice) identified through critical reflection and informed by your self-assessment against the NQS.   Theme 1-Practice is embedded in service operations  Theme 2- Practice is informed by critical reflection  Theme 3-Practise is shaped by meaningful engagement with families, and/or community  \*reference preschool position statement  \*check against philosophy |

**Learning Improvement Plan – Goal 1**

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| Icon  Description automatically generatedSTEP 1 Analyse and Prioritise | | | | Site name: Swan Reach Area Kindergarten | |
| Goal 1: To improve children’s communication and oral language to share and build on their ideas with others. | | | | | |
| A picture containing sword  Description automatically generated STEP 2 Determine challenge of practice | | | | | |
| Challenge of Practice:  If we use documentation strategies for sustained shared thinking ALONGSIDE and with children, then we will improve children’s communication and oral language to share and build on their ideas with others. | | | | | |
| Success Criteria (what children know, do, and understand): Pedagogical documentation will demonstrate children increasingly ability through and during PLAY to:   * Initiate and extend interactions and conversations with trusted educators and peers (EYLF – outcome 1) * Interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings (EYLF – outcome 5) | | | | | |
| A picture containing text  Description automatically generated STEP 3 Plan actions for improvement | | | | | |
| Actions | **NQS Links** | **Timeline** | **Roles & Responsibilities** | | **Resources** |
| Embed rigorous Formative Assessment Cycles | Assessment & Planning  1.3.1  1.3.2  1.3.3 | Click or tap to enter a date. | **Educators will…**   1. Collect and use rich FA small group data alongside children to plan and co-design learning play experiences for children 2. Meet weekly to analyse FA data and use children’s documentation for co-designing learning   **Leaders will…**   1. Provide fortnightly LOS on FA and ped doc practices of educators 2. Collaborate (& model) with educators to embed SST strategies and using children documentation | | PQIP & 1 pager  David Gilkes – Ped Doc ongoing PL & practices  Best Advice Papers – ‘Supporting Purposeful Play & Intentional Teaching’  EYLF V2  ILPs |
| embed Shared Sustained Thinking strategies developed through Ped Doc | Practice  1.2.1  1.2.2  1.2.3 | 7/07/2023 | **Educators will…**   1. Attend ongoing Portfolio PL on Ped Docs 2. Embed showing genuine interest & respect children’s own decisions and choices by immersing in purposeful play alongside children 3. Create opportunities for children to document their thinking and use it to it to extend their thinking *.’*   **Leaders will…**   1. Attend ongoing Portfolio PL on Ped Docs 2. LOS monitoring and feedback of educators purposeful play alongside children and children’s documentation | | Plink Course – SST  Portfolio PL – collaborative  MECL – Ped Doc PL  Ipads – for children |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap to enter a date. | Click or tap here to enter text. | | Click or tap here to enter text. |

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| Goal 1: To improve children’s communication and oral language to share and build on their ideas with others. | | | | |
| A picture containing text, clipart  Description automatically generated 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 | |
| Embed rigorous Formative Assessment Cycles | Assessment & Planning  1.3.1  1.3.2  1.3.3 | | Click or tap here to enter text. | Click or tap here to enter text. |
| Implement and embed Shared Sustained Thinking strategies developed through Ped Docs | Practice  1.2.1  1.2.2  1.2.3 | | Click or tap here to enter text. | Click or tap here to enter text. |
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| Goal 1: To improve children’s communication and oral language to share and build on their ideas with others. |
| Icon  Description automatically generated STEP 5 Review and Evaluate - Have we achieved our improvement goal? What have we learned and what are our next steps? |
| What progress have we made? Have we achieved our goal?  Click or tap here to enter text. |
| Enablers: What factors have been critical for success?  Click or tap here to enter text. |
| Inhibitors: What factors have impeded progress? How will we work through this?  Click or tap here to enter text. |
| Recommendations: What are the next steps to take?  Click or tap here to enter text. |

**National Quality Standard priorities**

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| Priority | NQS links | Key steps | Timeline | Resources | Roles & Responsibilities |
| Continue implementation and embed FA cycle that utilises critical reflection as a key driver. | 1.3.1 – each child’s learning and development is assessed or evaluated as part of ongoing cycle of observation, analysis. Learning, documentation, planning, implementation and reflection  1.3.2 – critical reflection of children’s learning and development, both as individuals and in groups, drives program planning and implementation  1.3.3 – Families are informed about the program and their child’s progress | Embed FA cycle with focus on collaborative critical reflection  Continue implementation of Ped Docs to enrich FA & music strategy practices  FA data and children’s documentation to used to inform and share individual and small group SST experiences during play – learning stories | 15/12/2023 | PQIP & One pager  ILPs  Group FA Data  C&L PO | Educators to collect FA data, on small groups; analyse, plan, facilitate and reflect in 3-weekly cycles  Educators to post SST experiences fortnightly for each child  Leader to set up structure to ensure collaborative critical reflection occurs fortnightly |
| Educators facilitate and extend each child’s learning and development | 1.2.1 – educators are deliberate, purposeful, and thoughtful in their decisions and actions  1.2.3 – each child’s agency is promoted, enabling them to make choices and decisions that influence events and their world | Continue implementation of Ped Docs & music strategy practices | 7/07/2023 | Best Advice Paper – intentional teaching  RRR – Active Learning Environment Scale | Educators will have clarity of SST strategies |
| Respectful relationships with families are developed and maintained, and families are supported in their parenting role – parents views are respected | 6.1.2 – The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing | Prior knowledge data collection at start of year with all families  SeeSaw as main communication mode to regularly share children’s documentation of SST alongside peers & educators as learning stories, and gain feedback from families | 7/07/2023 | Child survey  SeeSaw | Educators to post individual and small group learning for each child fortnightly with feedback prompt / question for families  Families to respond to prompt / question in SeeSaw post |

**Progress notes**

National Quality Standard priorities

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| Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been? | | | | |
| Priority | **Implementation**  (are we doing what we said we would do?)  Enter your overall assessment of progress towards implementing actions for improvement. | | **Impact for children and families**  (Are we improving practice and learning outcomes?)  Enter the evidence of impact of your actions for children and families | **Next steps** |
|  | On track |
|  | Needs attention/work in progress |
|  | Not on track |
| Date your notes to ensure you track and monitor adjustments and progress of your plan | |
| Continue implementation and embed FA 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. |
| Educators facilitate and extend each child’s learning and development | Click or tap here to enter text. | | Click or tap here to enter text. | Click or tap here to enter text. |
| Respectful relationships with families are developed and maintained, and families are supported in their parenting role – parents views are respected | 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. |

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| 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

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| **Name**  Click or tap here to enter text. |
| **Date**  Click or tap to enter a date. |

Signature:

Endorsed by governing council chairperson

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| **Name**  Click or tap here to enter text. |
| **Date**  Click or tap to enter a date. |

Signature:

Endorsed by education director

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| **Name**  Click or tap here to enter text. |
| **Date**  Click or tap to enter a date. |

Signature: