

2023

Quality Improvement Plan for Westport Preschool

Site number:

1619



Service name

Westport Preschool

Service address

53 West Street, Semaphore Park, SA 5019

Service approval number

SE - 00011116

Acknowledgment of Country

We acknowledge the Kurna 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

Westport Preschool is a school-based preschool and is attached to Westport Primary School located in Semaphore Park, western suburbs of South Australia. Westport Preschool is part of the Le Fevre Peninsula partnership and our main feeder school is Westport Primary School. We have two groups of children, Group A: Monday and Tuesday and Group B: Thursday and Friday. Our full-day sessions run from 8:30am to 3:00pm. The groups alternate on Wednesday mornings from 8:30-12:30pm. Three-year-old Aboriginal children and children under the Guardianship of the Minister may attend up to 2 full days a week. On Wednesday and Thursday afternoon we cater for a group of 8 Occasional Care children, aged from three years. Early-entry, for children with additional needs, may be made available in the term or two before school where site capacity and staffing permits. Pre-entry sessions will be negotiated, where possible, in Term 4 for eligible children.

We have strong connections with the Westport Primary School community, whereby our pre-schoolers are invited to school-wide events (such as Westport Disco, Book Week parades, Japanese festival, FringeDigenous, Remembrance Day ceremony Christmas Movie and Market evening), as well as many visits to the school grounds for library visits, using the school playground and reception retreat, and green screen room, with school teachers helping out along the way. We are a small team of three: two teachers (1.0 and 0.8) and one full time ECW, with an additional ECW running the occasional care and some speech support.

Our focus on exploring emotional regulation aligns with the interests of the school community, who have recently introduced interception skills and rooms for all students. Our observations of the pre-schoolers throughout the year highlighted the need from educators to help children develop skills in emotional regulation and have quiet places for children experiencing big emotions during times of transitions such as morning drop off and group times.

Statement of Philosophy

We believe that children's first educators are their families and communities and when we work in partnership with families, children will develop a sense of **belonging** to the Westport community. We strive to build positive relationships to support family participation in their child's daily engagement at preschool. We create a warm and nurturing atmosphere by being responsive to and respectful of all children. We acknowledge the diverse cultural backgrounds that children come with and incorporate these into our everyday learning to promote inclusivity and respect for one another.

Children are experts at **being** in the moment. As educators, we believe that play is a pathway for children to be fully engaged and immersed in what they are doing. We nurture children's sense of wonder through providing inviting indoor and outdoor learning environments which promote children's playful exploration, creativity and meaningful engagement with the natural and physical worlds. Educators observe children's strengths, interests, culture and developmental needs and use our collective knowledge to underpin and facilitate high quality play-based learning.

Becoming reflects the significant process of change that occurs during the preschool year as children learn and grow. We see children as competent and capable learners who come to us with their own experiences and ideas about the world. We participate in inquiry groups allowing children to make real-world connections through sustained, shared thinking, exploration, collaboration and high-level questioning. At preschool, our aim is to instil a lifelong love of learning that will continue throughout children's education and future. Our motto 'Aim High, Work Hard, Be Kind, No Excuses' encompasses our values, beliefs and daily practices at Westport.

Reviewed 2022

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

1. Practice is embedded in service operations

- We use evidence-based teaching strategies such as PreLit and Natural Maths to monitor and intentionally responds to children's learning and their individual needs.
- Children engage in inquiry-based projects each term based on educators' observations of children's emerging interests.
- Educators set up engaging learning environments and experiences indoors and outdoors based on children's current interests which allow opportunities for educators to engage in conversations with children and scaffold their learning or pose open ended questions.

2. Practice is informed by critical reflection

- We use PASM (Phonological Awareness Skills Mapping) and Ann Baker's Top 20 to assess children's knowledge in the areas on literacy and numeracy. As a team we critically reflect on the data and use areas of growth to inform planning.
- As a team, we plan in 3-weekly cycles allowing time for the children to engage with the preschool program which is led by their interests. Educators reflect on observations of children during the previous 3-week cycle and plan learning opportunities for the next cycle based on children's interests.
- Educators plan termly intentional teaching topics in the areas of literacy, numeracy and child protection curriculum which are broken down into engaging weekly group times to ensure consistency and high-quality teaching.

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

- We communicate children's skills, knowledge and literacy and numeracy skills to parents during parent teacher interviews and reports as well as through informal conversations throughout the year.
- Educators write a termly learning story which documents and analyses children's learning during spontaneous play activities. The learning story is shared with families through Seesaw and families are invited to comment and add to the learning story based on their knowledge of their child.
- Each term, our preschool shares a newsletter with families which details our goals and learning for the term.
- Families have access to our termly and 3-week cycle planning that is placed on the sign in table. We frequently ask families for input into our preschool program through the planning book or on Seesaw.

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

1. Practice is embedded in service operations

- The Keeping Safe: Child Protection Curriculum is taught throughout the year, through intentional teaching experiences as well as teachable moments during play to ensure that children understand how to keep themselves safe and how to discuss safety concerns with a trusted adult.
- We have a regular routine for rest and relaxation which occurs after lunch time as best meets the needs of our children. During this time, we do yoga, listen to music or engage in interoception activities based on children's interests and needs.
- Our outdoor environments are set up to encourage gross motor development, physical activity and risk taking.
- Educators engage in daily discussions with children about healthy eating options, making specific references to the benefits of particular foods. We refer to the program; Kids eat in colour, which specifies how each coloured type of food supports different areas of the body.

2. Practice is informed by critical reflection

- Educators regularly discuss and identify teachable moments based on observations of children regarding current child protection issues.
- Children and educators work in collaboration to discuss the benefits and conduct risk assessments when engaging in new experiences that involve challenge/risk. For example, when we had a camp fire at preschool.

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

- Each term, families are informed about the Keeping Safe: Child Protection Curriculum topic that we will be focusing on. We ask families to provide any feedback or comments to support our planning.
- Healthy eating and physical activity are consistently encouraged and supported through the program and in collaboration with families.
- We routinely share updates about safety policies with families giving opportunity for feedback.

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

1. Practice is embedded in service operations

- Environmentally sustainable practices encourage children to take responsibility for our environment e.g. worm farm, recycling, chicken egg collecting and growing and eating our own vegetables.
- Open ended resources are available in both indoor and outdoor environments to encourage creativity and multiple entry points into play.
- Children contribute to the design and creation of play environments and experiences through collaboration with educators.

2. Practice is informed by critical reflection

- Upgrades and changes to our environment are made based on children's needs and ideas to encourage children's agency – e.g. fake lawn, pump tap in sandpit, mud kitchen with a working tap.
- The physical environment is intentionally considered as part of the planning process to enhance learning and enable children to access resources to extend their learning.

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

- We invite and use parent skills and experiences to support our sustainable practices. For example, gardening (Paislee) and worm farm maintenance (James).
- Families are invited to contribute resources to support children's learning at preschool. For example, providing boxes and recyclables for upcycling through box 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

Quality Area 4: Staffing Arrangements

1. Practice is embedded in service operations

- Consistent staffing enables continuity of care and secure relationships with children and families. Our teachers and ECW remain consistent throughout the week and we have consistent times for lunch and NIT.
- Educators work collaboratively with each other, drawing on our strengths and passions to support and encourage each other to engage in best practices.
- Being a small team of 2 teachers and 1 ECW, we provide consistent continuity of care and have close relationships with families and children.

2. Practice is informed by critical reflection

- Ongoing reflective practice is built into staff meetings which enables critical reflection and the opportunity for educators to learn from each other.
- Educators are comfortable to identify and share challenges of practice with each other and offer support and strategies for how to address them. For example, the indoor-outdoor timetable review.

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

- Families are informed about staff changes or absences to the best of our ability.
- Focus teachers are assigned to children so that families can develop a stronger relationship with an educator who knows their child.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 5: Relationships with Children

1. Practice is embedded in service operations

- Educators engage in respectful and positive interactions with children. Children are intentionally greeted positively and individually by name each morning, educators maintain eye contact with children, speak calmly and kindly to children, respond to their needs, include them in decision making, invite them into play with other children, and support their ideas to encourage their confidence and agency.
- Educators know children's needs and respond appropriately to make sure they feel safe. For example, when children are scared of Buddy (the wellbeing dog), they are supported to remain indoors and engage in other activities.
- Educators provide opportunities during inquiry and group times to promote sustained, shared, thinking, valuing children's voice and building their skills to collaborate and listen to each other's ideas.
- Aboriginal and Torres Strait Islanders cultures are respected and celebrated in our preschool program. We explore indigenous perspectives and learning opportunities for children to make connections to their culture. For example, children freely identify and discuss their cultural groups. We do an acknowledgement of country each morning at group time.

2. Practice is informed by critical reflection

- Educators individually reflect on their interactions and relationships with children and use them as a learning opportunity to improve or change their practice, further strengthening relationships. For example, reflecting on using gender neutral terms and eliminating the use of gendered grouping such as boys and girls.
- As a team, we reflect on children's sense of belonging and we identify opportunities to connect and develop a sense of belonging in preschool and to the child's world. For example, teddy bear's picnic allowed children to bring their most loved toy from home to share with others and form connections with educators and peers.

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

- Social stories are sent home with families to support children as they transition to preschool which includes pictures of educators and the environment.
- Family questionnaires are sent out during Term 1 to gain insight into each child's strengths, interests, extra curricula activities, family celebrations/special occasions celebrated at home as well as what each parent/caregiver would like their child to learn and get out of their preschool year. Each child was set a personal goal based on the responses from family questionnaires.
- Educators actively talk and interact with parents on a daily basis at drop off and pick up times and also through events such as acquaintance nights and community events.

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

1. Practice is embedded in service operations

- We engage with a range of community organisations to support and extend children's learning. For example, the Charles Sturt mobile library truck and yearly MFS Fire Truck visits.
- We maintain an open-door policy where families are invited to share feedback about our preschool and program through Seesaw or face-to-face with educators. Our close relationships with families and conversations during drop off and pick up are a great way to support these conversations.
- We have strong connections with the school community, whereby pre-schoolers are invited to school-wide events (such as Westport Disco, Buddy's birthday celebrations, Book week parades, Japanese festival, Fringedigenous, Christmas Movie and Market evening), as well as many visits to the school grounds for library visits, using the school playground and reception retreat, and green screen room, with school teachers helping out along the way.

2. Practice is informed by critical reflection

- Educators consistently consider the individual needs of families and use the most effective modes to communicate and interact with families depending on individual needs e.g. Seesaw, printed newsletters, skoolbag.
- Educators engage in robust discussions to identify our own biases and beliefs that may impact building respectful relationships with families.

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

- Families have the opportunity to provide feedback about our service through an annual survey. This provides valuable feedback to our team which we incorporate in our yearly priorities of improvement.
- Families are encouraged to stay and play in the morning until group time and spend time with their child playing outside or reading a book.
- Family questionnaire was sent out during Term 1 to gain insight into each child's strengths, interests, extra curricula activities, family celebrations/special occasions celebrated at home as well as what each parent/caregiver would like their child to learn and get out of their preschool year. Each child was set a personal goal based on family questionnaires.
- Parent/Teacher interviews are held in term 2 to share information and establish learning goals.
- Families are invited to share their skills/passions with the children. For example, dentist, gardener.

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

1. Practice is embedded in service operations

- Department for Education: Performance Development processes support the development and improvement of high-quality education and practice.
- An induction process in place for staff which ensures they understand their roles and requirement to comply with standards and expectations as well as the philosophy of the site.
- We continue to build on educator capacity by arranging ongoing professional learning opportunities. For example, PreLit training, Natural math training, arts in early childhood, Westport Summit.

2. Practice is informed by critical reflection

- Through critical reflection and discussion, our Statement of Philosophy is regularly reviewed and used to guide everyday practice.
- Educators regularly reflect on whether our practices are in line with the philosophy and support each other to critically examine whether we are doing what we say we do.
- Organisational culture is monitored annually through the Perspective survey and the results are shared with staff and the Governing Council.
- Educators regularly reflect on their own learning and professional learning goals and engage in informal and formal performance discussions to improve their practice.

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

- Families are consulted to make decisions about the preschool including the development of policies and procedures and the annual review of the philosophy.
- We inform families through newsletters to understand the roles and responsibilities of our preschool team and provide information of multiple modes of communication.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Westport Preschool

Goal 1: To improve children's capacity to self-regulate, understand and manage their emotions.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we develop educator capacity to support children to develop their emotional literacy then children will be able to engage in the preschool program and their learning will be maximised.

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

- Children will demonstrate increasingly sophisticated vocabulary to communicate their emotions with adults, peers and families.
- Children will demonstrate strategies to self-regulate and co-regulate during times of dis-regulation.
- Children will become more engaged and involved in the preschool environment based on scores from the wellbeing and involvement scale.
- Children's assessment data in phonological awareness will improve throughout the year.



STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will engage in emotional regulation professional development workshops provided by the portfolio's Occupational Therapist.	1.1.2 1.1.3 1.2.1 1.2.2 1.2.3 1.3.1 1.3.2 2.1.1 3.2.1 4.1.1 4.2.1 4.2.2 5.2.1 5.2.2 7.1.1 7.2.1 7.2.3	Professional development workshops: -Week 0 2022 – Introduction to regulation (1 hour) and Introduction to sensory processing (1.5 hours) (PLINK) -Term 1 Week 5 March 2 -Term 2 Week 5 June 2 -Term 3 Week 5 August 22	-Preschool teachers (x2) and ECW to attend all professional development workshops. -All educators to make personal reflections on training and be willing to share with other educators.	Professional development workshops conducted by portfolio Occupational Therapist.
Educators will meet regularly to critically reflect and respond to children's emotional literacy needs.	1.1.2 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 2.1.1 3.2.1 4.1.1 4.2.2 5.1.1 5.2.1 5.2.2	All educators will meet twice a term to critically reflect on the progress of the PQIP goal. -Termly Week 2 and week 9	-Preschool lead teacher to plan 2 meetings per term with questions and discussion points to critically reflect on progress. -All educators to contribute to critical discussions	Professional development notes and personal reflections Engage with DfE new preschool curriculum resource – Emotional domain Wellbeing scale

	7.2.1 7.2.3			Involvement Scale Reflect, Respect, Relate document.
Educators will plan and set up sensory and calm spaces in the preschool to support children to regulate their emotions and apply learned strategies.	1.1.1 1.1.2 1.2.2 2.1.1 3.1.1 3.2.1 3.2.2 4.2.1 5.1.1 5.1.2 5.2.1 5.2.2 6.1.3 6.2.1 6.2.2 7.2.1	All educators will meet twice a term to critically reflect on the spaces provided for children and make adjustments to the environment based on observations and children's needs. -Termly Week 2 and week 9	-All educators will contribute ideas based on professional development and knowledge of children. -All educators will make continuous adjustments and improvements of the environment based on observations. -Educators will observe children as they use the spaces and make personal reflections to discuss at meetings.	Physical resources needed to create the spaces. Professional development notes and personal reflections
Educators will intentionally model vocabulary, emotional regulation and social functioning to support children to develop their emotional literacy.		Daily	-All educators will use knowledge gained from professional development workshops to intentionally model self-regulation and co-regulation strategies.	
Educators will use the Reflect, Respect, Relate involvement scale and wellbeing scale to monitor and intentionally respond to children's progress and engagement in the preschool program over the year.	1.1.2 1.1.3 1.2.1 1.2.3 1.3.1 1.3.2 2.1.1 3.1.1 3.2.1 3.2.2 4.1.1 4.2.1 4.2.2 5.1.1 5.1.2 5.2.2 6.2.2 7.1.3 7.2.1 7.2.3	Educators will use the wellbeing scale and involvement scale throughout the year to monitor children's progress. -Term 1 Week 5 -Term 2 Week 8 -Term 4 Week 2	-Each educator will choose 2 children to monitor throughout the year based on conversations with families and the needs of the child. -Educators will choose one child from group A and one child from group B. -The same educator will use the wellbeing scale and involvement scale to monitor the child and track their progress. -At meetings, educators will share their observations and results from the scale and make necessary adjustments for the child.	Wellbeing scale Involvement Scale Reflect, Respect, Relate document.


Goal 1: To improve children's capacity to self-regulate, understand and manage their emotions.



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		
Educators will engage in emotional regulation professional development workshops provided by the portfolio's Occupational Therapist.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will meet regularly to critically reflect and respond to children's emotional literacy needs.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will plan and set up sensory and calm spaces in the preschool to support children to regulate their emotions and apply learned strategies.	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 Reflect, Respect, Relate involvement scale and wellbeing scale to monitor and intentionally respond to children's progress and engagement in the preschool program over the year.	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 capacity to self-regulate, understand and manage their emotions.

 **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: Westport Preschool

Goal 2: Click or tap here to enter text.

 **STEP 2 Determine challenge of practice**

Challenge of Practice:
Click or tap here to enter text.

Success Criteria (what children know, do, and understand):
Click or tap here to enter text.




 **STEP 3 Plan actions for improvement**

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
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.
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.
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.
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.


Goal 2: Click or tap here to enter text.



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?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children's learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Goal 2: Click or tap here to enter text.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

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

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Embedding opportunities for educators to engage in critical reflective practice both collaboratively and independently.	1.3.2 4.1.1 4.1.2 4.2.1 4.2.2 7.2.1 7.2.2	-Build opportunities for critical reflection in our staff meetings, that focus on the National Quality Standards as part of our ongoing self-review. -Provide opportunities for educators to critically reflect on their practice in relation to the statement of philosophy and principals and practices of the EYLF.	Two termly staff meetings involving all educators (Week 2 and Week 9 of each term).	NQF EYLF	-Preschool lead teacher will plan staff meetings with agenda which includes opportunities for educators to engage in reflective practice as a team. -All educators will attend meetings and make relevant contributions
Supporting the continuity of children's learning during the transition to the learning centre while the new preschool building is being constructed.	1.1.1 1.1.2 1.2.2 1.2.3 1.3.1 3.1.1 3.2.1 4.2.1 5.2.1 6.2.1 6.2.2 7.2.1	-Use the building process as a way to engage children in the transition by providing learning opportunities that engage children in developing numeracy and spatial awareness skills through annotated representational drawings. -Engage children in the collaborative design process of the new building. -Engage children in the design and set-up of the temporary learning environment (learning centre).	Timeline of new building yet to be determined.	NQF EYLF	-Educators will provide relevant learning opportunities for children as they observe and document the new building being constructed. -Educators will encourage children's ownership and collaboration in the thinking and design of the new building.

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?

<p>Priority</p>	<p>Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.</p> <p> ● On track ● Needs attention/work in progress ● Not on track </p> <p>Date your notes to ensure you track and monitor adjustments and progress of your plan</p>	<p>Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families</p>	<p>Next steps</p>
<p>Embedding opportunities for educators to engage in critical reflective practice both collaboratively and independently.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Supporting the continuity of children’s learning during the transition to the learning centre while the new preschool building is being constructed.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

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 Rebecca Huddy
Date Thursday, 1 December 2022

Signature:

Endorsed by governing council chairperson

Name Kayte Muir
Date Wednesday, 1 February 2023

Signature:

Endorsed by education director

Name Rick Bennallack
Date Wednesday, 1 February 2023

Signature:

