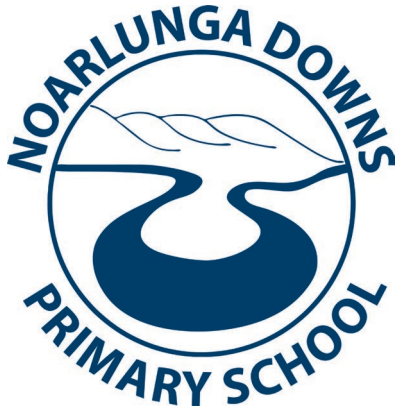


2024

Quality Improvement Plan for Noarlunga Downs Preschool

Site number:

3607



Service name

Noarlunga Downs Preschool

Service address

Canterbury Crescent, Noarlunga Downs

Service approval number

SE000010716

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

We are a part time preschool which is located on the Noarlunga Downs Primary School site.

We predominantly transition all children to the Noarlunga Downs Primary School and place a high emphasis on continuity.

We value nature play and child wellbeing.

The preschool operates within school term dates. Sessions offered are:

Mondays 8.45am - 11.15am

Tuesdays 8.45am - 3.00pm

Thursdays 8.45am - 3.00pm

Car parking is available on the streets surrounding the school.

Statement of Philosophy

Last philosophy review date: 8-12-22

Our Vision Statement

Noarlunga Downs Preschool is a safe space where all children and families belong. It is a place where children can be children and relish in the wonder of being in the moment, engage in their individual interests and curiosities and become the unique individuals they deserve to be.

As almost all our children transition to the school that we are located with, our preschool values were created in consultation and collaboration with the school which includes a special options primary class. Many staff work both in the school and preschool, so we wanted to ensure that our values are inclusive of children from 3 years old to 12 years old including students with disabilities. Our values are intentionally simple so they can be lived and followed by all members of our school community. Our preschool / school value is one powerful word that encompasses everything, through the three parts that are explicitly taught to our children.

The preschool / school value is:

Respect- ourselves, others, and our environment.

To create our philosophy statement, staff, families, and children were involved in the review process. Parent voice was captured through educators individually speaking to families, asking for three words to describe “What does Noarlunga Downs Preschool mean to me?” Children were asked individually “What do you like about being at preschool?” This feedback was included in our philosophy statement.

Noarlunga Downs Preschool Philosophy

At Noarlunga Downs Preschool children, families and community members are treated with respect, care, and empathy. We create an inclusive environment, where everyone belongs and there is a strong sense of engagement. Our curriculum and learning outcomes are from The Early Years Framework for Australia, “Belonging, Being & Becoming”. We believe that children learn best through play and in an engaging environment, where children feel safe, secure, and free to express themselves, take risks, challenge themselves, problem solve, explore, and build resilience and persistence. We strive to find ways for children to connect to their natural environment and learn about sustainable practices. We reflect both collaboratively and individually on our practice. We intentionally plan a learning program for individuals as well as various cohorts, based on data collection and reflection, providing rich learning opportunities for children.

Routines and rhythms are embedded, that are meaningful and supportive of children's wellbeing and engagement. Children are capable, competent and are given appropriate choice and agency.

At Noarlunga Downs Preschool, early childhood educators:

- Hold children and families in unconditional positive regard.
- Build trusting and respectful relationships with all.
- Critically reflect on our own practice, both individually and collaboratively.
- Acknowledge, value and respect, the culture and unique nature of each family.

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

Noarlunga Downs staff prioritise developing strong reciprocal relationships with children and families. At the beginning of the year, we hold one to one parent/carer meetings with every family to discuss children's strengths, culture, interests, and areas of development. Prior to the meeting, parents/carers are given a questionnaire to complete which is shared at the meeting. Information from this meeting is used to help formulate each child's individual learning goals and to create our learning program. This meeting helps to build trust and relationships and gives us the opportunity to share PQIP goals. Children's individual learning goals are regularly reflected on and added to if needed. All children are screened using a phonological awareness skill mapping screener (that has been adapted by a speech therapist) and a speech and language screener is completed if needed.

The learning program is communicated with parents through FROG, and we receive parent and child voice and share information such as community events and parenting courses through this means.

One Note is used to document our program, planning cycle, reflections, observations of children, record parent communication and parent voice. Our cycle of planning informs practice and facilitates critical reflection. Every child is supported to participate in the program. Their learning is documented, and this information informs future planning.

Previously both the information communication between educators and families was shared and documented through two floor books. After reflection, we decided to record this information electronically to save paper, be more sustainable, comply with COVID guidelines and ensure everyone has access to information. Reflections of this year's program are documented through One Note and staff meeting minutes.

Families are informed of their child's learning through a variety of ways. This happens through conversations, learning profiles, FROG and learning statements. We establish rhythms and routines for the day, encouraging child agency and promoting self-help skills. We have scheduled fortnightly meetings with the educators in our team and the school principal to reflect on our program, pedagogy, practice, and theories.

Children and families join the school community for events such as assemblies, sports day, Book Week parade and NAIDOC week breakfast.

We link with the school for buddy classes and use peer mentoring practices, with a focus on social skills, literacy, numeracy, and nature 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

Children are supervised in all areas by being always in sight of an educator.

Emergency plans and procedures are displayed.

Educators use the "Keep Safe" child protection curriculum.

We access the school garden to build children's understanding of where produce comes from and how it grows. This provides them the opportunity to pick, smell and taste the produce grown.

Our school deputy principal with a wellbeing focus regularly visits the preschool and supports the child protection curriculum learning. The deputy principal is a support for parents.

We have weekly access to high quality gym facilities and specialised equipment.

Our wellbeing rest and relaxation program is run daily to support students' emotional and physical wellbeing, and to give them tools and strategies to help assist their self-regulation.

Children are supported to apply sunscreen before lunch if the UV is above 3. This is checked daily on the Sun Smart app.

During whole group time we participate in a daily check in of how children are feeling.

Effective hygiene practices such as cleaning surfaces, washing hands and sanitising are consistently embedded within the preschool's COVID practices.

Children have access to spaces to support rest and relaxation whenever needed inside or outside throughout the day.

Regular practices of emergency procedures are practiced once a term. Reflective practices facilitate improvement in these systems.

Regular staff meetings reflect on routines, WHS, children's health needs and management and care plans.

Educators conduct risk assessments when required.

We have a policy schedule to ensure policies are regularly updated.

Information is provided to families about the child protection curriculum to raise family and community awareness.

The preschool has a good relationship with Child and Family Health Services which provide health checks for the children and opportunities for parents to receive any information or support they need. Educators, parents, and nurses work in partnership together to cater for children's health and developmental needs.

All staff are first aid trained and adhere to processes that support children's wellbeing.

Physical activity occurs on a regular basis.

Children's photos and food intolerances or health needs are displayed for educators.

We have reminders in the bathroom for children to wash their murras (Kaurna for hands).

Mid-afternoon, as part of our daily routine, we have rest time where children can join relaxation activities, quietly read, or take a cushion and rug for rest.

The preschool is supported by a specially trained WHS school staff member to ensure children's health and safety is paramount.

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

We regularly access a Work Health and Safety Representative that is employed by the P-6 site to reflect on policy and procedures and Work Health and Safety issues. We have reviewed schedules and have put in place review cycles.

The inside physical environment has new flooring, cupboards, painting, and a kitchen update. We have intentionally simplified the indoor learning space to cater for the sensory needs of students. Our inside space is culturally inclusive having a range of books, dolls, dress ups and resources representing a variety of cultures. Students have access to open ended play base resources, which support exploration. Links to the natural environment in the indoor space are made through plants and natural and recycled materials.

Recycling is embedded in the learning program. We recycle paper, food scraps and reuse yoghurt lids and containers.

Outdoor play equipment and indoor furniture and resources are safe, cleaned and well maintained.

The children connect with the natural environment through regular visits to the school garden where they pick and eat produce and often share this with families. In the preschool garden children plant and water vegetables and plants.

Embedded in our routines throughout the term are regular visits to the school, where children access:

- * The large school grounds
- * The oval
- * Asphalt
- * Play equipment
- * Nature play area
- * Vegetable garden
- * Galley facilities
- * Gym and gym equipment
- * Resource centre.

We have access to the school's grounds person who supports the maintenance of the preschool building facilities and garden. We utilise the school's literacy, numeracy and science resource rooms and visit the schools resource centre weekly. The preschool has an interactive white board that the children and staff access as a teaching and learning tool.

The preschool has parent representation on the 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 4: Staffing Arrangements

Embedded into our timetable is the release of preschool educators for fortnightly staff meetings with the school principal, where we reflect on the previous fortnight. The principal and educators have a unique working relationship that prioritises the preschool as part of the school community. The school's Aboriginal Community Education Officer visits the preschool weekly to build relationships with children, providing a cultural context and regularly checks in with families. Our school's deputy principal with a wellbeing focus has regular contact with the preschool and is a source of support and a valuable resource for families and educators. We access the school's Aboriginal Community Education Officer (ACEO), participating in cultural events and incursions. Due to most children transitioning to the school for reception, the children have daily contact with the reception teacher and principal during lunch periods when preschool staff have their allocated break. Regular staff are rotated for continuity. The principal, being at the preschool daily, provides opportunity for conversation about the children and operation of the preschool. The principal builds relationships with the children and has a good understanding of each child, assisting future decision making. Regular conversations occur between preschool educators and the school, related to students transitioning or students who have transitioned to school, providing valuable information regarding the children. Being based on the same site as the school provides a streamlined transition of information for all children including children receiving speech and language support and other service interventions. The school is an extension of the preschool community. Being a small preschool and school, children and their families experience familiarity and continuity of educators.

Educators understand department policies and procedures relevant to their roles including the Code of Ethics and the AITSL teacher and principal standards.

Families engage with all educators.

Interactions between staff are respectful.

Weekly buddy class with the school.

The primary educator attends whole school staff meetings and is released to attend preschool network meetings or do professional development relevant to the preschool if the content of the whole school staff meeting is not relevant.

Educator to child ratios is always maintained and are often exceeded with support provided for Aboriginal students and students needing speech and language assistance.

Familiarity and continuity of staff.

The principal visits the preschool twice a week to release the educator for break times.

The preschool is supported to maintain WHS standards through the school's WHS representative who has high level expertise in the area.

The preschool has upgraded its IT services with the primary educator having both a laptop and iPad and the other educators having individual iPads. The IT services in the preschool are supported through the schools IT private service providers to ensure a high level of quality is maintained.

The primary educator joins with school directors of the Beach Road partnership for Early Years Leaders Days and preschool network meetings.

The educators attend the Early Years Leaders conference held three times a year.

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

As a small preschool we have a family like atmosphere, where we develop close relationships with all children. Relationships are fundamental to our way of being. This culture is reflected in our philosophy, vision, and value statement. We are a closely connected preschool and prioritise the wellbeing of our children and families. Parents are an integral part of our relationships with our children. The children benefit from being in a small group as we gain a deep insight into, and understanding of the children's strengths, needs and interests. Being on the school site, the children build relationships with the school staff throughout the year, prior to starting school, and develop a feeling of safety and inclusivity with the whole school community. They have weekly interactions with the reception teacher and Principal and regular opportunities to engage with the deputy principal with a wellbeing focus, building relationships that support their transition to school.

The reception class visit the preschool as our buddy class, on a weekly basis. Through these weekly visits, the preschool children from the previous year can maintain their connection with preschool staff and new relationships are formed between the preschool children and school children. These visits build a foundation of trust and belonging and allow them to build and maintain sensitive and responsive relationships. During buddy class the children can practice play and regulation skills.

A daily check in circle is embedded in our program. This check in provides an opportunity for the children to express their thoughts, feelings and any issues that may arise for them through their play and friendship groups. We are then able to give them strategies and opportunities to support each other and practice strategies to build their self-regulation. We support children in managing their own behaviours, while respecting their rights. We use restorative practices and SMARTER strategies, acknowledging children's feelings and empowering the children to collaborate. These strategies are reinforced when the children go to school, which allows for creating continuity and respectful relationships.

Respect is embedded in our preschool and school community and is modelled by educators in the preschool and school. Educators are committed to respecting and protecting the United Nations Rights of the Child. We respect children's engagement in play and only intervene when they require assistance. Educators are present with children. We regularly reflect on our interactions with children and how we can support their wellbeing and sense of belonging.

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

As a school-based site, we have strong links with the school and the school community such as:

- ACEO - support and link in with families in a cultural context
- Deputy Principal with a wellbeing focus - linking families to support services and training opportunities and supporting the provision of services such as speech therapy.

Families and children have access to:

- school assemblies
- incursions and community events run by the school such as book week and cultural days
- parent representatives on the governing council
- sports day.

As a small preschool with consistent staff, all staff know children and families well. Knowing our families and community means we can include families' individual culture into our program.

Families are encouraged to contribute and be involved in the preschool program through parent meetings, questionnaires, conversations, governing council and feedback via FROG.

We have a school and preschool website which has information about our preschool philosophy and enrolments, including mid-year intake and early entry for ATSI and children in care. The website has current policies and links to the latest preschool and school news.

Community and parent information is shared via FROG and a parent information board in the preschool.

We hold an end of year graduation ceremony that the principal and classroom teacher attend, supporting transition to school.

Our reception teacher and preschool teacher in consultation with the principal work together on the transition to school program.

We are involved in community events with parent participation such as fundraising through the Amanda Rishworth Art Exhibition.

A Child and Families Health nurse runs health checks and support families, sharing information with the preschool teacher. This information, if needed, is reflected on during scheduled staff meetings.

With the preschool and school, working together the sharing of information is seamless.

Formal and informal meetings are held to share information and receive parent's ideas and 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 7: Governance and Leadership

As a school-based site, we have a strong relationship with the school. The principal and educators have a unique working relationship that prioritises the preschool as part of the school community. The principal operates a quality service. We have a clear philosophy statement, vision, and values. Our values are conjointly shared by the preschool and school community.

Systems are in place in the preschool that are supported by the resources and staff of the school, to manage risk and for the operation of a quality service. Staff have clearly defined roles, and these roles are accessed by the preschool (business manager, deputy principal, administration, WHS representative, grounds person).

Educators are supported and extended to challenge themselves to achieve continuous development. Educators are supported in their personal development through resources and time being made available. Staff are given time to engage in reflection to support professional practice in line with ATSIL standards. Six monthly personal development plans are created and reviewed in consultation with the principal and line managers. A strong engagement in the Noarlunga 3 portfolio supports improvement and direction of programs. Families have opportunities to engage with decision making through the governing council.

Through the school and preschool's unique working relationship the principal:

- prioritises and meets fortnightly with preschool educators for staff meetings
- is on duty in the preschool
- consults with educators to create the transition and early entry program
- hosts assemblies, end of year concert and end of year graduation
- meets families at the transition to school parent evening
- created the PQIP in consultation with community, preschool staff and families
- meets with specialist staff such as speech pathologists
- runs governing council
- attends preschool events such as the Amanda Rishworth Art Exhibition
- meets with the business manager to create and manage budgets to ensure the preschool is adequately resourced.

The preschool teacher leads the educational program, the assessment and planning cycle in collaboration with the principal and educators. Our preschool teacher attends termly Early Years Leaders Days, and this information is shared between the principal and teacher during fortnightly staff meetings.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Noarlunga Downs Preschool

Goal 1: To enrich children’s vocabulary by providing a play-based learning experience that captivates children’s imagination and engages their natural curiosity.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we scaffold and build on children’s existing vocabulary and ensure through rich play experiences, we expose children to a diverse and expansive vocabulary laying the foundation for them to be able to engage and communicate effectively.

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

Through developing educators’ capacity and engaging in ongoing analysis and critical reflection of our observations and pedagogical documentation, we will see the children increase their use of more complex vocabulary and develop their ability to negotiate and cooperate through play scenarios.







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.		
<p>Support parents in increasing their children's expressive and mathematical language through play.</p> <p>Reflecting on play and language through using the leading practice paper “Supporting Purposeful Play” reflection questions as a staff.</p>	<p>1.3.3, 6.1.1,6.1.2,</p> <p>1.3.2, 1.3.1, 1.2.1, 1.1.2,</p>	<p>End of term 4 for all.</p>	<p>Jeanette Phoenix</p> <p>All preschool staff</p>	<p>Frog</p> <p>Leading practice papers</p>

<p>Continue to expand our construction play resources to support children’s vocabulary and social skills.</p>	<p>3.1.1, 3.2.1,3.2.2,3.2.3,</p>		<p>Jeanette Phoenix Rachael Courtney</p>	<p>Funding has been allocated for this.</p>
<p>All educators participate in Music Education Strategy (MES) training - six days</p>			<p>Jeanette Phoenix</p>	<p>Jeanette to apply for the MES grant early 2024.</p>
<p>Documentation of children’s involvement and verbal language in play.</p>	<p>1.3.1,1.3.2</p>	<p>Term 1 and Term 3</p>	<p>Jeanette Phoenix Lyn Blackwood</p>	<p>iPad</p>
<p>Review, at preschool staff meetings our PQIP belief statement and strengths and how we provide evidence of the changes in the new version 2.0 of the EYLF.</p>	<p>4.2.2,</p>	<p>By the end of term 4</p>	<p>Jeanette Phoenix Rachael Courtney Lyn Blackwood</p>	<p>V2 of the Early Years Learning Framework and supporting documents available on the ACECQA website.</p>

Goal 1: To enrich children’s vocabulary by providing a play-based learning experience that captivates children’s imagination and engages their natural curiosity.

 **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>	<p>  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 </p>	<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>
<p>Click or tap here to enter text.</p> <p>Support parents in increasing their children's expressive and mathematical language through play.</p> <p>Reflecting on play and language through using the leading practice paper “Supporting Purposeful Play” reflection questions as a staff.</p> <p>Continue to expand our construction play resources to support children’s vocabulary and social skills.</p> <p>All educators participate in Music Education Strategy (MES) training - six days</p>	<p>Click or tap here to enter text.</p>		

Goal 1: To enrich children’s vocabulary by providing a play-based learning experience that captivates children’s imagination and engages their natural curiosity.



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: Noarlunga Downs 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>		<p>On track</p>	<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>
		<p>Needs attention/work in progress</p>		
		<p>Not on track</p>		
	<p>Date your notes to ensure you track and monitor adjustments and progress of your plan</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>
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<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
Cultural awareness training implementing Kurna language and vocabulary.	1.1.1 1.1.2	Click or tap here to enter text.	Click or tap to enter a date.	Training and funding.	All staff
Using and familiarising ourselves with the curriculum resources from Reconciliation Australia Narragunnawali.	1.1.2	Click or tap here to enter text.	Click or tap to enter a date.	Resource Reconciliation Australia Narragunnawali	All staff
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 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 here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

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			
Cultural awareness training implementing Kurna language and vocabulary.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Using and familiarising ourselves with the curriculum resources from Reconciliation Australia Narragunnawali.	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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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

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

Signature:

Endorsed by governing council chairperson

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

Signature:

Endorsed by education director

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

Signature: