

2023

Quality Improvement Plan for Yalata Children and Family Centre

Site number:

SE 00011155



Service name

Yalata Children and Family Centre

Service address

1 Boomerang Road, Yalata Community, 5690

Service approval number

SE 00011155

Acknowledgment of Country

We acknowledge the Anangu 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

The Yalata Children and Family Centre (YCFC) is located in the small, remote Aboriginal community of Yalata, 1000kms North-West of Adelaide. The YCFC is a school-based site that currently runs a preschool program and a supported playgroup (FaFT). The building is situated alongside the school premises. The school is classified as Category 1 on the department's Index of Educational Disadvantage. The first language for the majority of the Anangu (Aboriginal) students is Southern Pitjantjatjara, with English being an additional language. Although attendance is not compulsory in the playgroup, families are encouraged to attend as many sessions as possible. Transiency is a common occurrence in this community with family frequently traveling for family and cultural reasons. The Families are First Teachers (FaFT) supported Playgroup is an early learning program that aims to empower parents and families to support the healthy development and learning of their young children. The FaFT Playgroup is delivered at the Children and Family Centre five days a week, catering from birth to preschool-aged children and their families. Adult capacity-building is a focus for the program with the teacher and Anangu Educator (AE) working together to identify and plan for specific family and community needs. Staff use a strengths-based approach and know that families want the best start to life for their children. The Abecedarian Approach 3a, language priority is used with the three elements: Learning Games, Conversational Reading and Enriched Care-giving, guiding learning experiences at Playgroup. The preschool program runs 4 days a week, with children having access to the Playgroup program on Fridays if they would like to attend. The service aims to run integrated learning programs and encourage family and community engagement.

Statement of Philosophy

Our Children

Our (Anangu) children learn from when they are babies; growing up together with their families loving and caring for them. They learn happily and best when they are close to family. The children are proud when their families praise them for their efforts. They are willing to try new things and learn happily when it is this way (PYEC).

Our Vision

To create a welcoming space for all children that provides high quality early childhood education. We aim to effectively engage children in culturally relevant and meaningful learning to foster a sense of belonging and develop their growing sense of identity. Our Purpose To provide a holistic learning environment and curriculum where children and their families feel welcome, valued and supported to learn about themselves, others, and their world in order to become confident and empowered lifelong learners.

Our Principles

- Families play a vital role in their child's growth and development.
- Family involvement is integral to a high-quality program.
- Children learn best within a play-based curriculum and learning environment.
- Every child is a valuable and worthy individual.
- Every child has the right to a safe and supportive learning environment.
- Children are capable and competent.

Our Approach

- To listen and respond to children and their families.
- To provide an inclusive, responsive and engaging learning environment and curriculum.
- To engage children in culturally relevant and meaningful learning.

Our Strategic Direction

Engage families and community with the learning environment and curriculum development. Draw on EYLF and NQS to inform best practice and pedagogy. Engage in ongoing professional development and reflective practices for effective teaching and learning.

Reviewed and updated 16/8/2019

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

The EYLF forms the foundation of the teaching and learning at the preschool. Dispositions for Learning, the Literacy and Numeracy Indicators, the Environment as the Third Teacher, Circle of Security, Aboriginal Pedagogy and child rearing practices, social competence skills, oral language and effective communication, and learning with family and on Country (Anangu Way) strongly guide the program. The program is informed by observations of children's needs, strengths and interests. The site's philosophy, professional knowledge of children's learning in the early years, needs, observations, reflections, One Plans completed with families, the schools Site Improvement Plan (SIP) and Family Opinion Surveys and feedback continuously inform the program. The educators are responsive to both planned and spontaneous experiences that the children bring to the preschool. Children's voice and ideas are encouraged through meetings, informal conversations and reflections. Suggestions and interests are incorporated into the learning environment and routines.

The preschool environment contains visual evidence of children's learning to support them in particular spaces. All children are able to competently engage in learning experiences as there are various entry and exit points with open-ended potential for learning. Educators are supportive of children's agency in their own play and acknowledge their right to direct their own learning. The program and the environment are crafted so that children are able to make their own choices about their learning and experiences. Educators are eager to introduce new materials and concepts to children to extend their interests and learning potential, as well as provide ongoing access to familiar resources to provide familiarity and practice using these. The daily program involves a multitude of teachable moments that are captured and enhance children's learning. At Yalata Anangu Preschool children are supported to be confident, capable and independent people. Routines (considered as rituals) and high expectations are used as learning opportunities for children. The morning ritual is embedded in the program and children are encouraged to do this independently (blow nose, wash hands, sign in, choose learning space). They are also encouraged to take responsibility for their own health and hygiene (toileting, nose blowing, hand-washing, drinking water), as well as being responsible for putting their rubbish in the bin, leaving learning spaces ready for the next learner, and tidying up after themselves. There are visual displays to aid children in following and being successful with these routines and rituals. The program is personalised with a strong focus on identity, family, community and relationships so that children have a strong sense of belonging and feel welcome, safe and secure at preschool as well as the playgroup. Children's life outside of preschool is celebrated and used in planning. Educators are highly responsive to children's needs both physically and emotionally, and use Circle of Security strategies and attachment theory to understand, guide and support children.

Documentation of children's learning is accessible to both children and families in a shared learning journal, and in children's individual learning portfolios. Families are encouraged to look at their children's learning portfolios and other work that they have been doing. Educators share videos and photos with family on the Seesaw app too, which is a new learning assessment and sharing tool. Families are also encouraged to spend time at preschool with their children: 'Stay and Play'. Photo displays, verbal communication and the Facebook Page are also used to communicate with families about their children's learning and the preschool's and playgroups program and events. Literacy and numeracy experiences are offered in the preschool setting through play-based experiences to prepare children for successful and comfortable transitions into school. There is a space specifically to enhance these literacy and numeracy skills. There is an emphasis on explicitly teaching early literacy skills such as listening, reading and being read to, sound and letter awareness, syllables, rhyme and more. Numeracy concepts (pattern, location, measurement, size etc.) and mathematical language (i.e. long/short, full/empty, round/straight etc) are intentionally used throughout play experiences to expose children to new concepts and vocabulary.

Strengths

With reference to the three exceeding themes:

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Quality Area 2: Children's Health and Safety

Educators at Yalata Children and Family Centre are vigilant and pro-active in promoting children's health needs. Children are supported to be independent in their routines which includes preparing and eating breakfast, eating healthy foods, hand washing, toileting, teeth brushing, and blowing noses. These are explicitly taught and modelled. Educators are supportive of children's medical needs. Educators at the family Centre and staff at Tullawon Clinic work together to support children and their families. Families are encouraged to keep their children at home if they are unwell or contagious. Families are also encouraged and supported by educators to seek medical advice and help for children at the local clinic if necessary. Children are taught about healthy eating and personal hygiene through group time discussions, spontaneous moments, conversations at mealtimes and through songs. They are also encouraged to help choose which foods they would like to eat or taste at preschool. The children have their own water bottles that they have access to throughout their time at Preschool and are encouraged to drink water. The preschool also has a breakfast program. Children, educators and family sit together to eat at breakfast and lunch time. These meal times are treated as rituals, and are about being together and creating connectedness. The playgroup do 'healthy cooking' once a week with families to encourage healthy eating, and develop their skills and confidence in the kitchen.

The environment allows for rest and relaxation if and when necessary. There are small rooms and quiet spaces with cushions and rugs both indoors and outdoors. Relaxation (and quiet reading, if they choose) occurs after lunch and is a time for children to connect to their bodies, and learn how to calm and relax their bodies. Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. The children have an extended amount of time for outside play and physical activities per day. We have warm jumpers and beanies for cold weather! If outside time is not accessible, other gross motor activities such as dancing are offered inside. Swimming lessons occur during warmer weather, and children have access to the bikes once a week.

Daily and weekly yard checks are completed to ensure children are kept from any harm or hazards. Emergency evacuations are practiced termly in conjunction with the school.

Measures are in place to ensure adequate supervision (staffing), by either using the indoor or outdoor learning space if staffing does not permit joint indoor/outdoor play. Educators aim to develop safe and secure relationships with all children. Secure relationships are a priority for the Centre. The children have safe and secure attachments and will seek educators when they are upset, hurt or need something - comfort, reassurance and a listening ear are always provided. Sensitive discussions occur with the teacher and leadership with families around the wellbeing of their child if necessary. All staff at the Centre have completed their First Aid Training.

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

Quality Area 3: Physical Environment

The learning environments and experiences both inside and outside are set up to enhance engagement and learning. The learning environment has been intentionally constructed to feel like an inviting, and safe place to problem-solve, explore, experiment, connect and learn through play-based learning with others. Session times have been extended to allow for uninterrupted times for learning. Children are not hurried through their experiences, nor expected to move on until they are ready to do so the children have multiple play equipment to share, as well as opportunities such as bikes weekly to help facilitate social skills such as turn-taking and sharing. A range of interest and learning areas that promote the practice of different skills such as fine-motor skills, imagination, literacy, numeracy, problem-solving skills have been created. These spaces have photos and learning outcomes displayed in them to remind children and educators of what the learning and engagement could look like in that space. These signs are also useful for our AE's, families and visitors. Play spaces are accessible and open for all children to participate in. Children choose which area they play in, as well as being able to request other resources that they want and/or need to extend their play. Children are supported to be responsible for their learning environment by leaving it ready for the next learner. AE's (Anangu Educators) are supported in facilitating play based activities both indoors and outdoors. Recycled materials are used where possible, and sustainable practices also implemented where possible such as reducing consumption of paper towels. Blinds have been installed to help reduce energy consumption, and lights are turned off when learning spaces are not in use. Children are also encouraged to respect their natural, outdoor environment. They are encouraged to care for, be curious and wonder about insects, plants and other animals. This is also promoted when the Centre go out for bush trips. Sustainability of culture and language is also promoted through trips such as these. These cultural activities are documented. Discoveries are followed up with complimenting resources to promote further learning. The natural elements in the outdoor yard provide an array of sensory experiences (plants, bark, sand, creek bed, rocks etc.) for children. We have accumulated lots of various natural and man-made open-ended materials to entice imagination and build gross muscles outside too during loose parts play. A cleaning roster (daily/weekly/termly/yearly) has been constructed and is effective in maintaining the cleanliness of the centre. Currently Yalata Children and Family Centre does not have a contracted cleaner, and all cleaning is done by the teachers and staff. We are committed to hiring a contracted cleaner to help clean the CFC (bathrooms, floors, bins) daily.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
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Quality Area 4: Staffing Arrangements

Currently, Yalata Children and Family Centre has an Early Years Coordinator/ Preschool Teacher, an AE who works in Preschool, and full time Play Group Teacher. The Early Years Coordinator/Preschool teacher has experience working in Anangu communities with an awareness of, and respect for Anangu culture and Pitjantjatjara language. The school strives to employ Anangu Educators (AE's) that will enhance the children's understanding, security, learning and development as we know that children learn best when they are close to family and learn in first language.

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

At YCFC we know that relationships are integral to the learning outcomes for children. We place an emphasis on relationship building with both the child and their family when first accessing the playgroup service, and when beginning preschool. We do this by spending time with the child and family to work out who they are related to and where they are from (this is very important in Anangu culture). An effort to create a sense belonging to the space happens straight away - the child is assigned their belongings (toothbrush, hat etc.), a photo for the entrance area is taken, as well as a family photo, and a walk to their house for a photo to put on our community map. Living in a small community, relationships with family and children outside of school is also strong.

Children and families are warmly welcomed on their arrival, and an effort is made for an educator to spend some 1:1 time with each child. Families in the preschool often support their child with their morning routine. Positive relationships with children are developed through educators who understand early childhood pedagogy and use Circle of Security strategies (e.g. behaviour as seeking connection) to create trusting relationships. Responses to, and with children are appropriate for their age and language abilities, and are warm and responsive. Each child is made to feel safe, supported and included. Children at our Centre are also viewed as capable beings who are competent learners who feel confident enough to try new things and accept challenges both inside and outside of school.

Meaningful interactions are exchanged with each child to ensure they have a sense of belonging at preschool, and also so that their dispositions for learning are fostered and further developed. 'Being with children' is a vital role for educators - hence the reason we have created routines for having more time for 'being with' and actively listening to children. Children are consistently involved in shaping their own learning. The children are very proud of their accomplishments, and are eager to show educators their creations, art and work. Their learning is celebrated by themselves and by educators (Anangu way). Educators interactions with children enhance their sense of identity as a learner. Children's voice is added to the program by having informal discussions with children about what they like, and how they would like the preschool to look, end of the day reflections, and by voting on choices.

Social skills are deemed a priority for learning at the preschool by both educators and families. Each child is supported to develop friendly and meaningful relationships with their peers with guidance from educators when necessary. Children are encouraged to use their words to express their needs and feelings in an appropriate manner; attempting to use a calm, speaking voice when communicating with others. Social skills are explicitly taught when necessary, by educators modelling appropriate language for their particular situation e.g. "Can I please play with you?", "Stop", "My turn please?". Children's behaviour is also supported through the physical arrangements of spaces and materials that define boundaries for experiences, and create spaces for social learning. Children are encouraged to work as a 'team' when doing group work, emphasising that when everyone works together you can achieve great things. Learning experiences at the preschool are also set up to offer various levels of entry and exit to support the inclusion of all children. At times, limited resources are purposely supplied so that children get to practise their turn-taking skills.

Strengths

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Quality Area 6: Collaborative Partnerships with Families and Communities

A welcoming environment has intentionally been created to invite and entice families and their children into the Children and Family Centre. Families receive warm welcomes and are encouraged to participate with their child's learning at preschool. The sense of community feeling and 'belonging' at preschool is evident in families feeling comfortable to stay and engage. Families are welcome to 'Stay and Play' to support their children's learning, and also their transition to preschool from playgroup or home.

Yalata Children and Family Centre, in collaboration with the Pitjantjatjara Yankunytjatjara Education Committee (PYEC) and members of the Yalata community, have worked together over many years to create our Philosophy Statement that reflects the directions community want for their children's education. To represent the collaboration and commitment to our partnerships with community, a symbolic painting was created that embodies our Centres philosophy.

There is continuous two-way communication which assists families to feel connected with their children's experiences and helps them develop trust and confidence in the service. Families input and preferences for their child's learning experiences have also been included into the Preschool program and students One Plans. Parent opinion surveys (completed annually) provide an insight into families' perspectives on the service and to highlight any areas for improvement.

Families are 'kept in the loop' in various ways, and educators draw on information gathered from community interactions to inform the program. A shared learning journal is continuously updated and on display - the families and other Anangu thoroughly enjoy looking at these. These photos have particularly been chosen to depict the learning and great things that happen at preschool. Notices are placed within the preschool entrance to inform families of upcoming events, forms that need signing, or learning that has been occurring at preschool. A parent information board out the front of the service also provides relevant information about the service or upcoming events. Documents to help support families with parenting and family wellbeing (from Parenting SA) are located at the entrance of the playgroup room and are openly available for families.

Preschool and JP combine weekly for intentional play-based learning. This keeps the link between Preschool and School strong and provides opportunity for informal transition visits. In term 4, the Preschool children moving into reception start their formal transition visits supported by both the JP and Preschool teacher. Families are encouraged to attend and support their child familiarise themselves with the school environment and routine.

'Bush Days' have also been incorporated into the program, weather permitting. This experience is for children to learn 'their ways' with 'their people'. It promotes family involvement with their children's learning while providing an experience for understanding their vital role as educators of their children. It offers children opportunities for culturally relevant and meaningful learning of both culture and language.

The preschool has many connections to community and support agencies and services such as:

- Attendance program (picking children up)
- Oak Valley Anangu School (collaboration)
- Save The Children (playgroup leaders from Ceduna)
- Speech pathologists (collaboration)
- Police (visits)
- Clinic (accessing information, collaboration with for health checks)
- Dentist (check children's teeth)

The Children and Family Centre also aim to work with community formally (Governing Council, Parent Surveys, One Plans) and informally (conversations) to provide a service which meets their needs.

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

The retention and the promotion of continuity of educators is a high priority at the Yalata Anangu Children and Family Centre. Ongoing professional development of staff is encouraged, and relevant training opportunities are offered to the staff when presented by various training organisations.

Leadership at the school is actively committed to the continuous improvement of staff performance. A quality improvement plan (P-QIP) is in place and guides the continuous improvement of the service. The PQIP is constantly evolving, reflected on, and updated regularly with consolidation of the document occurring at the end of each term based on staff analysis and feedback.

Family voice and input are highly valued and respected. The Children and Family Centre's philosophy actively guides the operation and goals of the service. An engaging and supportive learning environment are provided.

Information at the preschool is stored appropriately within the service securely, but accessible to staff logically and easily when required. The Early Years System is used to monitor children's attendance, and is also used for data collection and analysis, such as attendance percentages, time spent at preschool, reasons for absence etc.

The Department for Education policies and procedures inform the Centres practise which are regularly reviewed, updated, and contextualised when required.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Yalata Children and Family Centre

Goal 1: Foster children’s ability to represent their world symbolically through engaging with a range of texts and make meaning from these texts.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we provide an engaging Literacy rich learning environment with a focus on text, then we will see children initiating purposeful symbolic representation through play.

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

- Children will demonstrate making meaning from texts
- Children will be able to point out texts/ symbols to others to convey meaning
- Children will be using language appropriate to purpose
- Children will experiment with text creation
- Children will celebrate their ‘knowing’ as they become confident in mark-making



STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators and AE’s in the YCFC will meet regularly to reflect on learning, engage in research and best practise inquiry.	1.1 1.2 1.3 4.2.1	Term 1, and ongoing	EY Coordinator to prioritise this learning community meeting regularly for the purpose outlined in the action. Teachers and AE’s to be active participants in their inquiry.	Meeting location, meeting schedule, meeting group norms and expectations.
PD in Term 1 for teachers and AE’s in the YCFC on playful literacy pedagogies.	1.3	Term 1 PD initiated by week 4. Ongoing reflection	EY coordinator to support staff accessing PD. Teachers and AE’s to engage with PD.	All teachers and AE’s to receive ELLECCT training and use the tool to focus attention on particular aspects during shared reading.

		throughout the year.		'Playful Literacy' by Lisa Burman PD
Implement the Paint The Lands program in the YCFC for children, families and community.	1.1 6.1.1	Imbedded throughout the year.	Teachers and AE's to participate in the program. Teachers to encourage family and community engagement and involvement in the program.	Program pack. Time and resources to make the eggs.
Empowering AE's to lead learning with children, and engage in critical reflection.	4.1 1.3.1	Implemented by Term 2 and across 2022	Teachers and AE's to established positive working relationships, fostering professional development and engagement with intentional learning design.	Teachers and AE's work in partnership for the children.


Goal 1:



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 and AE's in the YCFC will meet regularly to reflect on learning, engage in research and best practise inquiry.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
PD in Term 1 for teachers and AE's in the YCFC on playful literacy pedagogies.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Implement the Paint The Lands program in the YCFC for children, families and community.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Empowering AE's to lead learning with children, and engage in critical reflection.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: 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.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: Yalata Children
and Family Centre

Goal 2:



STEP 2 Determine challenge of practice

Challenge of Practice:


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






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

Progress notes

National Quality Standard priorities

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

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

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 Terry Casey
Date Friday, 17 February 2023

Signature:

Endorsed by governing council chairperson

Name Mima Smart
Date Wednesday, 22 February 2023

Signature:

Endorsed by education director

Name Mark Ames
Date Wednesday, 22 February 2023

Signature:



Government of South Australia
Department for Education