<table>
<thead>
<tr>
<th>Standard/Element</th>
<th>What outcome or goal do we seek?</th>
<th>Priority (H/M/L)</th>
<th>How will we get this outcome? (Steps)</th>
<th>Success measure</th>
<th>By when?</th>
<th>Who is responsible?</th>
<th>Progress notes</th>
</tr>
</thead>
</table>
| 1.1.1           | To improve outcomes for each child in each of the five outcomes. | H               | - Plan, Do, Review process used pg. 10-11 BBB Guide  
- Streamline ILPS / curriculum planning & make relevant, process, pro formas to be implemented.  
- Include each child's culture into regular planning through information provided from observations, parent surveys in enrolment packs, etc.  
- Professional learning around Cultural competence pg. 21 BBB guide. | Documentation for each child will provide evidence of improvement.  
- A variety of pieces of evidence will exist e.g. learning stories, ILPs, summative reports, halfway interviews.  
- Curriculum plans will show evidence of children's input.  
- Evidence of each child's culture is used to support the program.  
- All staff can articulate their understanding of cultural competence. | End 2013 | Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.  
All staff responsible to ensure they participate and contribute where possible. |
| 1.1.3           | Improve/review routines that place each child at the centre of decision making & maximise opportunities for learning. | H               | - RRR Involvement & Wellbeing Scale Inquiry - Literacy or Numeracy as determined by staff in line with Southern Adelaide DECD expectations. "Are we providing engaging numeracy learning opportunities in our outdoor environment?" | RRR rating  
- Inquiry outcomes | End 2013 | Leanne, Jonette & Tennille  
All staff responsible to ensure they participate and contribute where possible. |
| 1.15 | Every child is supported to participate in the program. | M | -RRR Involvement Scale  
-Individual child progress & discussion included in staff meetings  
-NEPS & ILPS in place for PSS and GOM children. | -Involvement scale  
-Evidence in programming  
-Evidence in children's learning folders & ILPs | End 2013 | Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.  
All staff responsible to ensure they participate and contribute where possible. |
| 1.2.1 | Develop & implement an efficient & holistic system for planning, assessment, documentation, evaluation & reporting. | H | -Audit of current practices & rationalization of ineffective practice.  
-Improve ILPs, Halfway interviews & learning folders.  
-Professional learning about learning stories & documentation.  
-Re-visit Assessment & Reporting Policy & BBB Guide pg. 37. | -Increased number of quality learning stories.  
-Staff attendance at PD & implementation of their learning inc. Wendy Lee.  
-Learning stories format include evaluation & future planning.  
-Teachers visit other sites to see examples of effective systems in use. | End 2013 | Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.  
All staff responsible to ensure they participate and contribute where possible. |
| 1.2.2 | All staff have a clear understanding of intentional teaching as defined in BBB | L | -Staff reading & discussion about Intentional Teaching BBB pg. 15  
-Network with colleagues & consultants i.e PLC  
-Performance development discussions  
-Share learning with families e.g. display folders, learning folders, newsletters, etc. QA5 | -Shared understanding is developed amongst all staff & evidence can be found in documentation of children's learning.  
-Stronger engagement of staff in children's learning. | Ongoing | Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.  
All staff responsible to ensure they participate and contribute where possible. |
| 1.2.3 | Critical reflection becomes a regular part of our normal processes. | M | -Read BBB Guide pg.7 & BBB framework pg.13  
-Put on agenda regularly at meetings.  
-Network with colleagues / consultants.  
-Make it explicit  
-Better forum for collating & communicating to all staff. | -Regular conversations amongst staff.  
-A culture of professional inquiry exists where practices and outcomes are reviewed and new ideas are generated.  
-Professional journals used by staff. | Ongoing | Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.  
All staff responsible to ensure they participate and contribute where possible. |

| QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY |

| 2.1.2 | Children feel comfortable and safe to access toileting facilities.  
Children are provided with opportunities to rest and relax adequately throughout the Kindergarten day. | H | -Toilets and bathroom area to be investigated to promote a stronger sense of privacy, security and comfort. (2013 BATHROOM GRANT UPGRADE)  
-Create more outside spaces for children to rest and relax. (2013 OUTDOOR ENVIRONMENT UPGRADE - GRANT & BUDGET COMMITMENT) | -Toilet and bathroom area adjusted to support children’s sense of security and wellbeing.  
-Outdoor environment upgrades completed | April 2013 | Leanne responsible to ensure this project is completed  
End 2013 | Leanne, Kalinda & Jo |

| 2.3.2 | All staff to engage in the benefit-risk assessment model to assess and manage potential risks. | H | -Establish a proforma for a Benefit-Risk Assessment as a staff team for use.  
-Play equipment to be looked at to ensure safety compliance.  
-Forms to be updated and OHS more explicit and processes/checklists followed.  
-OHSW website – daily checklist | -Establishment of a benefit-risk assessment proforma and being put into practice | End Term 2 | Leanne & Jonette |
### QUALITY AREA 3: PHYSICAL ENVIRONMENT

| 3.3.1 | We will have embedded practices for sustainable education. | L | -Establish systems and times each term for intentional teaching to ensure that all new children are aware of the systems in place for caring for our environment.  
-Use ‘sustainable’ language in everyday interactions with children.  
-Develop a Site Environment Management Plan.  
-Termly curriculum plans of sustainable practices & processes in place & embedded routines and processes of children learning about environmental and sustainability issues. | -Site Environment Management Plan in place.  
-Sustainable education & learning program & practices in place. | End 2013 | Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.  
All staff responsible to ensure they participate and contribute where possible. |

### QUALITY AREA 4: STAFFING ARRANGEMENTS

| 4.2.1 | Clear understanding & acceptance of appropriate professional standards for all staff. | L | -ECA Code of Ethics  
-State Gov. Code of Conduct  
-Professional Standards for Teachers  
-ECW Job Specification  
-Personal reading followed by staff discussion in designated staff meetings | -All staff can articulate an understanding of Professional Standards | End 2013 | Leanne responsible  
All staff responsible to ensure they participate and contribute where possible. |

| 4.2.2 | Review performance development with staff. | L | -PDRs are regular  
-Staff meetings provide learning opportunities  
-Training opportunities for all staff  
-Share good practice  
-T & D of staff vocabulary | -Staff have at least 2 face to face PDR meetings by end of year.  
-Staff get at least 1 written feedback by end of year.  
-Staff are achieving personal and professional targets. | End 2013 | Leanne responsible  
All staff responsible to ensure they participate and contribute where possible. |
# QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

| 6.3.2 | Continuity of learning for children. | M | -Revise school transitions especially with McLaren Flat & Vale PS and put process/policy in place and also allocate a MSK rep to connect with schools.  
-Develop an understanding amongst staff about Continuity of Learning BBB Educator Guide pg.34  
-Collaborate with other organisations to develop relationships and effective processes which support continuity of learning, not just orientation / transition.  
-Shared ILPs between sites & regular communication about children’s learning. | -Shared understandings  
-Stronger relationships  
-Shared T & D between sites  
-Effective ILP in place.  
-NEPS transferred to schools for PSS children.  
-Strong connections & improved learning | Ongoing | Leanne, Jonette & Tennille responsible to ensure that these steps are put in place.  
All staff responsible to ensure they participate and contribute where possible. |

| 6.3.3 | Access to Preschool program is supported by Kindergarten. | H | -Survey families to find out if 2.5 hour session can be modified to increase attendance, i.e. 1 x 5hour session each fortnight.  
-Ensure support is in place to cater for needs of low attenders. | -Attendance on Monday will increase to 93%. | End 2013 (Survey done by end Term 2) | Leanne responsible  
All staff responsible to ensure they participate and contribute where possible. |

# QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

| 7.2.2 | The performance of educators & staff members is evaluated and individual development plans are in place to support performance improvement. | H | -Individual development plans will be developed for each staff member at the site and a system of regular review will be established. (See 4.2.2)  
-Distribute relevant info. to all staff, Teacher Standards, Code of Ethics and Policies & Procedures. | -All staff will be engaged in relevant Performance development discussions with line managers.  
-Documentation will be evident.  
-Regular reviews will be conducted and documented. | Ongoing | Leanne responsible  
All staff responsible to ensure they participate and contribute where possible. |