



Woodford Road, Elizabeth North 5113
PH 08 8255 2327

Elizabeth North Preschool and Occasional Care

141 Woodford Road
ELIZABETH NORTH SA 5113

P (08) 8255 2327

F (08) 8287 0262

E dl.0825.info@schools.sa.edu.au

W www.eliznthc7.sa.edu.au



Government
of South Australia

Department for Education
and Child Development



Quality Improvement Plan

About Us

Service details

Service name		Service approval number	
Elizabeth North School-Based Preschool		Service Approval No: 1732 Provider Number:	
Primary contact at service			
Graham Wood (Primary School Principal) Celeste Matthews (Deputy Principal)			
Physical location of service		Physical location contact details	
Street:	141 Woodford Road	Telephone:	(08) 8255 2327
Suburb:	Elizabeth North	Mobile:	
State/territory:	South Australia	Fax:	(08) 8287 0262
Postcode:	5113	Email:	graham.wood122@schools.sa.edu.au
Approved Provider		Nominated Supervisor	
Primary contact:	Department for Education and Child Development	Name:	Graham Wood
Telephone:	(08) 8226 1000	Telephone:	(08) 8255 2327
Mobile:		Mobile:	
Fax:	(08) 8287 0262	Fax:	(08) 8287 0262
Email:		Email:	graham.wood122@schools.sa.edu.au
Postal address (if different to physical location of service)			
Street:	As Above		
Suburb:			
State/territory:			
Postcode:			

Operating Hours					
	Monday	Tuesday	Wednesday	Thursday	Friday
Opening time	08.45	08.45	08.45	08.45	08.45
Closing time	15.00	15.00	15.00	15.00	15.00

Additional information about your service

Provide additional information about your service-parking, school holiday dates, pupil-free days etc.

The Preschool and Occasional Care are located in the same building – the Early Years Learning Centre. The Early Years Learning Centre faces Woodford Road and is co-located with the Elizabeth North Primary School and is adjacent to the Junior Primary classrooms. The Preschool and Occasional Care are open during the DEPARTMENT FOR EDUCATION school terms. The Preschool and Occasional Care are closed when the school closes for pupil-free days or closure days. Playgroup operates from 9:00 until 11:00am one morning per week from the Occasional Care room. Occasional Care operates three mornings per week from 8:45 until 11:45am. Parking is available in a designated car park on school grounds in front of the Early Years Learning Centre or in the marked parking zones on the streets surrounding the school. Visitors to the Preschool and Occasional Care (other than parents or guardians who are engaged in leaving or picking up their child/ren) are required to sign the register at the Preschool and/or school Reception desk.

How are the children grouped at your service?

Occasional Care is available for babies and children from 6 months old to four years, prior to children attending preschool. Children who are enrolled in the Preschool cannot attend Occasional Care.

Currently, children are grouped in the Preschool in either group one or group two. Families are able to indicate their preferred session days and wherever possible these requests are catered for.

Write the name and position of person(s) responsible for submitting this Quality Improvement Plan

Nominated Supervisors – Graham Wood

Staff

Preschool Educators



Wendy Batson
Educator



Lisa Purdy
Educator



Ainslie Piantedosi
Educator



Lauren Kluske
Educator



Heather Thoday
Educator

Preschool Support Educators



Roslyn Brown
Support
Educator



Debbie Miller
Support
Educator



Ann Kenrick
Support
Educator



Angela Lavery
Support
Educator

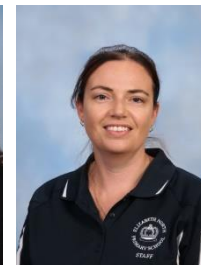


Michelle Salter
Support
Educator

Occasional Care Educators



Marie Hobbs
Support
Educator



Raechel Hughes
Support
Educator

Leadership



Graham Wood
Principal



Celeste
Matthews
Deputy Principal

Absent from photography:

Tracey Pike – Support Educator

Rebecca Walker – Support Educator

Kayla Clausen – Support Educator

Rachael Pagett – Support Educator

Anne Bills – Department for Education Speech Pathologist

Our Philosophy

The Shared Philosophy of Elizabeth North Preschool and Occasional Care Services

Vision:

We aim to inspire a community of learners to achieve personal greatness.

Our vision ensures that:

We provide a child centred, safe environment where children feel a sense of belonging and are enabled to explore ideas by participating in educational, play based learning, which extends their physical, social, emotional, creative and cognitive development.

Together educators collaborate with children, families, the wider community and interagency professionals to provide a happy, safe, supportive, nurturing and challenging learning environment for each individual child in our care.

We believe that:

- the needs of each child in our care is the central focus for all that we do as educators
- all children have the right to a high quality preschool education
- each child is unique in developing and learning in their own way
- building strong relationships with each child and their family is vital to the quality of the education provided
- a planned program based on children's needs, interests, parent information, observations and ongoing assessment ensures children have opportunities to think, independently problem solve, and develop a positive sense of wellbeing
- developing strong partnerships with the wider community is essential for fostering children's sense of belonging
- as educators we acknowledge, value and respect the views and approaches of people from all cultures.

Because of this we:

- actively seek to develop respectful, positive relationships with each child and their families at every opportunity
- as families are their child's first educators we provide opportunities for families' involvement in their child's learning journey at preschool
- encourage regular attendance to ensure children have maximum opportunities to develop their skills, abilities and knowledge to their full potential
- provide a stimulating and interesting environment from which children can explore and engage in intentional and spontaneous experiences
- provide strategies and practices which develop social and emotional capabilities so that children are respectful of each other and their environment
- observe, reflect and evaluate learning opportunities for each child's needs, strengths and interests
- provide opportunities to foster initiative, independence, confidence and positive self-esteem
- foster a sense of environmental responsibility by providing opportunities to engage in sustainable practices within children's play.

With these practices children become inquisitive, confident and empowered learners who are responsible citizens and are able to make independent choices, act responsibly and interact positively with others. With these skills, a sound foundation for future learning is established.

Our Strengths

Quality Area 1 – Educational program and practice

The Early Years Learning Framework is the approved framework that Elizabeth North Preschool and Occasional Care staff implement to plan a play based curriculum maximising the learning potential of our children. The program is organised and presented in a way that clearly links children's interests, learning needs and learning experiences into the learning outcomes of the curriculum. Both the Preschool and Occasional Care educators recognise the importance of collaborating with each other to plan and provide a supportive and challenging learning environment. With a staff of three full time educators and thirteen part time educators it is a challenge to find quality time to do this, educators seek opportunities to improve the ways they work together.

The Preschool and Occasional Care programs are organised fortnightly and displayed in the learning areas as well as in the foyer for families to access. Photos and anecdotes of children's learning through play are displayed connecting the Preschool and Occasional Care programs with the program.

The Preschool and Occasional Care children experience consistent and predictable routines that support children in having a sense of belonging and promote feelings of safety and security. Large blocks of uninterrupted time are provided for children to explore, deeply engage, notice, wonder and immerse themselves in learning through play whilst participating in shared and detailed conversations with educators and peers to support and foster their learning.

The preschool reporting processes include documented formative reports, photographs, discussions with families, individualised portfolio and end of year statement of learning.

As part of our assessment each preschool child has an individualised portfolio containing annotated photographs, learning stories, 'All about me' information gathered from families, interviews with children and annotated samples of 'work'. The portfolios are located in the preschool for families and children to look at and share together at any time.

Quality Area 2 – Children's health and safety

All educators have relevant knowledge of health and safety procedures in relation to food, sun safety and hygiene. All educators are trained, have access to training when needed and are aware of the location of relevant children's medical documentation and medications. Where children are enrolled with specific health needs such as allergies, asthma and epilepsy, all educators have the

relevant training and access to medical plans and instructions for administering medication. They follow the procedures for responding to, and documenting, incidents and injuries.

Quality Area 3 – Physical environment

The physical environment provided by the Occasional Care and Preschool service is large and provides opportunities for children to explore and investigate the natural environment. The building, outdoor and indoor play areas, furniture, equipment and resources have been purposely built to meet the highest standards for children in the Early Years. In the Preschool and Occasional Care outdoor environment areas of trees and shrubs have been planted with the intent of developing into a natural garden space for children to explore and engage in the natural environment. Both the Preschool and Occasional Care provide a sheltered sandpit and in the preschool sandpit optional running water can trickle into the sandpit to support exploration in play. The Occasional Care sandpit also has the option for water play. Large sails cover the climbing equipment and swings. A paved bike track weaves across the yard for children to partake in child initiated play experiences. A Fairy Garden has been developed encouraging children's natural wonder and curiosity about the world around them.

In the preschool a veranda is edged with perspex panels that give children an alternative surface to paint, explore and express their thoughts and talents. There is a large socio dramatic play deck and an amphitheatre that allows for flexible learning, opportunities and activities.

In addition to the dedicated Preschool and Occasional Care spaces, the facilities of the school are also used and accessed by the children to enhance their learning experiences. In particular, the school's Resource Centre, the Gymnasium and computer suite.

All Occasional Care and Preschool resources (including furniture, toys, fittings) are regularly disinfected and checked for safety by Occasional Care and Preschool staff. A daily boundary check occurs with staff checking our boundary and disposing of materials as required. Staff complete appropriate paperwork and report hazards to Elizabeth North Primary School office staff as school arrangements.

Quality Area 4 – Staffing arrangements

Staff at the site work collaboratively to ensure the best possible learning environment and program for children in their care. They continually seek to improve their knowledge and skills in their work. All educators have relevant qualifications and continually update these as required.

Several educators have worked at Elizabeth North Primary School in the preschool and in the school site for many years and have developed positive relationships and knowledge about the families that the Preschool serves. This enhances the team's ability to

respond and provide for the children of these families. All educator's photos are located in the main foyer for families. A TRT list with the preschools regular and suitably qualified staff has been developed along with a Class Cover App. The staff are also part of the school's Early Years Team, and through this, valuable links are made ensuring appropriate transition of knowledge about children's needs are passed on and maintained as children enter school. Staff are included in school based Professional Development in addition to accessing Preschool specific Professional Development. Preschool educators communicate through email, verbally and through the diary on a daily basis.

Quality Area 5 – Relationships with children

The rights of each child are the focus for all work in the Preschool and Occasional Care Services. All educators are respectful of our community and seek opportunities to build positive relationships with all children and families in our centre. Staff listen to children, model and facilitate play based learning, respect children's opinions and plan opportunities for children's voice to be reflected in the preschool program. Educators are involved in assessing children's skills, strengths and abilities.

Reception children and teachers are encouraged to visit the preschool, building connections and friendships with the preschool children. Maintaining positive relationships is very important in the developing confidence of our children. Similarly, we expand opportunities for children in Occasional Care to play with children in the Preschool in planned and spontaneous play. The development of appropriate oral language skills is seen as an important focus for educators when interacting with children in planned and unplanned learning experiences at the site. Modelling appropriate language in social situations is intentional.

All educators have opportunities to open the door at the beginning of the day, greeting families and children as they begin the preschool day. The daily routine is displayed both pictorially and in written form in the preschool and Occasional Care with daily routines promoting predictability and familiarity for children and their families. The physical environment is structured to include provisions for solitary and independent play, for small and large group play, for quiet play opportunities and both indoor and outdoor play.

Quality Area 6 – Collaborative partnerships with families and communities

Staff in the Preschool and Occasional Care actively seek to build positive respectful relationships with families and encourage their participation in all programs their children are involved in.

Enrolment in the Preschool is through the School Office whereas Occasional Care manage enrolments directly due to the nature of their service. An information pamphlet is given to families enquiring about the Preschool and Occasional Care facilities. A detailed enrolment package is provided to new families during individual enrolment meetings with a member of the Leadership team.

Families have access to educator's email addresses and the Preschool phone number and Facebook page is provided to all families. Regular newsletters are sent home to families from the Preschool and Occasional Care and information about the site services and outside agencies is available in the entry hallway.

An overview of the Preschool and Occasional Care programs are on display in the foyer area and families are invited and encouraged to comment verbally to staff.

Children's portfolios are available for family perusal anytime. The portfolios contain opportunities for families to comment and talk with staff about their child's learning. Individual Learning Plans/Formative Reports are provided for all children and families are encouraged to give feedback either verbally, via email and/or by completing the feedback proforma.

Families are surveyed about a range of topics such as session times, program, family needs on needs to know basis. Depending upon the nature of the survey it can be conducted via a verbal response, written questionnaire, interview or meeting. Families are invited to complete a more formal survey as their children enter school and this information is used in the school's planning. Transitions to school are also organised during term four in consultations with reception teacher and families. Additionally, all educators are involved in the Peachey Partnership professional learning group where they are able to meet with local preschools and discuss a range of topics.

Families receive information about the work of the Governing Council who oversee the Preschool and Occasional Care and are encouraged to participate in all levels of involvement and decision making at the site. Educators work closely with DEPARTMENT FOR EDUCATION Support Services and Outside Agencies to provide the best learning programs and appropriate support for targeted children.

Quality Area 7 – Governance and leadership

The Principal and Deputy Principal are closely involved in the running of the Preschool and Occasional Care Services and they provide outstanding leadership that promotes a positive culture and a commitment to continuous improvement.

The Preschool and Occasional Care have a philosophy that was developed collaboratively with the Early Years team, the school team, Governing Council and the wider community.

Administrative systems are in place to ensure the effective operation of the service. All records are stored appropriately and confidentially. Preschool and Occasional Care archives are stored as part of the site and is managed in accordance with DEPARTMENT FOR EDUCATION protocol. The Preschool and Occasional Care budgets are managed by the school, in collaboration with the Governing Council. Fundraising is a whole site approach with Preschool and Occasional Care families being included in school fundraising events. The funds raised are shared within the school, Preschool and Occasional Care.

Performance Development meetings are conducted and individual goals are discussed and reflected upon on support performance improvement. Appropriate governance arrangements are in place to manage the service, sites work and the needs of children in the Early Years are considered with all decisions at the site. The induction of staff members is comprehensive and ongoing and any volunteers have to undergo Volunteer Training with a yearly refresher through the school site. Regular review and self- assessment are part of the planning cycle at the site.

Improvement Plan

Our 2018 Quality Improvement Plan has been developed through a number of processes of self-reflection and review and builds upon our work in 2017. At the end of each calendar year, the year is reviewed and reflected upon within the annual report. Families opinions are sought at the end of each year, with the collated information analysed and actions developed accordingly.

For additional information, please refer to the Elizabeth North Primary School and Preschool 2017 Annual Report.

Our big priorities across the plan

1. Involvement
2. Responsive Relationships
3. Critical and Collaborative Reflection

Children's voice



We asked our children “what is important to you at preschool?”



The family friendly version

Responsive Relationships

OUTCOMES

- Relationships are respectful, reciprocal and responsive.
- Children feel safe, valued, supported, develop a sense of belonging and positive wellbeing at preschool.
- Nurturing, warm and trusting relationships with parents/families.

CONNECTIONS WITH

DECD PRIORITIES/ PEACHEY PARTNERSHIP PLAN 2018

(Assessment for Learning-Planning for Learning, Intervention for Learning and Expert Teaching and Learning Design)

NQS – 1.1.2, 1.2.1, 1.2.2, 1.3.3, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 3.2.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 6.1.2, 6.1.3, 6.2.3, 7.1.3, 7.2.1, 7.2.2 and 7.2.3.

SIGNS OF IMPROVEMENT

- Increased communication with families via a range of opportunities (Facebook, face to face, written)
- All educators have developed responsive relationships with children by actively listening, responding and engaging in meaningful conversations and experiences with children.

2018 KEY IMPROVEMENT PRIORITIES

- Involvement
- Responsive Relationships
- Collaborative Critical reflection

Involvement

OUTCOMES

- The Preschool outdoor learning environment provides rich, stimulating and challenging learning experiences for children to develop a range of skills and learning dispositions including risk taking, problem solving, persistence, focus, creative and sustained play
- Children to actively use sustainable practices.

CONNECTIONS WITH

DECD – Growth for Every Child

DECD PRIORITIES/ PEACHEY PARTNERSHIP PLAN 2018
(Pedagogy for Teaching and Learning and Assessment and Moderation)

NQS – 1.1.2, 1.1.3, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 3.2.1, 3.2.2, 3.2.3, 4.2.1, 6.1.1 and 6.1.2.

SIGNS OF IMPROVEMENT

- parent opinion survey
- documentation of learning for each child
- staff journals record educator thinking
- RRR Involvement scale
- Children are observed to be actively involved during their play through the use of the Involvement Scale using the RRR document. Learning stories and child's voice will reflect children's abilities to engage in these skills (problem solving, focus, creative play etc) and demonstrate children's active involvement in their learning environment.
- Children are aware of the role in which they can play in helping to develop sustainable practices whilst at preschool. They will demonstrate this through daily actions like watering the garden, putting their scraps in the compost bin, helping educators with their 'green cleaning' and they will be encouraged to turn the water off after they have washed their hands.

Collaborative Critical reflection

OUTCOMES

- Improvement in children's learning is supported by a planning cycle.
- Improvement in our practices to support learning for all children.

CONNECTIONS WITH

DECD PRIORITIES/ PEACHEY PARTNERSHIP PLAN 2018
(Expert Teaching and Learning Design)

NQS – 1.2.2 1.3.1, 1.3.2, 1.3.3, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 7.1.1, 7.1.2, 7.1.3, 7.2.1 and 7.2.3.

SIGNS OF IMPROVEMENT

- Documented evidence using RRR, EYLF, Literacy and Numeracy indicators showing improvements for children's outcomes.
- Children's voice included in observations, portfolios, floor books and fortnightly program.

Improvement Plan

Priority 1 Involvement

Priorities	Partnership/ DEPARTMENT FOR EDUCATION/ NQS	Actions	Success Measures	Timeline
<ul style="list-style-type: none"> •The Preschool and Occasional Care outdoor learning environment provides rich, stimulating and challenging learning experiences for children to develop a range of skills and learning dispositions including risk taking, problem solving, persistence, focus, creative and sustained play 	DEPARTMENT FOR EDUCATION – Growth for Every Child Department for Education PRIORITIES/ PEACHEY PARTNERSHIP PLAN 2018 (Pedagogy for Teaching and Learning and Assessment and Moderation) NQS – 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 2.2.1, 2.2.2, 3.2.1, 3.2.2, 3.2.3 and 5.1.1.	<ul style="list-style-type: none"> •parent opinion survey •documentation of learning for each child •staff journals record educator thinking •RRR Involvement scale •Professional development on pupil free day to explore in the cycle of planning and documentation of children's learning in the physical environment, in particular, STEM. 	<ul style="list-style-type: none"> •Children are observed to be actively involved during their play through the use of the Involvement Scale using the RRR document. Learning stories and child's voice will reflect children's abilities to engage in these skills (problem solving, focus, creative play etc) and demonstrate children's active involvement in their learning environment. 	By the end of Term 3, 2018.
<ul style="list-style-type: none"> •Children to actively use sustainable practices 	DEPARTMENT FOR EDUCATION – Growth for Every Child DEPARTMENT FOR EDUCATION PRIORITIES/ PEACHEY PARTNERSHIP PLAN 2018 (Pedagogy for Teaching and Learning and Assessment	<ul style="list-style-type: none"> • Daily practices promote sustainability including recycling, composting, upcycling, caring for the preschool garden, conserving water and electricity and eliminating harmful chemicals in our cleaning routines. 	<ul style="list-style-type: none"> •Children are aware of the role in which they can play in helping to develop sustainable practices whilst at preschool. They will demonstrate this through daily actions like watering the garden, putting their scraps in the compost bin, helping 	By the end of Term 2, 2018.

	and Moderation) NQS –1.1.3, 1.2.3, 3.2.1, 3.2.2 and 3.2.3.		educators with their ‘green cleaning’ and they will be encouraged to turn the water off after they have washed their hands.	
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Priority 2 Responsive Relationships

Priorities	Partnership/ DEPARTMENT FOR EDUCATION/ NQS	Actions	Success Measures	Timeline
•Relationships are respectful, reciprocal and responsive.	DEPARTMENT FOR EDUCATION PRIORITIES/ PEACHEY PARTNERSHIP PLAN 2018 (Assessment for Learning- Planning for Learning, Intervention for Learning and Expert Teaching and Learning Design) NQS – 1.1.2, 1.2.1, 1.2.2, 1.3.3, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 3.2.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 6.2.3, 7.1.3, 7.2.1 and 7.2.3.	<ul style="list-style-type: none"> • Children being independent in managing their own health and hygiene • Children's cultural experiences are reflected across the program. • All children feel safe, secure, confident and included. <p>Redesigning the structure of preschool group times to provide small group times</p> <ul style="list-style-type: none"> • All children feel safe, secure, confident and included. <p>Redesigning the structure of preschool group times to provide small group times</p>	<ul style="list-style-type: none"> • Increased communication with families via a range of opportunities (Facebook, face to face, written) 	By end of Term 2, 2018.
•Children feel safe, valued, supported, develop a sense of belonging and positive wellbeing at preschool.	DEPARTMENT FOR EDUCATION PRIORITIES/ PEACHEY PARTNERSHIP PLAN 2018 (Assessment for Learning- Planning for Learning,	<ul style="list-style-type: none"> •Embedding indigenous learning throughout the preschool context. •Use of ninna marni for greetings 	<ul style="list-style-type: none"> • All educators have developed responsive relationships with children by actively listening, responding and engaging in meaningful conversations and 	By end of Term 2, 2018.

	<p>Intervention for Learning and Expert Teaching and Learning Design)</p> <p>NQS – 1.1.2, 1.2.1, 1.2.2, 1.3.3, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 3.2.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 6.2.3, 7.1.3, 7.2.1 and 7.2.3.</p>	<p>•Acknowledgement of country is used in preschool</p>	<p>experiences with children.</p>	
<p>•Nurturing, warm and trusting relationships with parents/families.</p>	<p>DEPARTMENT FOR EDUCATION PRIORITIES/ PEACHEY PARTNERSHIP PLAN 2018</p> <p>(Assessment for Learning- Planning for Learning, Intervention for Learning and Expert Teaching and Learning Design)</p> <p>NQS – 1.1.2, 1.2.1, 1.2.2, 1.3.3, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 3.2.1, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.1.1, 6.1.2, 6.1.3, 6.2.3, 7.1.3, 7.2.1 and 7.2.3.</p>	<p>• Communicate regularly with families through a range of communication mediums such as the preschool Facebook page, newsletters, Grandparents and Special Person's Day, email and through informal conversations throughout the day</p>	<p>• All educators have developed responsive relationships with families by actively listening, responding and engaging in meaningful conversations and experiences with families.</p>	<p>By end of Term 2, 2018.</p>

Priority 3 Collaborative Critical Reflection

Priorities	Partnership/ DEPARTMENT FOR EDUCATION/ NQS	Actions	Success Measures	Timeline
<ul style="list-style-type: none"> Improvement in children's learning is supported by a planning cycle. 	DEPARTMENT FOR EDUCATION PRIORITIES/ PEACHEY PARTNERSHIP PLAN 2018 (Expert Teaching and Learning Design) NQS – 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 4.2.1, 6.1.1, 6.1.2 6.2.2 and 7.2.2.	<ul style="list-style-type: none"> Development of a planning cycle template for all educators to access and use 	<ul style="list-style-type: none"> Documented evidence using RRR, EYLF, Literacy and Numeracy indicators showing improvements for children's outcomes. 	Term 2, 2018
<ul style="list-style-type: none"> Improvement in our practices to support learning for all children. 	DEPARTMENT FOR EDUCATION PRIORITIES/ PEACHEY PARTNERSHIP PLAN 2018 (Expert Teaching and Learning Design) NQS – 1.2.1, 1.2.2, 1.3.1, 1.3.2, 4.1.1, 4.1.2, 4.2.1, 4.2.2, 5.1.1, 5.1.2, 7.1.1, 7.1.3, 7.2.1 and 7.2.3.	<ul style="list-style-type: none"> Educator training and development in educators observing children Family input into our Occ Care and Preschool program to ensure our planning cycle is more representative of children's strengths, abilities, culture and interests. 	<ul style="list-style-type: none"> Children's voice included in observations, portfolios, floor books and fortnightly program. 	By end of Term 2, 2018