



Gawler and District College B-12  
**Children's Centre**  
for Early Childhood  
Development and Parenting



# Quality Improvement Plan 2017

# Gawler & District College B-12 Children’s Centre 2017 Quality Improvement Plan

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# Gawler & District College B-12 Children's Centre

## 2017 Quality Improvement Plan

### Service details

<b>Service name</b>		<b>Service approval number</b>			
Gawler & District College B-12 Children's Centre		SE-40000358			
<b>Primary contact at service</b>					
Christine Townsend					
<b>Physical location of service</b>			<b>Physical location contact details</b>		
Street:	69 Barnet Road		Telephone:	85223626	
Suburb:	Evanston		Mobile:	N/A	
State/territory:	SA		Fax:	8523 4035	
Postcode:	5116		Email:	dl.2624.leaders@schools.sa.edu.au	
<b>Approved Provider</b>			<b>Nominated Supervisor</b>		
Primary contact:	Department of Education and Child Development		Name:	Christine Townsend	
Telephone:			Telephone:	85223626	
Mobile:			Mobile:		
Fax:			Fax:	8523 4035	
Email:			Email:	dl.2624.leaders@schools.sa.edu.au	
<b>Postal address (if different to physical location of service)</b>					
Street:	As above				
Suburb:					
State/territory:					
Postcode:					
<b>Operating Hours</b>					
	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Opening time</b>	<b>8.00</b> Preschool sessions start at 8.30	<b>8.00</b> Preschool sessions start at 8.30	<b>8.00</b> Preschool sessions start at 8.30	<b>8.00</b> Preschool sessions start at 8.30	<b>8.00</b> Preschool sessions start at 8.30
<b>Closing time</b>	<b>5.00</b> Preschool sessions end at 3.10	<b>5.00</b> Preschool sessions end at 3.10	<b>5.00</b> Preschool sessions end at 11.50	<b>5.00</b> Preschool sessions end at 3.10	<b>5.00</b> Preschool sessions end at 3.10

# Gawler & District College B-12 Children's Centre

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### Additional information about your service

The following information will assist the Regulatory Authority to plan the assessment visit.

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

**Location** - the centre is located on a one way road at the northern end of the College campus

**Parking** – turn off Main North road into Para Road then right into Barnet Road, enter gate 6 and park in car park provided at the front of the centre

**School Holiday Dates** –

(14<sup>th</sup> April to 28<sup>th</sup> April),

(July 10<sup>th</sup> to July 21<sup>st</sup>),

( 2<sup>nd</sup> Oct to 13<sup>th</sup> Oct),

(16<sup>th</sup> Dec to 26<sup>th</sup> Jan 2018)

**Pupil Free Days** –

Tuesday 14<sup>th</sup> March, Friday 9<sup>th</sup> June, Monday 4<sup>th</sup> Sept, Friday 8<sup>th</sup> Sept, Friday 1st Dec

How are the children grouped at your service?

There are two attendance patterns

**Red Group** - This group of preschool children attend every week on Mondays and Tuesdays and fortnightly on Wednesday (odd weeks for term one and even weeks for the rest of the year)

**Blue Group** - This group of preschool children attend every week on Thursday and Friday and fortnightly on Wednesday (even weeks for term one and odd weeks for the rest of the year)

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

**Nominated Supervisor / Director** - Christine Townsend

# Gawler & District College B-12 Children's Centre

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### Service statement of philosophy

Initially developed in 2014 and is reviewed annually by staff and governing council.

During 2016 all families at the Centre were given the opportunity to participate in a review process via informal and formal engagement groups. In May 2016 staff engaged in reflecting on their own values and goals. They answered questions such as "What do you value most about your work at this Centre" and used these answers to see if the above statements and their values were still in alignment. After this process "Ethics" was changed to "Equity".



Gawler and District College B-12  
**Children's Centre**  
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**Our Philosophy**

**C.H.I.L.D.R.E.N.  
AND FAMILIES ARE AT THE CENTRE  
OF EVERYTHING WE DO**

<b>Care</b>	Caring for, and nurturing children, families, staff, volunteers, and community.
<b>Honesty</b>	Developing and maintaining trusting relationships.
<b>Integrity</b>	Doing the right thing even when no one is looking.
<b>Learning</b>	Supporting and maximizing everyone's potential.
<b>Diversity</b>	Valuing and respecting diversity, individuality and embracing differences.
<b>Respect</b>	Recognising the worth of individuals.
<b>Equity</b>	Striving for quality programs that provide equitable opportunities and outcomes.
<b>Nutrition</b>	Encouraging and promoting healthy eating.

As we are a Children's Centre we also have the general philosophy of all Children's Centres for Early Childhood Development and Parenting to work with however the two philosophy statements align well.

"Children's Centres aim to support children and families achieve the best possible learning, health and wellbeing outcomes in a universal setting with targeted responses for children and families who may require additional support"

# Gawler & District College B-12 Children's Centre

## 2017 Quality Improvement Plan

### Strengths Summary

Educators are continually reflecting on programs and practices and a whole team self-review is conducted annually. Last year this happened on 25<sup>th</sup> Nov 2016. Notes from the review are in the QIP folder on the cupboard just inside the preschool main entrance.

#### QA1 Educational program and practice

- We provide a flexible programme with long periods of uninterrupted play including rolling snack time to ensure children have the opportunity to self-regulate and to continue their play
- Educators listen to children's ideas and questions and respond to them by using them as a basis for planning the learning experiences and use spontaneous observations of children's interests, record these on the ideas sheet next to the program and use these to plan
- Displays and books that show what learning looks like including floor books, discovery books, profile books, Literacy and Numeracy displays, window displays
- Educators talk to families to gain knowledge about what is important to them, valuing and incorporating religious, cultural and medical backgrounds and include them in the learning program
- Group times build on interest and already established knowledge
- Program reflects EYLF principles and practices, learning dispositions, Literacy and Numeracy Indicators
- Room set up so children can access their own resources
- Daily reflection on program and children's interests
- Evaluations of experiences offered
- Reflections on Individual children documented
- Quality Preschool Support programs are designed, implemented and documented by knowledgeable support staff
- Educators document observations of children during their play and each child has an Individual Learning Plan based on reflective practices, information gathered from families and observations
- Educators reflect together and discuss plans for individual children to maximise participation and learning
- We seek assistance from outside agencies such Occupational Therapy, Speech therapy and Family Services to provide support
- Sensory experiences are provided for all children with specific targeted experiences provided for children with sensory processing difficulties
- Visual strategies for routines, group times and behaviour support
- Individual planning, recording and support for children with additional needs or needing extra support for social and wellbeing are well established

# Gawler & District College B-12 Children's Centre

## 2017 Quality Improvement Plan

### QA2 Children's health and safety

- Photos of Children with an Individual Health Plan are displayed in a private spot in the kitchen area in a place that is accessible to all staff, including relief staff and educators closely monitor the health and well-being of all children
- Children who need medication have it administered as per their Health Plan and their medication along with their Health Plan is kept in a secure cupboard
- Photos of healthy lunch boxes for parent ideas in welcome packs
- Educators support children to recognise their needs such as when to eat which can have a positive influence on their emotional regulation
- Provide breakfast, snacks and lunch to children who don't have any
- We ensure that children with food allergies are monitored at eating times and staff ensures that children with food intolerances and allergies are catered for in activities where cooking or social occasions occur
- Staff work with families of children who are not toilet trained to assist them with this
- Correct hand washing procedure is taught and children are supervised
- Spare clothes provided if children need them and families haven't provided them
- Educators programme in consultation with parent and Allied Health
- Physical activity is promoted though planned and spontaneous experiences and is appropriate for each child
- Children with physical health issues are supported to enable them to access the physical programme with equipment and resources which assist them to engage effectively
- Incorporate advice from OT and Speech professionals into everyday play and support
- When needed OT works alongside educators, to assist with providing experiences for children with sensory processing and integration needs
- We modify activities and group routines to match with the children's ways of learning and learning styles
- We use visual strategies for optimum learning for all children
- Physical learning strategies such as heavy work and pushing, pulling, lifting experiences are offered for children
- A variety of daily sensory and tactile activities are provided for sensory seeking children to engage in
- Gross motor equipment is always available and oval and playground visits are scheduled in regularly
- Dancing and games are programmed for and happen spontaneously
- Risk/benefits assessments and daily yard checks are documented
- Children have access to cold filtered water
- Children's bathroom is cleaned as per cleaning procedures
- Depending on the UV rating children are helped to apply sunscreen during the day, encouragement of hats and sun safe clothing
- During heat only setting up activities in certain shaded areas
- Water play is supervised and removed if not able to be supervised
- All staff have completed the Responding to Abuse and Neglect training
- When children become sick parents/caregivers are notified and arrangements made to pick the child up
- We notify all families of any possible risk of exposure to an illness
- Serious incidents reported in a timely manner to Regulatory Authority through Incident Response Management System (IRMS)

# Gawler & District College B-12 Children's Centre

## 2017 Quality Improvement Plan

### QA3 Physical environment

- Educators provide a flexible indoor and outdoor play programme that incorporates and promotes the use of natural resources and the idea of loose parts that can be utilised by children in a variety of ways
- The building is five years old and is well lit and adequately ventilated
- The air conditioner and light systems ensure conservation of energy
- Toilets are easily accessible from the outside and inside areas
- Shade blinds were added to the veranda in 2015 allowing this area to become an enclosed area during hot weather that is cooled by the inside air conditioners
- Outdoor play structures such as deck and indoor play spaces such as home corner, block area are set up in flexible ways using the prop box resources.
- Children are encouraged to ask for or gather extra resources to add to their play.
- Educators use the materials in flexible ways and demonstrate this to the children.
- Educators promote the natural environment by using natural materials as props in the block area, play table and story table to provoke investigation, experimentation and children's engagement with them
- Books and equipment are continually accessed for appropriateness and safety
- For easier access the puzzle collection has been sorted into collections, catalogued and each puzzle has a plastic bag to be stored in and a procedure for puzzle use has been written
- Our whole book collection is now stored on low shelves in the big group room to allow children and staff better access to them
- Numeracy resources have been updated and made accessible
- Large equipment shed has been sorted and categorised for safer access (e.g. water play, gardening)
- Unsafe equipment/resources/furniture are immediately removed and tagged
- Staff follow daily cleaning procedures and routines for furniture and general play space
- Physical environment is set up to ensure play experiences are accessible by all attending children (eg height, shape, area of furniture, adequate floor space)
- Sustainable practices are embedded in the preschool see Site Environment Management Plan (SEMP) and associated procedures



# Gawler & District College B-12 Children's Centre

## 2017 Quality Improvement Plan

### QA4 Staffing arrangements

- Visitors comment on the welcoming, positive atmosphere of the service and the positive way that staff engage with each other and with the children
- There is a strong dedicated and passionate staff team made up of a Director, 4 Teachers, 4 Early Childhood Workers, 3 Occasional Care workers, a Family Services Coordinator, a Community Development Coordinator, a Speech Therapist, an Occupational Therapist, 2 part time CaFHS nurses, a Receptionist and a Finance Officer
- There is a shared leadership approach in which strengths of individual staff are valued, there is excellent teamwork, staff strengths complement each other, areas of development are supported
- We operate above the basic staffing ratios and to support long hours of committed work, teachers have an above the award lunch break of half an hour
- We strive to have consistent relief staff when needed
- All teaching staff are Early Childhood trained
- All ECW and Occasional Care staff are trained with either Cert 3 or Diploma
- There are strong supportive links to other preschools in the Greater Gawler Partnerships which means that we share staff where appropriate, we offer training and development across the partnership and we have excellent networks between staff across the partnership
- The Greater Gawler Preschool Curriculum committee is formed with an educator rep from each site and this group works closely with 4 Directors to assess the learning needs delivered
- Our work is guided by the Code of Ethics
- Teachers use the Australian Teaching Standards to guide their performance development

### QA5 Relationships with children

- Educators develop warm, responsive and trusting relationships with children and work diligently to help each child to feel secure and included
- Educators interact with each child as an individual, at their developmental level
- All educators are aware of children's individual learning plans, preschool support programs and other factors that should be considered when interacting with children
- A focus teacher forms closer individual relationships with a smaller group of children and they advocate for those individual children's needs
- Privacy and dignity of all children is respected in all circumstances. This includes during clothing changes, toileting, daily conversations between staff, parents and other children and general interactions.
- When engaged in collaborative learning, educators consider the size of the group each child is comfortable and capable of working with to ensure best learning outcomes
- Positive behaviour management strategies such as redirecting, re engaging and talking with children calmly are used by staff.
- Children's feelings are acknowledged and they are assisted to self-regulate in a positive and appropriate way
- Staff assist children to communicate with each other in positive ways
- Each child is supported to understand their physical needs
- Children who find change and routines challenging are helped to negotiate them with adult support
- Educators support children to understand their physical needs that can have an impact on their ability to self – regulate
- Visual cue cards are used for those needing extra support with regulating their behavioural, emotional and physical needs
- The staff and children's attendance have been limited to two patterns of attendance so that there is consistency of other children attending and consistency of staff to ensure maximising opportunity for developing positive relationships

# Gawler & District College B-12 Children's Centre

## 2017 Quality Improvement Plan

### QA6 Collaborative partnerships with families and communities

- Information is available through chatting to staff during the enrolment process and during the orientation visits that happen during term 4 of the year before they start and in January holidays just before they start
- Current information about the service is available to families through an information booklet, our Facebook page and our website
- There is a comprehensive, up to date display of information in the front reception area
- A welcome pack is given to all new children and their families before they start
- Information is put regularly into each child's pigeon hole and on the window displays
- Procedures are in place to document and inform all staff about information that families share at drop off time
- There are opportunities for families to chat to educators on a daily basis to exchange information
- More formal Parent/Teacher Interviews are conducted at least once per year
- The centre has a full time Community Development Co-ordinator and a full time Family Services Co-ordinator at the site. Their role is to support the families and the community. They work closely with the preschool staff
- Families are actively encouraged to be involved in community services and programs that operate at the site
- Links with relevant community and support agencies are established
- CAFHS operates five days per week at the site and four year old health checks are offered every term
- Occupation Therapy and Speech groups operate regularly at the site
- Families are actively encouraged to contribute to service decisions either through being a Parent Engagement Group member or a Governing Council member
- Informal feedback is encouraged and more formal feedback is sought through surveys
- Our Children's Centre Partnership Group that is jointly facilitated by us and Elsie Ey Preschool and is made up of representatives of agencies just as Health and CaFHS and organisations that facilitate programs at the centres and they meet on a needs basis
- Religious and cultural beliefs are respected and valued and where appropriate they are incorporated in to the program

# Gawler & District College B-12 Children's Centre

## 2017 Quality Improvement Plan

### QA7 Leadership and service management

- The Director works closely with the Human Resource Unit of DECD to ensure continuity of staff as much as possible and that all staff are qualified and fit and proper for their positions
- Administrative systems have been established and are constantly reviewed to ensure that the centre operates efficiently
- A core Leadership team consisting of the Director, the Family Services Co-ordinator and the Community Development Co-ordinator meets regularly and reports to the Regional Director, the B-12 College Leadership Team, the Partnerships Group, the School Council and the Children's Centre Governing Council
- The Children's Centre Governing Council consists of preschool parents and community members and meets twice per term to assist the Leadership Team with the management of the Centre
- There is a newly created Parent Engagement Group (PEG) that meet regularly throughout the term to discuss ideas for programs and centre improvement which are fed back to the Leadership Team and Governing Council
- The Partnerships Group meets on a needs basis to ensure high quality community programs are meeting the community's needs
- Staff at the centre report that there is good support from Leadership and there is a strengths based approach to shared leadership across the site
- There is an excellent staff team and each person's strengths are valued and used to support the site and the team
- Staff member's strengths complement each other
- We strive to have consistent groups of educator and consistent relief staff
- There is Induction process that is documented in Induction Folders located in the Prep room for Preschool Staff and in the Reception Area for Community Facilitators and Volunteers
- All staff adhere to the Code of Ethics
- Our statement of philosophy and the general Children's Centre philosophy guides our practice
- There is a whole site commitment to continuous improvement, including reflection (on a daily basis and at a formal review once per year), individual and Greater Gawler Partnership professional development
- Each staff member meets formally at least once per year with the Director to review and discuss their Performance Development Plan and there are also ongoing informal chats that are documented
- The Grievance procedures are in place and the Grievance policy is available to staff and families
- Documented policy and procedures guide our practice and a schedule for reviewing Policies is in place
- Staff use Procedures that are documented, displayed in relevant spots in the centre or in Procedures folder
- Staff continually reflect on programs and practice and a whole team self-review is conducted annually
- Systems are in place to ensure the smooth and efficient running of a busy vibrant centre
- Staff have had training in Information sharing procedures
- Efficient archiving system are in place

# Gawler & District College B-12 Children's Centre

## 2017 Quality Improvement Plan

Improvement Priority 1 - Oral Literacy	
<p><u>Rationale</u></p> <ul style="list-style-type: none"> <li>Each year a high proportion of preschool children are identified by educators as at risk in their learning due to severe to moderate speech and language difficulties</li> <li>During Term One 2017 educators identified 54% of children were at risk mainly due to speech and language issues</li> <li>During 2016 teachers were involved in the Talking for Literacy Project which involved increasing teacher capacity in programming for Oral Literacies learning (See 2016 QIP)</li> <li>At the QIP review in November 2016 teachers identified that they needed to consolidate that learning and ECW's identified that they needed some more training and development about speech and language issues</li> <li>Research from Speech Therapist indicates increasing educator capacity enhances outcomes for children</li> </ul>	
Outcome	Strategies
<p><b>Goal One</b></p> <p>By the end of 2017, learning from the 2016 Oral Literacy Project will be embedded into teacher's everyday practice and will be linked to the Preschool Literacy Indicators</p>	<ul style="list-style-type: none"> <li>Teachers PLC to continue to assist with consolidation of 2016 learning</li> <li>Speech therapist, Kinga to formally report findings about the 2016 project to staff</li> <li>Kinga to attend teachers PLC if needed</li> </ul>
<p><b>Goal Two</b></p> <p>By the end of 2017 Support ECWs more confidently deliver speech and language programs to individual and small groups of children</p> <p>By the end of 2017 ECW's that have not delivered speech and language programs to children before are now feeling confident to do so</p>	<ul style="list-style-type: none"> <li>During term 2, 3 and 4 ECW's work one on one with a speech therapist on a rotational basis to deliver speech/emergent literacy programs to individuals and small groups</li> <li>speech therapist to do staff needs analysis and deliver training and development at staff meeting</li> </ul>
<p><b>Goal Three</b></p> <p>Children who have been identified with severe /moderate speech have benefitted from extra speech sessions once a fortnight in a small group with Speech Therapist and their support worker or ECW</p>	<ul style="list-style-type: none"> <li>Children identified by speech therapist and teachers</li> <li>speech therapist to do pre-test and post-test of targeted children's</li> <li>Identified children have the opportunity to practice Emergent Literacy skills in particular phonological awareness</li> </ul>

Links to the Standards and Elements						
QA1	QA2	QA3	QA4	QA5	QA6	QA7
1.1, 1.1.2, 1.1.5, 1.2.3			4.2.2	5.1.2, 5.2.1		7.1, 7.2, 7.2.2

Success Measures	By When
<p>-teachers identify that the programming reflects the learning from the 2016 Oral Literacy project's learning</p> <p>-data collection shows increased in ECW's confidence in delivering speech programs for individuals and small groups</p>	<ul style="list-style-type: none"> <li>On-going throughout the year</li> <li>Collection of data about ECW's confidence levels in term one and term 4</li> </ul>

# Gawler & District College B-12 Children's Centre

## 2017 Quality Improvement Plan

Progress notes		
Date	Strategies Implemented / Data and Feedback collected	Analysis
Term 1 2017		
Term 2 2017		
Term 3 2017		
Term 4 2017		
Recommendations		

# Gawler & District College B-12 Children's Centre

## 2017 Quality Improvement Plan

### Improvement Priority 2 -Numeracy

#### Rationale

- Greater Gawler Partnerships data shows a high need
- During the review process educators identified Numeracy as an area to continue to go deeper in particular around identifying numeracy learning in play experiences

#### Outcomes

##### Goal 1

By end of 2017 educator's confidence in using the Preschool Numeracy Indicators, noticing, articulating, planning and documenting children's numeracy learning that happens in play based experiences will have increased

#### Strategies

##### Strategy One – Training and Development

- Partnership Training and Development days that link play experiences with Preschool Numeracy Indicators x4 pupil free days plus week zero
- Week zero – Nikki Buchan Key speaker; linking numeracy and nature play/loose parts play
- T&D will link back to practice in the form of mini projects as determined by the Partnerships Preschool Curriculum Committee

##### Strategy Two – Resourcing

- Integration of numeracy resources purchased in 2016 into preschool program

##### Goal 2

By the end of 2017 educators will increase the sharing of information with families on children's numeracy learning, and give practical ideas about how to support the development of their child's numeracy skills.

##### Strategy One – Using documentation to assist sharing

- Reporting formats, observations, learning stories, samples of children's work, parent teacher interviews

##### Strategy Two – Information for families

- Creating centre displays that highlight numeracy in play
- Newsletter restructured to highlight importance of learning through play by having curriculum information at the front of the newsletter
- Articles/ fliers relevant to children's numeracy learning sent home with children
- Focus on numeracy learning is highlighted with the Governing Council

#### Links to Elements

QA1	QA2	QA3	QA4	QA5	QA6	QA7	
1.1, 1.1.2, 1.1.5, 1.2.3			4.2.2, 4.2.3	5.1.2	6.2	7.1, 7.2, 7.22	

#### Success Measures

##### Goal 1

- Training and Development completed and ideas being implemented in practice by the educators
- Evidence of children exploring/using new resources (photographs, learning stories, observations, reporting to parents)
- Performance Development meetings involve educators articulating the planning cycle in relation to Numeracy
- Data collected beginning and end of the year shows increased in educator confidence

#### By When

- On-going throughout the year
- Term one and term 4

##### Goal 2

- Documentation has been developed and has been used for reporting children's numeracy learning
- Parents have been involved in sharing and giving feedback on their child's numeracy related play experiences
- Parents show interest / participate in discussions about centre displays

- ongoing
- surveys term 2 and term 4
- surveys term 2 and term 4

# Gawler & District College B-12 Children's Centre 2017 Quality Improvement Plan

<b>Progress Notes</b>		
<b>Date</b>	<b>Strategies implemented/ Data &amp; Feedback collected</b>	<b>Analysis</b>
Term 1 2017		
Term 2 2017		
Term 3 2017		
Term 4 2017		
<b>Recommendations</b>		

# Gawler & District College B-12 Children's Centre

## 2017 Quality Improvement Plan

### Improvement Priority 3 - Transition from Preschool to school

#### Rationale

- Transition from our site to school is complex as we generally have a large number of feeder schools
- In 2016 there were 29 feeder schools to consider during the transition process
- We generally have a large number of at risk children and families that need extra support during the transition process
- We have a significant number of transient families whose intended school changes during the transition process
- During our review process we recognised that our transition process from home to preschool is excellent however we need to continue to improve our preschool to school process
- Transition to school is a Partnership Priority and as the plans for this develop we recognise that our processes and procedures may need to alter

#### Outcome

##### Goal 1

Transition for at risk children and their families is individually planned and documented

#### Strategies

##### Strategy One – At risk children identified and supported by preschool and school

- Educators to identify at risk children
- Develop a procedural checklist for all at risk children to ensure that relevant, necessary information about that child has been handed over and support is in place to assist with transition them
- Strive to have a preschool educator to attend at least the first transition visit of children who have been identified as at risk

### Links to Elements

QA1	QA2	QA3	QA4	QA5	QA6	QA7
1.2.3, 1.2				5.1.1, 5.1.3	6.3, 6.3.1, 6.3.2	7.3, 7.3.5

### Success Measures

- a procedural checklist has been developed and is used to plan and implement a transition process for identified at risk children
- an educator will attend the first visit of the majority of our feeder schools where identified at risk children are attending

### By When

- By term 3
- During term 4

### Progress Notes

Date	Strategies implemented/ Data & Feedback collected	Analysis
Term 1 2017		
Term 2 2017		
Term 3 2017		
Term 4 2017		

### Recommendations

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