

Quality Improvement Plan 2016



“Connecting with Children, Families and Community”



Location Number: (5615)



Service details

Service name	Service approval number
Fulham Park Preschool Kindergarten	5615
Primary contact at service	
Laura Tyner	
Physical location of service	Physical location contact details
Street: 28 Castlebar Road, Suburb: Lockleys State/territory: South Australia Postcode: 5032	Telephone: 8356 3913 Mobile: Fax: 8355 0145 Email: dl.5615.leaders@schools.sa.edu.au
Approved Provider	Nominated Supervisor
Primary contact: Department for Education and Child Development Telephone: 8226 1000 Mobile: Fax: Email: decscustomers@sa.gov.au	Name: Laura Tyner Telephone: 8356 3913 Mobile: Fax: 8355 0145 Email: laura.tyner712@schools.sa.edu.au
Postal address (if different to physical location of service)	
Street: Suburb: State/territory: Postcode:	

Operating hours

Preschool Session Hours Two groups of 30 children Yellow Group Blue Group Attending two full days and alternate Friday	Monday Staff Operating Hours 8.15 am to 3.45 pm	Tuesday Staff Operating Hours 8.15 am to 3.45 pm	Wednesday Staff Operating Hours 8.15 am to 3.45 pm	Thursday Staff Operating Hours 8.15 am to 3.45 pm	Friday Staff Operating Hours 8.15 am to 3.45 pm	Saturday	Sunday
Opening time	8.30	8.30	8.30	8.30	8.30		
Closing time	15.15	15.15	15.15	15.15	11.30		

Additional information about your service

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

The Educators at Fulham Park preschool work part time except for the Preschool Director. There are 2 teachers and 3 ECWs employed at the preschool. Both teachers (the Educational Leaders) are permanent with DECD and job share the full time position. They are responsible for their group of learners. They are also responsible for their program planning meetings. Each teacher sets an agenda for their fortnightly planning meeting. The 2 ECWs share a fulltime position and 1 ECW works 13.45 hours per week.

We currently have a bilingual support worker supporting children from an Indian cultural background and one of our 0.5 ECW also is currently employed as bi lingual worker for children from Chinese background and a preschool support worker for children with additional needs.

Planning for learning and staff meetings take place on Friday afternoons.

Half day closures: Friday March 11th, Friday June 2nd, Friday September 3rd, Friday December 16th

Orientation Visit for 2017 enrolments: Fri Nov 21st

Fulham Park Preschool Kindergarten is situated in a residential area close to the River Torrens in Lockleys. The preschool is culturally diverse. We have Aboriginal families and families from Southern Slavic, Middle-Eastern, Africa, India, Pakistan, South East Asia and Southern Europe. Families are represented by a range of family structures. We have a number of children either attending child-care, or a cared for by grandparents.

The outdoor environment continues to flourish.

The outdoor environment is filled with wonderful play spaces – the sand pit, water course, climbing equipment, decking for socio dramatic play and cubby spaces in between the shrubs. There is an arbour covered in a fruit vine and also another covered with vegetable trailing plants i.e. pumpkins to create a space for children to explore. The preschool sandpit is surrounded by fruit and vegetable plants which are regularly picked and used for cooking and market days. There are two large scarecrows overlooking the lawn area. The outdoor environment has many shaded spots and is utilised all year round. The indoor environment provides numerous materials and resources for children to learn through play.

The preschool's main feeder school is the local Catholic school which is only a short walking distance from the preschool.

The educators meet regularly for self-review. The following strategies are utilised as part of our self-review process.

Ongoing self-review discussions occur as part of our agenda at Educational Leaders planning meetings, closure days and staff meetings.

Minutes and discussions are documented under each quality area in the National Quality Framework Standards.

Other Contextual Information

Fulham Park Preschool Kindergarten is part of the Western Adelaide Shores Partnership. The Western Adelaide Partnership Action for 2015 was about developing a clear and shared understanding of a powerful and engaged learner across preschools and schools (both primary and secondary) by working with the community, other leaders and teachers. The Early Years Network which is made up of eight preschools within the partnership investigated powerful and engaged learners in an inquiry based project involving all educators, parents and children from the partnership preschools. The research was about exploring educators, parents and children's perceptions around what learning was in order to effectively communicate the value of pedagogy based on powerful learning.

In 2015, educator, parent and child perception surveys were collected and analysed. Observations of children's level of involvement were conducted and analysed. The resource 'Respect, Reflect, Relate' was used to investigate the frequency and quality of involvement signals across a snapshot of a day in a preschool. The results from this inquiry indicated high levels of energy, concentration and persistence from the children. Another aspect of the inquiry required an analysis of perception data from educators in the preschool. Educators were asked to provide in a survey, three signals of involvement that were most promoted at their site. Persistence was the signal most chosen by the educators, followed by complexity and creativity and verbal utterances/language.

Priorities for the Early Years Network for 2016

The Early Years Network is made up 8 preschools working together on agreed goals based from research and our work within the Western Adelaide Shores Partnership. Our priorities below are written as 'identified issues' which we as a network and as an individual site will be addressing.

- ✚ As part of the Western Adelaide Shores Early Years network we will continue our inquiry project based on the Respect Reflect Relate Involvement scales. In 2015 the data demonstrated that the indicator which received the lowest number of high scores was creativity and complexity.
- ✚ In line with Results Plus 'Expectation C: Enact changes in pedagogical practice' we need to review our pedagogical practice to maximise opportunities for each child to be engaged in the numeracy and literacy program as a powerful and engaged learner.
- ✚ In line with Results Plus 'Expectation A: Track, monitor and respond to every learner's growth' and 'Expectation B: Have a numeracy and literacy improvement cycle' the preschool indicators are not part of our cycle of planning and assessment for learning in numeracy and literacy.
- ✚ As part of the Western Adelaide Shores Early Years network we will continue our inquiry project based on the Respect Reflect Relate Involvement scales. In 2015 the data demonstrated that the indicator which received the lowest number of high scores was creativity and complexity.
- ✚ In line with Results Plus 'Expectation D: Identify and enact clear intervention processes' we need to build our pedagogical practices to support and challenge all learners.

The identified goals, strategies and success measures are incorporated as an appendix following our Quality Improvement Plan.

The priority for the Western Adelaide Shores Partnership for 2016 is

"Improving the educational attainment and wellbeing of students through developing powerful and engaged learners by Building the professional capacity of our teachers, Preschool to Year 12 to be even more effective and intentional learning designers of Mathematics and Numeracy. We will do this by:

- ✚ *Understanding each learners starting point*
- ✚ *Engaging and challenging every learner*
- ✚ *Maximising the learning growth and achievement for every student, every year."*

How are the children grouped at your service?

The Preschool offers children 15 hours of Preschool. Children are grouped so that they receive the maximum support from their educators to support their wellbeing and learning. Yellow Group attends Monday/Tuesday and the Blue Group attends Wednesday/Thursday. Both groups attend their Friday morning session on alternate weeks.

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

Nominated Supervisor – Laura Tyner

For family day care services, indicate the number of educators currently registered in the service and attach a list of the educators and their addresses.

No. of educators:

Service Statement of Philosophy

"The practices of our preschool are based on the philosophy that the child's voice is central to everything we do. By actively listening to a child's voice, this creates a child's sense of belonging and well being. The child will feel valued and respected.

Children's, ideas, opinions, interests, knowledge and experiences are embraced in the learning environment.

We believe it is through play that children learn to understand each other, make sense of the world around them and develop and practice skills that they will use throughout their lives.

Children's curiosity and their sense of wonder are nurtured in a program that allows for independent learning as well as learning from each other in a social manner. Open ended questions are used to heighten children's inquisitive nature.

We believe by keeping a strong link with the child and family will help bring greater knowledge and understanding about the child, the family and the environment in which the child is raised.

We view our roles as partners and co learners. This is achieved by working collaboratively with our families and children in a team approach, so that all voices are heard, learning is shared and opinions are respected. We view our roles as models for positive relationships by using positive language and working together towards a resolution.

We view our roles as reflective practitioners. We give time to ask questions, reflect and examine our practice."

(Our Philosophy of Statement is currently under review and forms part of this QIP)

Quality Improvement Plan for QA1 - Educational Program and Practice

Summary of strengths for QA1

Strengths

The main emphasis of the preschool program is to promote learning and teaching in a safe, caring, happy and supportive environment. The curriculum is play-based, and centred around children's individual needs and interests. Fulham Park Preschool Kindergarten uses the National Early Years Curriculum Framework —'Belonging, Being & Becoming,' to plan experiences to promote the development of children's life skills and competencies. The curriculum reflects and responds to the individual child in the context of his/her family and community, developmental needs and learning styles.

At the time of enrolment families provide information about their child. Planning for learning consists of a planning proposal that provides an overview of the terms focus and aims. At the end of each term, a term review is completed by the staff team which captures children's learning and involvement in relation to the term's areas of focus and aims.

The educators collect information about each child's level of involvement at preschool as part of the ongoing learning cycle.

Our Educational Leaders (preschool teachers) are responsible to work with their team of educators on a fortnightly basis to plan for their group of children. e.g. Maria plans for the Yellow Group and Gillian plans for the Blue Group. At the program planning meetings the educators discuss, reflect, review, evaluate and plan for individual and group learning, play experiences and intentional teaching opportunities. These planning meetings also provide opportunities for professional learning discussions and records of our planning meetings are documented and displayed.

Our daily program allows for uninterrupted periods of play as well as planned group sessions e.g. music, games, songs, language, science etc.

All children have a learning folder which contains a collection of learning stories, documented observations and educational anecdotes, photographs and samples of their work. Each child's learning folder forms an integral part of the preschool's assessment and reporting process. A written reflection about each child's learning and development is completed at the end of each term. These termly reflections are the data we use to write the Statement of Learning each child receives at the end of the year. Literacy and numeracy indicators are used to support program planning, teaching, tracking and monitoring of children's literacy and numeracy development. This data is also reported in the Statement of Learning.

Key improvements sought for QA1 - Educational Program and Practice

Standard 1.1: An approved learning framework informs the development of a curriculum that enhances each child's learning and development.

Standard: 1.1 Element: 1.1.1	1.1.1: Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators
Identified issue	To reflect and assess how we as educators use the Early Years Learning Framework to guide our curriculum decision making, enabling educators to work with children and families to achieve the best learning and developmental outcomes?

Standard 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Standard: 1.2 Element: 1.2.1	1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
Identified issue	As a team of educators how do we further develop our conversations about our pedagogy. How do we extend upon professional discussion relating to the effectiveness of our educational program and practice?

Improvement Plan: Quality Area 1 – Educational Program and Practice – Year: 2016

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Standard: 1.1 Element: 1.1.1 To reflect and assess how we as educators use the Early Years Learning Framework to guide our curriculum decision making, enabling educators to work with children and families to achieve the best learning and developmental outcomes?</p>	All educators have a common understanding of how the Early Years Learning Framework guides educational program and practice.	H	<p>Critical Reflection opportunities made available for all educators to have robust conversations about our pedagogy and practice to promote children's learning</p> <p>Using planning meetings, staff meetings and closure days to give opportunities for collaboration through information sharing, joint planning and the development of common understandings and objectives.</p>	<p>All educators have a common understanding of practice and pedagogy in relation to the educational program at our site.</p> <p>All educators and children are displaying behaviours and engaging in activities consistent with the evidence for outcomes described in Early years Learning Framework</p>	End of term 4	
<p>Standard: 1.2 Element: 1.2.1 As a team of educators how do we further develop our conversations about our pedagogy. How do we extend upon professional discussion relating to the effectiveness of our educational program and practice?</p>	All educators engage in reflective practise as a form of supporting the effectiveness of the ongoing educational cycle of planning, documentation and evaluation in each child's learning and development.	H	<p>The planning cycle will be continually reviewed by the educator team and all documentation minuted.</p> <p>Systems will be in place to document individual children's ongoing learning e.g. learning folders, program and anecdotes.</p> <p>Educators will be involved in focussed child discussions</p>	<p>There is a cycle of planning for each child that is documented evaluated and ongoing</p> <p>All educators have been involved in discussions in relation to reflective practise and the cycle of planning; e.g. staff meeting and planning meetings.</p>	End of term 4	

Quality Improvement Plan for QA4 – Staffing Arrangements

Summary of strengths

Strengths	<ul style="list-style-type: none"> • Educator and child ratio is maintained to ensure safety, welfare and wellbeing of children while attending the preschool. • Policies and procedures are available and easily accessible. • We utilise additional staff for bilingual, preschool support and administration. • As a team we believe the continuity of educators is important for children's wellbeing and their ongoing learning. In the first instance we use educators who are employed at this preschool to relieve when a staff member is away. If this is not possible a regular pool of relief educators is kept and they are inducted when we receive their yearly authority letter. On the day they are working, additional information about this preschool is provided. • All staff members are involved in the decision making processes at this site. Staff meeting agenda is available for staff to add items to the agenda • All staff members have access to professional learning opportunities • All staff members and volunteers receive induction and are provided with an induction file including information regarding DECD Code of Conduct • All staff members are involved in individual performance development plan • All staff members are involved in the cycle of planning, data collection and assessment and reporting processes • Daily Diary for communication
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Key improvements sought for QA4 – Staffing Arrangements

4.2: Educators, co-ordinators and staff members are respectful and ethical.

Standard: 4.2 Element: 4.2.2	4.2.2: Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
Identified issue	All educators continue to be challenged, supported and learn from each other.

Improvement Plan: Quality Area 4 – Staffing Arrangements – Year: 2016

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
<p>Standard: 4.2 Element: 4.2.2 All educators continue to be challenged, supported and learn from each other.</p>	<p>To develop a culture of professional inquiry and support systems for all educators.</p>	<p style="text-align: center;">H</p>	<p>Opportunities for all educators to support each other in a mentoring role through information sharing, joint planning and the development of common understandings and objectives.</p> <p>This will be achieved by:</p> <ul style="list-style-type: none"> *Developing group norms that all educators have opportunities to share their knowledge, beliefs, practices and understandings about how children learn. *Regular planning meetings run by the Educational Leaders from each group, to support educators in utilising their knowledge and skills effectively within the educational program. *Staff meetings *Attending professional learning opportunities *Resource budget for additional time to increase opportunities for educators to engage in professional communication and collaborative learning during daily practice 	<p>Educator's strengths, knowledge and skills are embedded in our practice and cycle of planning.</p> <p>Educators share knowledge and skills of their professional learning.</p> <p>The documentation kept e.g. staff and planning meeting minutes, performance management, reflects that all educators have had the opportunity to contribute.</p> <p>The Educational Leaders have a greater opportunity to mentor colleagues to meet their individual professional needs.</p> <p>Educators are observed engaging in professional communication and learning opportunities to support each other in the delivery of our daily program.</p>	<p>ongoing</p>	

Quality Improvement Plan for QA7 – Leadership and Service Management

Summary of strengths

Strengths	<ul style="list-style-type: none">• All staff members are aware of their roles and responsibilities.• Staff members undertake leadership roles within the preschool. The Preschool Director assumes ultimate responsibility for the management of staff and site operations.• The Governing Council members and volunteers attend RAN training.• The preschool budget is managed in consultation with the Governing Council.• Fundraising is approved by the Governing Council and the funds are used to improve facilities and preschool priorities as identified in the QIP.• Data Collection systems are in place.• The preschool has mentored and supported tertiary students.• The Parent Opinion Survey is conducted in third term each year.• Staff training and development is provided and costs are covered by the preschool.• All records are stored in lockable filing cabinets.• All children have a file that is stored in a lockable filing cabinet.• All files are backed up.• Effective management and administrative systems are in place to support the management of our preschool and include:<ul style="list-style-type: none">○ STAR○ IRMS○ EYS○ FABSNET○ PAS○ FAMIS○ HR – VSP○ Preschool referral, bilingual referral○ NEP for children with identified needs• Confidentiality is maintained in the preschool and the policy is clearly explained to families upon enrolment and with staff on induction.• All referrals for additional services are managed by the Director and maintained in children's files – electronically and hard copy.• All staff members have an email account provided by DECD.• Pin up board in the office containing relevant DECD information, personnel and contact details.
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Key improvements sought for QA7 – Leadership and Service Management

7.2: There is a commitment to continuous improvement.

Standard: 7.2 Element: 7.2.1	7.2.1: A statement of philosophy is developed and guides all aspects of the service's operations
Identified issue	Continue to develop our common understanding of our philosophy, pedagogy and practice.

7.3: Administrative systems enable the effective management of a quality service

Standard: 7.3 Element: 7.3.5	7.3.5: Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.
Identified issue	There are policies that need to be reviewed by the end of 2016.

Improvement Plan: Quality Area 7 – Leadership and Service Management – Year: 2016

Standard/ element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
Standard: 7.2 Element: 7.2.1 Continue to develop our common understanding of our philosophy, pedagogy and practice	All educators will have a shared understanding of our statement of philosophy and how it underpins everyday practice and decision making.	H	All educators will continue to be involved in the development of our statement of philosophy.	The statement of philosophy is reflected and embedded in our daily practice, in our program and outcomes for children.	Term 4	
Standard: 7.3 Element: 7.3.5 There are policies that need to be reviewed by the end of 2016.	All policies that need to be reviewed will be endorsed by the Governing Council by the end of 2016.	H	Policies will be reviewed by staff, parents and endorsed by the governing council.	The policy review register is up to date and available for all stakeholders to read.	Term 4	

Western Adelaide Shores Partnership Early Years Network Identified Issues 2016



Quality Area 1 - Educational Program and Practice

Standard: 1.1 Element: 1.1.5	1.1.5: Every child is supported to participate in the program
Identified issue	Our Western Adelaide Shores Partnership continuing priority is to develop strategies to increase the number of powerful and engaged learners across each site.
Identified issue	In line with Results Plus 'Expectation C: Enact changes in pedagogical practice' we need to review our pedagogical practice to maximise opportunities for each child to be engaged in the numeracy and literacy program as a powerful and engaged learner.
Standard: 1.2 Element: 1.2.1	1.2.1 Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.
Identified issue	In line with Results Plus 'Expectation A: Track, monitor and respond to every learner's growth' and 'Expectation B: Have a numeracy and literacy improvement cycle' the preschool indicators are not part of our cycle of planning and assessment for learning in numeracy and literacy.
Standard: 1.2 Element: 1.2.3	1.2.3 Critical reflection on children's learning and development, both as individuals and in groups, is regularly used to implement the program
Identified issue	As part of the Western Adelaide Shores Early Years network we will continue our inquiry project based on the Respect Reflect Relate Involvement scales. In 2015 the data demonstrated that the indicator which received the lowest number of high scores was creativity and complexity.
Identified issue	In line with Results Plus 'Expectation D: Identify and enact clear intervention processes' we need to build our pedagogical practices to support and challenge all learners

Quality Area 1 – Educational Program and Practice – Year: 2016

<p>Standard: 1.1 Element: 1.1.5 Our Western Adelaide Shores Partnership continuing priority is to develop strategies to increase the number of powerful and engaged learners across each site.</p>	<p>Increased numbers of our children being powerful and engaged learners</p>	<p>M-H</p>	<p>All educators to engage in a review of our learning environment based on the 2015 Respect Reflect Relate (RRR) inquiry project on engaged and powerful learners</p> <p>Review educator perceptions about engaged and powerful learning</p> <p>Educators will develop strategies across the partnership to increase the number of powerful, engaged learners at each site</p> <p>Release time for educators when needed to complete work related to this project</p> <p>Incorporation of preschool indicators into our planning/assessment cycle to increase powerful engaged learning in numeracy and literacy</p> <p>Educators to model language (which is focussed on developing dispositions for learning) to children about engaged and powerful learning to help children develop understandings about what this means</p> <p>Promote families understandings of powerful and engaged learning through wall displays; samples of work which demonstrates engaged and</p>	<p>RRR involvement observations repeated in the middle of the year to show increased levels of involved learning</p> <p>Educators able to articulate and implement strategies to create learning environments which foster engaged learning</p> <p>Children learning to recognise when they are powerfully engaged</p> <p>Families able to recognise when children are being powerful engaged learners</p>	<p>RRR observations repeated by August 2016</p> <p>Term 4 2016</p>	
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			powerful learning; information and readings sent home as well as parent workshops			
<p>Standard: 1.1 Element: 1.1.5 In line with Results Plus 'Expectation C: Enact changes in pedagogical practice' we need to review our pedagogical practice to maximise opportunities for each child to be engaged in the numeracy and literacy program as a powerful and engaged learner.</p>	<p>In line with Results Plus Expectation C: We will enact changes in pedagogical practice at our site to ensure each child has access to a program which fosters the development of powerful and engaged learning in literacy and numeracy.</p>	M-H	<p>Families to strengthen understandings about engaged and powerful learning (see above)</p> <p>Allocate closure day and staff meeting time for this process</p> <p>Engaged and powerful learning of numeracy and literacy to be part of weekly planning discussions</p> <p>All educators to be involved in T&D to develop understandings about numeracy and literacy learning processes (Preschool indicators)</p> <p>Use the preschool indicators to collect data on children's involvement in numeracy and literacy</p> <p>Use the principles of the RRR involvement scales to provide data about levels of engagement in numeracy and literacy</p> <p>Educators to have access to quality readings to further develop understandings about engaged learning</p> <p>Educators to participate in early years network meetings in terms 1 & 3 to share and develop understandings about pedagogy which fosters involvement in numeracy and literacy</p>	<p>Evidence collected will show high levels of involved learning in numeracy and literacy</p> <p>Educators able to include notes about learning processes in their observations about children</p> <p>Learning processes will become part of assessment for learning practices</p>	Term 4 2016	

			<p>Develop strategies which will engage, challenge and intellectually stretch each learner in numeracy and literacy</p> <p>Use Results plus funding to resource leadership time to develop effective pedagogical practices</p>			
<p>Standard: 1.2 Element: 1.2.1 In line with Results Plus 'Expectation A: Track, monitor and respond to every learner's growth' and 'Expectation B: Have a numeracy and literacy improvement cycle' the preschool indicators are not part of our cycle of planning and assessment for learning in numeracy and literacy.</p>	<p>In line with Results Plus Expectations B: The preschool indicators will become part of our cycle of planning and assessment for learning in numeracy and literacy</p>	M-H	<p>Educators to include discussions about dispositions for learning in weekly reflection meetings</p> <p>Identify and implement strategies that are needed to increase levels of involvement in numeracy and literacy</p> <p>Educators to be part of professional learning community to build a culture of collective responsibility for numeracy and literacy improvement</p>	<p>Educators observations to reflect understandings about children's dispositions for learning</p> <p>Our program will reflect the needs of individuals and cohorts of children in numeracy and literacy</p>	Term 4 2016	
<p>Standard: 1.2 Element: 1.2.3 As part of the Western Adelaide Shores Early Years network we will continue our inquiry project based on the Respect Reflect Relate Involvement scales. In 2015 the data demonstrated that the indicator which received the lowest number of high scores was creativity and complexity.</p>	<p>Develop strategies to increase levels of creativity and complexity in children's learning</p>	M-H	<p>Working with early years sites in our partnership to form a professional learning community to share ideas</p> <p>Attend training and development with practitioners such as Donna Broadhurst</p> <p>Professional reading using Results Plus website as a resource</p> <p>Allocating time at staff meetings and closure days for developing/ discussing strategies</p>	<p>RRR involvement scales observations to be repeated in term 3 2016 to show children are working with greater degrees of creativity and complexity</p>	Term 3 2016	
<p>Standard: 1.2 Element: 1.2.3 In line with Results Plus 'Expectation D: Identify and enact clear intervention processes' we need to</p>	<p>In line with Results Plus Expectations D: we will identify and enact intervention processes which respond to the needs of individual</p>	M-H	<p>Use Results Plus funding to provide leadership time develop, implement and document intervention processes which will identify the needs of all learners and</p>	<p>Educators will be able to identify individuals and cohorts of children who need extra support or challenges in their learning</p>		

build our pedagogical practices to support and challenge all learners	learners		which all educators can understand and use	Processes will be documented and in place to support the needs of individuals and cohorts of children	Term 4 2016	
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