

2024

Quality Improvement Plan for Jamestown Community Children's Centre

Site number:

6624



Jamestown
Community
CHILDREN'S CENTRE



Service name

Jamestown Community Children's Centre

Service address

1A Cockburn Road, Jamestown

Service approval number

400014329

Acknowledgment of Country

We acknowledge the Ngadjuri and Nukunu people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples.

Service context

Jamestown Community Children's Centre is a rural integrated service offering a South Australian Department for Education preschool and a Governing Council managed Childcare service.

Jamestown Preschool was originally a stand-alone Kindergarten on Irvine Street. A strong community demand for childcare saw the Kindergarten extended and the addition of a long day care service operating from the preschool. The service soon outgrew the Irvine Street facility and relocated to the Jamestown Community School site as a purpose-built integrated service, opening in 2013. The facility has a capacity of 56 children. 33 places are reserved for preschool children. Parking is off Cockburn Rd, directly in front of the centre. The preschool service does not operate during South Australian public school holidays. Long Day Care operates 52 weeks per year with a 2 week closure over Christmas/New Year. Children are grouped as follows:

- Puggles - Birth to 2 years
- Joeys - 25 to 35 months
- Wallabies - 36 months and older
- Kindy - eligible children attending the Department for Education preschool program (32 children enrolled for 2024 with around 13 children expected to start in the mid-year intake in July.) Before and After Kindy Care is available to children enrolled in the preschool program.

The children share a large open indoor play space divided by a low partition. Generally speaking, Puggles and Joeys are on one side of the partition and Wallabies and Kindy children are on the other. However, the partition is used flexibly and can be moved and locked in place against a wall if required. We currently have 13 permanent and contract educators as well as regular relief staff working in the preschool and childcare programs.

Jamestown is an agricultural area producing mostly cereal crops, sheep, wool and timber. Services include hospital, medical centre, hotels, cafes, retail outlets and some trades and industry. Most children attending our service come from English-speaking working families. A small number of Aboriginal children attend the service.

The Preschool Quality Improvement Plan was developed following the Department for Education's preschool planning cycle. This involved analysing multiple measures of data to develop a learner focussed goal and improvement priorities addressing the National Quality Standard. Data sources included. In developing this plan, the preschool team critically reflected on teaching and learning within the EYLF outcomes and conducted a self-review against the National Quality Standard. Numeracy was identified as an area in which we could become more intentional, particularly through the planned program. Other areas identified for improvement include *

Statement of Philosophy

PHILOSOPHY



PLAY IS OUR WORK

BELONG

Every child, family and educator is welcomed and valued.

DISCOVER

Every child, family and educator is on a unique learning journey.

GROW

Dream big – anything is possible!

NOTHING WITHOUT JOY

Reviewed 02/12/2022: Resolved to redevelop the Philosophy to include relationships, collaboration/reflective practice/teamwork, Aboriginal perspectives, nature play and sustainability during 2024.

Strengths

Quality Area 1: Educational Program and Practice

We take pride in our programming practices and our programs are on display daily for families to take note of. Our educators are committed to continuous improvement and will make changes and adaptations as they see fit and due to self-reflection. Observations are documented for each child. Children's observations are analysed when they are the 'focus child' for the day. At least three pieces of data are analysed, and conversations and comments from the families may be included. These are used to identify a learning goal for the child. Effective Educator strategies are also identified and planned for. The analyses of teaching and learning are used as the basis of curriculum planning within each program period. This method of programming is also now implemented by the childcare staff which brings consistent practices throughout the centre.

Routines are consistent and support children to feel confident. Routines promote learning (e.g. about handwashing and sun safety) and group times include stories, songs, games, movement activities and discussions to build children's language and literacy as well as providing opportunities for connection and contribution. Visuals relating to our daily routine are also used and are on display for children to refer to.

Parent chats are held during of term one for families to raise any concerns about their child or to talk about how they have settled in at Kindy. Parents are regularly observed looking at photos and displays and using them as a basis for conversation with their child. This practice also provides the platform for educators to reflect on children's learning and use this information to inform future programming which is evidence of our strong programming cycle. The whole centre utilises the app 'StoryPark' as a resource for documenting children's learning, reflection and planning for what's next. It is an interactive tool that both educators and families have constant access to which enables families to give direct feedback and input into their child's learning, which is something we value highly.

We place a strong emphasis on children's developing autonomy, responsibility, confidence and independence and have consistent approaches across the site to promote this in children's daily practices. In Preschool we have the team leader who is responsible for doing roll call and leading the group of preschool children for the day. Routines for individual children have been developed and put on display to promote independence and reminders.

We have a whole site Literacy and Numeracy Agreement which was developed during staff meetings that included both the Preschool and Childcare staff. These agreements are on display for families as well. Our program template has a specific area for the PQIP to ensure that we are meeting our goal and that is embedded in our practices.

Strengths

Quality Area 2: Children's Health and Safety

Our team of educators are committed to the health and safety of all individuals at our centre, both educators, children and families. It is a regular item on our staff meeting agenda to discuss 'children we have noticed'. It is during these conversations that observations relating the children's health, safety and learning are discussed and agreed actions set in place in order to meet the needs of a particular child. We have a number of children with high health needs which require health care plans and realise the seriousness of conditions and commit ourselves to providing a safe environment for all and make changes to ensure children's safety. Health support agreements and safety risk management plans are completed for all children with an identified health need. These documents are created in consultation with families and where necessary, the child's treating doctor. Photos of children with health needs are displayed in the staff room with a summary of the health condition. Immunisation records are monitored regularly so families can be reminded when a new record is due. The centre maintains three sets of emergency asthma and anaphylaxis medication: one for the preschool, one for childcare and one in a backpack to be taken when leaving the centre (e.g. in an emergency or on an excursion). This bag also contains a first aid kit, asthma kit and EpiPen. An evacuation trolley is kept in the staff room with contact details for all children.

Emergency procedures are rehearsed once a term. Rehearsals are conducted every day during a specified week (usually week 4) as we have different children present on different days. This is written in our communication book each day as a reminder. Generally Educators who have not previously called an evacuation/invacuation are asked to conduct one to ensure they are aware of our procedures. After each rehearsal, the educator conducting the emergency practice completes an evaluation of the processes. Any issues arising are brought to staff meeting, where educators work collaboratively to address them. For example, a high vis vest was placed with the emergency whistle for the educator to wear, identifying them as the person to go to. Roles and responsibilities for each team were developed to streamline the process of who is responsible for collecting which items (e.g. mobile phone, sign in sheets etc.)

A hazard reporting sheet is available in the staff room and is brought to all staff meetings for discussion.

Risk assessments are completed for all excursions and events and following accidents or near misses.

As a mixed-age service, educators are constantly checking that ratios are sufficient to ensure children's safety. For example, as children are going home towards the end of the day, required ratios are gradually changing. Regular communication between educators ensures ratios are maintained while also allowing for end of day tasks to be completed. Communication also supports appropriate supervision with regard to the number of children in indoor/outdoor spaces at any one time.

Healthy eating is promoted across our site with educators modelling healthy eating habits and any cooking follows our Nutrition Policy.

Strengths

Quality Area 3: Physical Environment

Educators understand the environment to be the 'third teacher' and regularly reflect on the opportunities and invitations that indoor and outdoor spaces offer. Nature play has been valued by our team over many years and the outdoor environment reflects this with its natural features such as rocks, logs, plants, pebbles, sand, mud and wooden structures. Children are encouraged to care for our environment through watering the plants, planting seeds and seedlings in the vegetable garden and they sometimes even enjoy weeding! The centre has engaged Climbing Tree to draw up plans to extend our Under 3's area which has been determined as a high priority area for improvement. Our Forest Kindy program in Terms 2 and 3 encourages interaction with nature, risk taking, exploration, creativity and leading their own play.

Educators regularly reflect on the layout of the indoor environment. The arrangement of furniture and resources is changed at least once a term to provide children with new and exciting experiences and play spaces to explore. However, we ensure predictability for children by maintaining the same place for children's lockers as this assists them in their developing independence, responsibility and autonomy.

We take pride in the free flowing feel between the indoor and outdoor areas. There is lots of natural light via windows and views of the outdoors allow children to connect with nature. The Centre actively promotes a wide range of sustainable practices such as, compost bins, recycling, solar panels, rainwater tanks, auto shut off lights and air conditioning, worm farms, and the use of restored furniture made from natural materials. The use of this furniture creates a welcoming and home like environment.

We recognize the importance of relationships between children at our centre and our small town setting means that many children attend JCCC with their siblings, cousins or family friends. The low partition separating the under 3s from the over 3s allows for interactions between siblings and friends regardless of age and allows educators to build relationships with all children, while maintaining a safe and age appropriate environment for all.

We have included sections in our budgets to update resources where necessary and have included budget lines for both the indoor and outdoor learning environments. We will include the relocation of our shed in this years budget to assist with better supervision of the bottom garden.

Strengths

Quality Area 4: Staffing Arrangements

Allocated times for staff meetings, leadership meetings, programming time, opportunities for critical reflection contributes to our provision of quality education and care. All educators are kept up to date and are notified about guidelines, routines, children's and family's needs by having staff conversations, sending out memos, emails, staff meeting minutes and reading the daily communication book on arrival.

We are active in promoting a collaborative and supportive culture. Tea is provided for our whole site staff meetings which are held twice a term. Open communication is valued as important for building the capacity of the team, so staff meetings also include opportunities to flag issues for improvement and collaboratively develop solutions.

We prioritise educator continuity and this is evident in the relationships between children, families and educators, including relief educators. Our roster is as regular as possible to allow children to develop confidence in the setting by building on strong relationships with educators who work with them each time they attend. When developing the roster, we consider each educator's experience and skill level, as well as their qualifications, to ensure that less experienced educators are working alongside a colleague who can support them and provide guidance and modelling.

During 2023 maintaining the required ratios had been challenging a waiver was applied for and received. The Governing Council has implemented incentives to attract and retain staff, including extra annual leave, uniform allowances and above award pay rates. Staff are encouraged to apply for the free courses available to study for their Diploma qualifications.

An up to date educators board is displayed in the foyer to keep families and children informed of current educators.

Strengths

Quality Area 5: Relationships with Children

Our team of educators are committed to maximising children's learning and wellbeing. It is a regular item on our staff meeting agenda to discuss 'children we have noticed'. It is during these conversations that observations relating the children's health, safety and learning and wellbeing are discussed and agreed actions set in place in order to meet the needs of a particular child. These conversations are extremely valuable as input can be gained about the child from multiple educators and their noticing, conversations, knowledge of the child and family.

We take pride in our strength of knowing the children and their families. The majority of staff are actively involved in the wider community, which enables a strong connection to the children in our education and care. As a result, educators meet children's interest and needs on a deeper level and furthermore builds on children's sense of belonging. We provide an inclusive and nurturing environment for all where we celebrate the individuality of each child, educator and family. We have a number of multi-sibling families attend our site and their trust and appreciation of the staff is evident through emails and comments.

Documentation of learning is done through critical reflection during planning and programming and families are informed through conversations, StoryPark, Facebook, displays, newsletter articles and text messages. Collaborative learning opportunities are effectively facilitated and every child is consistently supported to work with and learn from others. This is done through role modelling, individual meetings with families and positive encouragement. The Team Leader Program in kindy is used to develop self and social awareness and relationship skills while also promoting confidence, responsibility and leadership skills. Each team has a focus child for the day or week that every educator in that team is responsible for observing and collecting data for. Lanyards with the zones of regulation on them have been developed for each educator to wear to use with the children as a strategy to help them to identify and express their feelings.

Educator arrangements are maintained to ensure primary care groups experience a continuity of care, learning, a sense of belonging, and strong relationships between staff and children, this demonstrates the inclusion and commitment to the participation of all children, with our philosophy 'belong, discover, grow' facilitating this for all children, families and staff.

Transition visits are planned for and scheduled so that both the children and families are able to build familiarity with the site and to build relationships with educators.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

We prioritise thorough and prompt communication with families and communities. Educators consciously make themselves available to greet and communicate with families about their child/ren. This enables us to meet the needs of the individual child and constantly builds trust and confidence between families and educators. Furthermore, we utilise twice-termly newsletters, text messages, family note pockets, and articles in the local newsletter to keep families and the community informed on what's happening at our site.

Thorough transition processes are enacted to ensure we support and build on the children's sense of belonging in our environment. For preschool this involves two pre-entry visits in the term before they start. For Childcare this involves children visiting with parents and staying for longer periods of time before starting their regular care bookings.

We use an online app called StoryPark to communicate with families. This includes photos of their children's involvement in the program while at care or preschool, learning stories and routines. Our private Facebook group with membership restricted to current staff and families of children attending the service is well-used for posting information and photos of children's engagement in the learning program and has been embraced by the parent community.

Parents' opinions are sought regularly to inform our quality program and practice. This is done through a range of forms including text questions, paper surveys, interactive displays and through newsletters and notes home. Chats are scheduled with all families of Kindy children in their first term of preschool. Term 1. A childcare survey was sent to families seeking feedback on practices and preschool families were provided with the Department for Education preschool parent opinion survey.

Preschool families have the opportunity to volunteer at Forest Kindy and all families are invited to join us for the last Forest Kindy session for the year. In 2023 a Continuity of Learning Agreement was developed between our site and the Jamestown Community School to assist with transitions between the sites. This agreement included visits by the Year 7 students to read to the preschool children, the reception and year one students joining us one day for Forest Kindy and visits to the library.

We welcome University students and TAFE students to complete placements for their study.

We work with a range of agencies and allied health professionals to ensure inclusion for all children using our centre.

The Governing Council have held fundraising events including doing the face-painting at the local show, cooking lunch at the National Shearing competition and holding a trading table in the main street.

Strengths

Quality Area 7: Governance and Leadership

Our Governing Council is committed to the quality of education and care that is provided here at JCCC. This is evident through the commitment to attendance at the meetings which are held twice per term. The Governing Council are active in raising additional funds for the Centre which enables continuous improvement. We are committed to keeping the Governing Council informed on the happenings of the site through a detailed Director's report in which we report specifically on each quality area. In 2023 we became aware of the need to separate our Governing Council to have one for each service, a Governing Council for preschool and a Management Committee for Childcare. We are working to meet these requirements and implementing the changes. There is now a Rural Integrated Sites team a part of the Office for the Early Years in the Department that is assisting us with this process and other requirements of sites like ours.

The Governing Council and the Finance Committee have approved and implemented a "tiered" fee increase for childcare to maintain the viability of the service.

Staff meetings are held twice-termly out of hours to enable all contracted educators to attend. At staff meetings we discuss elements of the NQS and staff have been involved in a self review against these standards. We also discuss any WHS issues and hazards, as well as particular children who may need additional support or monitoring.

Professional Development chats are held with all staff enabling the directors to provide feedback to them and for them to raise any issues or concerns they have.

During Term 4 2023 we held a whole centre pupil free day during which we looked at the new version of the Early Years Learning Framework, looked at the results of the Parent Opinion Surveys and our data in order to develop this Quality Improvement Plan.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Jamestown Community Children's Centre

Goal 1: For Children to extend their knowledge and use of number to quantify.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we provide intentional, meaningful and enjoyable number sense experiences with targeted Educator actions, then children will demonstrate their knowledge and use of number to quantify.

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

- Children will contribute to mathematical discussions and arguments that show their understanding of number sense
- Children will show curiosity and growing confidence in themselves as learners
- Children's communication with others during play will reflect a growth in their understanding of number sense







STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Educators to gain a deeper understanding of the four components of number sense and to effectively teach these in a preschool setting.</p> <ul style="list-style-type: none"> - Engage in professional development including the Numeracy Summit presentations - Use the Curriculum resource - Number Sense: Thinking about Quantity - Shared professional reading books: "Maths is all Around You" and "Mathematics in Early Years Education". 	<p>7.2.2 Educational Leadership 4.2.1 Professional Collaboration</p>	<p>Term one</p>	<p>-Director to source appropriate presentations from the Numeracy Summit and staff will engage with these during fortnightly program times. -Each staff member to read planned chapters of the books and reflect during program times and record onto a powerpoint their reflections, observations, wonderings and where to next</p>	<p><i>Mathematics in Early Years Education</i> (Montague-Smith et al, 2017) <i>Maths is all Around You</i> (Marianne Knaus) Numeracy Summit presentations</p>

<p>Educators will explicitly focus on dispositions for learning for children to see themselves as curious and confident mathematicians.</p> <ul style="list-style-type: none"> - Develop a dispositions checklist and use to monitor children's progress - Provide information and ideas to families to support children's mathematical thinking at home - PMA resources - Use formative assessment processes to report on children's learning 	<p>1.2.1 Intentional Teaching 6.2.1 Transitions</p>	<p>Term one – develop dispositions checklist and record children's initial ratings. Track and monitor each term. Include ideas for families relating to mathematical thinking in each newsletter. Each term record children's conversations, that have mathematical thinking. Observe and analyse data collected and use our formative assessment processes to report to families</p>	<p>Each staff member to be involved in developing the dispositions checklist. During program times, all staff to contribute to recording data collected on children. Teacher to provide articles for the newsletter for families. All staff to collect data and observations for children and to be involved in the formative assessment processes</p>	<p>Dispositions checklist. PMA resources and readings Professional reading books</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap to enter a date.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>


Goal 1: For Children to extend their knowledge and use of number to quantify.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Educators to gain a deeper understanding of the four components of number sense and to effectively teach these in a preschool setting.</p> <ul style="list-style-type: none"> - Engage in professional development including the Numeracy Summit presentations - Use the Curriculum resource - Number Sense: Thinking about Quantity - Shared professional reading books: “Maths is all Around You” and “Mathematics in Early Years Education”. 	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Educators will explicitly focus on dispositions for learning for children to see themselves as curious and confident mathematicians.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

<ul style="list-style-type: none"> - Develop a dispositions checklist and use to monitor children's progress - Provide information and ideas to families to support children's mathematical thinking at home - PMA resources <p>Use formative assessment processes to report on children's learning</p>			
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: For Children to extend their knowledge and use of number to quantify.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: Jamestown
Community Children's Centre

Goal 2: Click or tap here to enter text.



STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

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


Click or tap here to enter text.






STEP 3 Plan actions for improvement


Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Goal 2: Click or tap here to enter text.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
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Goal 2: Click or tap here to enter text.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.




National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Aboriginal perspectives	6.2.3 Community engagement	Cultural awareness training for educators Review Reconciliation Action Plan and allocate responsibilities for actions	Second whole site staff meetings each term.	Cultural awareness / cultural competence training resource Ngadjuri Arts Narragunnawali Engage with Zara Mitchell (Aboriginal Services Engagement Officer)	Director to source appropriate training and lead RAP review at staff meetings
Governance of Integrated Services	7.1.2 Management systems 7.1.3 Roles and responsibilities	Investigate appropriate governance structure as an integrated service	Term 1	Rural Integrated Services Team	Director and Governing Council chairperson to develop a structure for separate councils and to implement the changes
Berry Street training	2.1.1 Wellbeing and comfort 5.1.1 Positive educator to child interactions 6.1.3 Families are supported	Participate in training planned throughout the year	Feb 20, May 14, July 30	Berry Street trainers	All preschool staff and possibly childcare staff
Body Blocks by Embrace Kids program	2.1.3 Healthy lifestyle	Register for the training. Access and promote during staff meetings and to families	Term 1 and then each term as the training progresses	Body Blocks program Nutritionist	Director to register for program and liaise with Nutritionist and families about the program
Build community connections eg with the local CFS, Ambulance, Nursing Home	6.2.3 Community Engagement	Schedule a visit to or from a community organisation each term	Each term	Local community organisations	Teacher to connect with an organisation each term and plan a visit

Progress notes

National Quality Standard priorities

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

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
	 On track			
	 Needs attention/work in progress			
	 Not on track			
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Aboriginal perspectives	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Governance of Integrated Services	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Berry Street training	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Body Blocks by Embrace Kids program	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
Build community connections eg with the local CFS, Ambulance, Nursing Home	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

What progress have we made? Have we achieved our priorities?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:



Government of South Australia
Department for Education