

2024

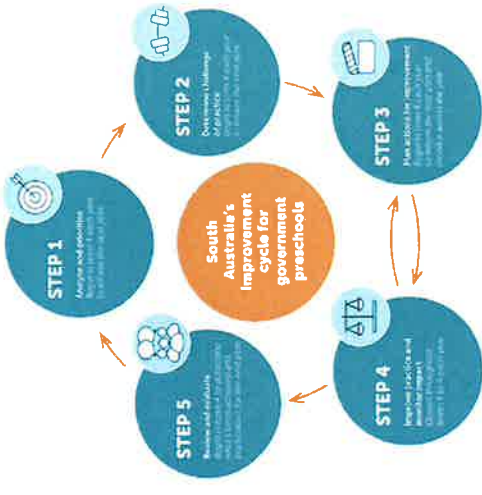
Quality Improvement Plan for O'Halloran Hill Kindergarten

Site number:
3664



O'Halloran Hill
KINDERGARTEN

A great place to play & learn



Service name

O'Halloran Hill Kindergarten

Service address

Wren Street, O'Halloran Hill

Service approval number

SE-00010746

Acknowledgment of Country

We acknowledge the Kurna 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

O'Halloran Hill Kindergarten is a purpose-built centre (1975) with large, open learning areas within a landscaped & shaded play space giving children many varied places to play & explore. These include an animal yard, butterfly garden, climbing tree and other multi-purpose play spaces.

The centre has a physical capacity of 30 and an enrolment cap of 22. Currently we have Director, Teacher and ECW (over-warranted). Our community is mostly anglo-saxon, high economic status and two-parent families.

At O'Halloran Hill Kindergarten we believe...

- In a focus on the whole child
- That learning needs to be underpinned by constructivist methodology
- In a focus on the child within their family
- In emphasising the importance of attending to multiple voices to inform the curriculum
- In the value of a play-based curriculum
- In the value of nature play, loose parts, sustainability and animal empathy and care
- In the importance of the inquiry process with children
- In the importance of 'big ideas' and intentional teaching
- In the importance of an active learning environment that includes family involvement

As a result of this:

- Children are learning how to be active learners
- Children are practising skills to achieve proficiency
- Children are given opportunities to consolidate skills and learning dispositions ensuring that they are confident and involved learners.

Specific curriculum approaches include: Nature Play and Animal programme

Joint programmes/special curriculum projects include: Musical Muscles with Caleb Mason; You Can Do It Program; Bookmaking (Lisa Burman Consultancy), Onkaparinga Council visits and incursions with Trent Hill (First Nation Educator).

We follow the Department for Education Preschool Improvement cycle with our review and goal development occurring as whole staff team during term 4.

As a staff team we critically reflected upon our journey during 2023. Using the Step 4 and 5 of the Improvement Cycle it became clear that further work on developing children's thinking needs to occur next year. In 2024 we would like to continue this journey looking at critical thinking through engagement of number sense.

Statement of Philosophy

We are committed to building reciprocal relationships with every child and their family while providing a challenging, play-based curriculum.

All children are supported to develop a sense of belonging while growing socially, emotionally with life-long dispositions for learning. Our natural environment encourages all children to explore with curiosity and wonder.

This is underpinned by the belief that all children are capable and co-constructors of their learning.

This was last reviewed in 2023, with the collaboration of children, families, Parent Voice and Educators.

Strengths

Quality Area 1: Educational Program and Practice

Following through on children's interests from home, building partnerships with families (scaffolding/extending these interests). We build honest, open relationships with children and their families, respecting that families are a child's first teacher. Through getting to know children and their families deeply we can gain an understanding of what children know, can do and understand. This forms the basis of our curriculum, using children's interest and strengths as a basis for future learning. Our environment acts as our third teacher, we have established butterfly and vegetable gardens and our animals play an important role in our kindy curriculum.

Routines allow for extended play e.g. Our routines are flexible to take into consideration the needs of the children at any given time - mat times, lunch routine, children given time to observe as they need, ability to follow an idea (developing a project over time). The order of the day is consistent and predictable but is not a 'timetable' encouraging children's independence and self-organisation skills. Our environment and routines are established to promote open-ended engagement, where educators can work alongside and extend children's ideas, theories and problem-solving thinking. When required, Compics and Boardmaker are used as visual cues to support children.

We listen to children's verbal and non-verbal communication – through openness and availability to children. Every child's efforts and abilities are respected and valued; all ideas considered (discussions, brainstorming, voting, documenting) and the work which children want displayed or shared.

Following children's interests, needs - strategies for individual children to support them e.g., coping skills to increase engagement / Referrals are made when appropriate e.g., Speech, Psychology, Special Educator. We hold high expectations of all children's capabilities.

Children are involved in decision making, children are encouraged to make independent choices developing their sense of agency. Children use language skills to explain, supporting their ideas, ask open-ended questions, provide appropriate choices, uses of visuals to support. We ask children before capturing images or scribing for children and respect their choices.

We observe and listen to children to we prompt, challenge and extend children's thinking and understanding. We model appropriate behaviours, dispositions and language and these are extended through our engagement with the 'You Can Do It' program and the 'Behaviour Matters' book series. We provide props and resources to extend play / children reviewing/reflecting of their own learning / follow through with ideas to group times (intentional teaching) / informing parents so that they can be actively involved in and support our curriculum at home.

Staff engage with families, support services and other professionals to work together to achieve the best outcomes for every child.

Planning - We document children's learning fortnightly to share with families. We include children's voice, photos, written anecdotes, mandated docs (EYLF). During children's first term of kindy we offer parent teacher (chats) interviews. Collaboratively with parents we develop goals for their child to work towards over the year. Most children have four goals – a parent, educator, PQIP and child goal. We review these goals at the end of each term to see if they need modifying.

Evaluation - Staff reflections, photos, critical reflection on programme (Possible Line of Development PLOD). Reflection upon each child's goals termly (Individual Tracking and Monitoring cycle). Children reflect upon their own learning at the end of each term through a 1:1 discussion with an educator. Children's Learning Folders are on display and readily available to families. Space for parent voice within the folders eg on Individual pages, "Getting to know you" sheet and a feedback sheet. During 2023 we sent the folders home so children could share it with families, 100% of feedback sheets were returned. Parents are encouraged to give feedback on the programme which is emailed fortnightly. Curriculum is an agenda item at every Parent Voice Meeting.

Strengths

Quality Area 2: Children's Health and Safety

The educators have a strong understanding of the concepts of wellbeing, support and care. Our Statement of Philosophy is embedded into our curriculum and every decision we make, with a commitment to the provision of a safe environment that meets both children's physical and emotional needs. As we are a two staff team we work on an 'all inside/all outside' schedule. The two outside educators are aware of each other's positioning to ensure that the entire yard is visible to a staff member. Observations and reflections around the need for a balance of quiet and active activities have led to the development of quiet, sensory based, open-ended spaces that provide opportunities for children's rest and relaxation. Specific activities that relate to this process include Caleb Mason's Musical Muscles program, the mud kitchen, the climbing tree and the animal program which includes chickens, fish and spiny leaf stick insects.

Children's health needs are gathered as part of the enrolment process. They are supported by liaising with parents ensuring that all educators are informed about individual health issues and the administration of medication as necessary. Discussions then occur regarding the appropriate storage of medications as well as ensuring the appropriate documentation of the administration of medications. All medications are stored ready for emergency evacuation if necessary.

Individual medical plans are available to all staff (including TRT staff). Discussions occur with parents to monitor and ensure that health plans and medications are current. All health plans are documented through EMS including end dates of plans and medication to ensure that they are up to date.

All staff members follow Department for Education policies and procedures for First Aid and Medication provision and the required documentation for first aid including the Incident, injury, trauma and illness record, medication log and medication rights checklist/ risk assessments. The Department for Education Incident Reporting Management System (IRMS) is used for reportable incidences.

Physical comfort, nutrition and hygiene are all included within our curriculum. Posters are displayed at child height in the children's bathroom to support and encourage the development of effective hygiene practices. Educators use intentional teaching to inform children about the need for these practices. Especially important in these processes is the use of effective hygiene within the animal program. We follow the Department for Education Animal Ethics Code. This learning is relevant not only within the day-to-day program but also the animal care program that includes weekend and holiday care.

Food and cooking choices are based on a the Right Bite Strategy and our Nutrition and Healthy Eating Policy which is reviewed by staff and Parent Voice (Governing Council) at appropriate times and is available to all families. These decisions take into consideration children's allergies and food intolerances. Discussions with children about the value of healthy eating and drinking and the impact on wellbeing and learning is an important part of the curriculum. All children are monitored to ensure that appropriate amounts of water are consumed at morning fruit, lunch and during free play.

Assessment and ongoing reflection of the outside environment has led to the laying of impact resistant matting underneath the climbing tree, the stabilising of the climbing tree and hanging bar so that these activities can be engaged in safely while still offering children involvement in risky play scenarios.

Community & Youth Health Checks are offered twice a year & have been organised to occur at the site following discussions with parents who articulated that they would prefer this rather than traveling to an off-site venue.

The Sun Protection Policy is reviewed at appropriate times by staff & Parent Voice. Our Leader of the Day records the UV level as part of their jobs and sunscreen is applied if the UV is 3 and over as part of the lunch time routine. Families are responsible for applying sunscreen on their child before kindergarten. Sunscreen is available at the start of the day for those who forget. Whilst sunscreen is provided for all to use provision is also made for those children with specific needs or concerns, eg allergies to particular ingredients or simply preferring to use their own. Medication agreement forms will be filled out for these children including pharmacy labelling. Immunisation records for each child are filed on site and updated when required, including records of when children are due to receive additional immunisations to ensure the records are up-to-date.

Evacuation/ Invacuation procedures are practiced twice a term (week 4 and 7) and a documented reflection occurs at the following staff meeting.

Strengths

Quality Area 3: Physical Environment

O'Halloran Hill kindergarten offers a relaxed and natural space for children to learn in and explore. The open-plan building, furniture and equipment provide a stimulating environment with the provision of quiet and more active spaces. We provide resources, equipment etc. that follows children's interests. We ensure that they are attractive and inviting to participate. All staff follow the Principles of Nature Play providing opportunities for sensory exploration (sandpit, mud kitchen, digging patch, vegetable garden, butterfly garden and animal yard). We allow children to participate through hands-on learning and ensure that children have the ability to change their clothing if wet or muddy. The environment ensures both safe and challenging learning where children can be risk takers and self-assessors of risk. We are open to different uses of equipment and ensure that resources are open-ended, age appropriate, maintained and safe.

Natural resources used which encourage imagination with an openness to move resources in and out as required. We offer open ended resources which have multiple uses and possibilities. We have a 'Finding table' where children have a space to bring the outside treasures inside.

Despite being a sloping site there is access to all areas of the environment via ramps as well as steps with railings etc. Staff regularly critically reflect on the appropriateness and safety of equipment (disposal of broken and replacing etc.) and develop action plans including risk and risk-benefit assessments. Resources/equipment are in clearly defined areas as well as ability to move from area to area.

We use a three-bin waste system intentionally teaching recycling and sustainability (cycle of what can be reused, recycled). We feed scraps to our animals, try to grow vegetables, use a worm farm, composting and harvesting rainwater in our rainwater tank. Educators use intentional teaching of how to sort their rubbish, an awareness of Conservation of both water and electricity. In 2021 we introduced a recycling bin for textas and pens. Experiences encourage children and their families to consider their impact upon the environment and take action. In 2023 a family suggested collecting bread bags and bread tags for recycling. Children involved in the care of the animals and yard/enclosures. The families are involved on weekends and holidays through a roster system and supplying scraps etc. Sustainability education is supported by visits from the Onkaparinga Council providing presentations about correct bin use, recycling, what happens to waste beyond the bin.

We follow the Department for Education Work Health and Safety policies and procedures and undertake regular inspections (Daily, termly, yearly) of our outdoor and indoor spaces.

Strengths

Quality Area 4: Staffing Arrangements

We follow EECRSB guidelines on preschool ratios while taking into consideration Department for Education Site Capacity. We have applied for waivers when necessary.

Staff and community demonstrate a high level of care, empathy and understanding for individual needs and circumstances. All staff members contribute to decision making and there is a high level of respect for each other, our skills, strengths and abilities. Each staff member's strengths are utilised within the structure of our routines and contributions. While we have individual responsibilities, we share tasks, we support and offer assistance to each other. We collaborate and engage in critical reflection as a staff team, ensuring we are on the same page and working consistently. We meet weekly to plan, share information, reflect and discuss issues. As a team we discuss and reflect on particular needs of individual families. We then follow through with strategies for families when required, ensuring we are all on the same page.

As we are a part-time site the entire staff team work on the floor when the children attend. This means they can build relationships with each child and their family and provides consistency each day. When employing relief staff, we try to use and engage regular relievers who already know and understand our centre, expectations and routines. All staff documentation regarding Authority to teach/work, Working with children clearances, RRHAN-EC training, first aid are photocopied and kept on file.

All staff are engaged in Performance Development cycles, developing their own goals linked to the PQIP. All staff are encouraged to engage in relevant training and development (as a site when available) and sharing their learning with the rest of the team.

Our staff team work collaboratively and respectfully to ensure a calm, consistent, predictable and high-quality service for all.

Strengths

Quality Area 5: Relationships with Children

We provide quality interactions and conversations between children and adults where information is shared and valued. We acknowledge that relationships with children, parents and staff are vital within our kindergarten. Open relationships with children (and their families) benefits each child's sense of belonging, security, well-being and ability to engage within the curriculum. We build relationships to extend our knowledge of children and their families allowing us to include children's interests and prior experiences into our curriculum. We actively listen to children by spending quality time engaged in reciprocal conversation and children's play. We engage in responsive conversations where we ask questions, prompt and extend children's thinking and encouraging children to do the same with us.

Collaboration is effective between staff and children. Children are supported to take risks and 'have-a-go'. Children are encouraged to include others in play, social interactions - staff may support development of friendships and peer learning by providing collaborative play experiences. Routines are established to promote independence and children being able to self-select activities and resources with or without assistance from a staff member. Children's individual needs and voices informs our planning and programming.

Appropriate behaviours are modelled and support given to assist children in developing social skills. During the children first term we introduce Green and Red choices. The children brainstorm what they think each might look like and these then become our kindy 'rules'. This is shared with families, so they know and understand what they are. The characters from the 'You Can do it' programme are introduced during term 1 too. These include social skills, persistence, resilience, independence and organisation. Children are encouraged to be like the characters and become further aware of red/green (safe/unsafe) behaviours. Children are encouraged to remind their peers of expectations if they witness red choices. Children receive positive feedback for green choices from both staff and their peers.

We support children to build relationships with each other and to work collaboratively. Staff support children to negotiate to an outcome which is considered fair for all.

Children are valued for who they are and we are responsive to children's individual needs. Staff are aware of children's interests, triggers and warnings to pre-empt a potential situation of distress or conflict. Children's well-being is promoted through promoting self-regulation and calming techniques.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

Collaborative relationships with families are essential to our work within kindergarten. Staff welcome and make time with visiting families (potential enrolments) building relationships from first contact. We are flexible to needs, provide an enrolment pack and an information session is offered in term 4. We offer transition sessions during term 2 and 4 where children and their families can begin to get to know the staff and kindergarten before starting with us full-time. We offer playgroup on alternative Monday mornings and many of these families enquire about enrolment. Our Playgroup Co-ordinator is an excellent advocate for our kindergarten.

Families are encouraged to be involved within our kindergarten in a variety of ways. In our enrolment pack we have a 'Parent Assistance Register' form in which parent let us know what their strengths could be in helping us out. This encourages parents to contribute to the program with skills, knowledge, information - care of animals, cooking, artwork, volunteer. This is collated and referred to throughout the year when needed. In 2022 a parent successfully applied for Woolworths grant to upgrade our vegetable garden. Many parents were involved in helping us established this.

All parents are invited to take part in a parent teacher meeting during term 1, where children's strengths, interests and Individual Learning goals are discussed. Parents are encouraged to contribute to discussions regarding their child's progress and development through informal chats at the end of the day. Parents are also encouraged to phone or email the staff to discuss information or concerns throughout the year. This builds relationships and shared understandings. We encourage families to provide feedback on our programme and curriculum when it is emailed each fortnight and Children's Learning Folder feedback.

Parents are encouraged to attend Parent Voice (Governing Council) meetings which happen twice a term. This is where many decisions regarding finance, fundraising, facilities and policies are made. Throughout the year we hold special events which the Parent Voice help to organise and attend.

Other methods of communication include displays on pinboards, whiteboard, notes through the Parent Pocket system. Ongoing conversations with parents regarding their child (face-to-face, phone, email). Parent Table to display flyers and pamphlets and information given to parents directly. The Covid-19 pandemic has increased our email communication with families, including emailing a copy of our programme home each fortnight. This practice continued once families were allowed back on site.

Kindy engaged with NRM Education (Butterfly Garden, Mud Kitchen). The Onkaparinga council visit us with their 'Beyond the bin' program. This involves four visits and children engage with sustainability including: what happens to rubbish, recycling and worm-farming. We access DfE Support Services and communicate with private providers when needed.

Educators build relationships within the South Valley Partnership including a strong relationship with Braeview R-7 School. We meet with feeder schools when possible and Statements of Learning are given to every child's school. This supports children's continuity of learning as they transition to school.

Strengths

Quality Area 7: Governance and Leadership

We strive for improvement and critically reflect through the DfE Improvement and Professional Development cycles. The site dedication to improvement allows for trialling ideas and changes to be made throughout the year leading to best practice for all children, families and staff. Our Site Philosophy Statement guides all aspects of our site's operations and decision making. Staff build relationships with children and their families which are open, collaborative and supportive.

When decisions need to be made, we do so collaboratively and with consultation of all staff. Each year we work together to develop our Preschool Quality Improvement Plan. This process can be affirming as we celebrate the achievements of the past 12 months and look forward to what is possible into the future. Staff attend weekly meetings to engage in reflective practice, policy development, risk assessments etc ensuring that all staff are informed.

There is a clear induction process for new staff members and relief staff, though we try to utilise the same staff members wherever possible. Our staff induction folder is reviewed annually. This supports children sense of security and builds strong relationships. All staff have the relevant documentation which is kept on file. All staff members take part in the Performance Development cycle each year with bi-annual meetings. Individual goals for staff are linked to our PQIP ensuring that we are all working towards the same over-arching goal.

Our Parent Voice (Governing Council) meets twice a term each term. Agendas and written minutes taken as well as any other relevant information distributed are available in the folder. At these meetings we discuss curriculum, policies, finance, fundraising and work health and safety.

Our educators plan and review using the EYLF, IPNLs and Guidebooks for Numeracy and Literacy. This ensures that our program, led by the Director (Educational Leader), has clear goals and high expectations of learning, teaching and pedagogical documenting.

Well-managed administration systems ensure effective operation and appropriate storing of sensitive information. Our filing cabinet, which is lockable, contains confidential information, archiving kept in boxes and the shredder is used to dispose of confidential information no longer required. We use People and Culture systems to record staff attendances and employ finance and work health safety officers to ensure all other requirements are met.

The Department for Education 'Parent guide to raising a concern or complaint' brochure is available to parents into their information pack. However, when parents feel able to discuss issues with staff, in a timely manner, this process doesn't need to be utilised as we can reach effective solutions on site.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: O'Halloran Hill Kindergarten

Goal 1: To develop children's critical thinking skills through the engagement with number sense.



STEP 2 Determine challenge of practice

Challenge of Practice:

If we focus on evidence informed teaching strategies aimed at developing children's understanding of number sense through the engagement in mathematical activities

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

Through regular critical analysis and reflection of our documentation we will observe children:

- demonstrating children demonstrating their understanding of number sense
- contributing to conversations about number in a variety of situations (vocab)
- making choices to engage in activities to develop number sense for enjoyment, meaning and purpose
- articulating and demonstrating their critical thinking about number for example questioning, predicting, interpreting, evaluating and explaining
- continuity of learning between kindy and home



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Staff to revisit their own knowledge of number sense (training and development).	QA1 QA4 QA7	Term 1 Week 0	Natalie to research training and development options All staff to engage with	'Maths is all around you' Marianne Knaus Plink T&D available face to face T & D
As a staff team we will commit to using the tracking and monitoring system to collect baseline data during term 1 and term 4 to make comparisons to evaluate the impact of our teaching strategies	QA1.2.2	Term 1 Week 0 Term 1 Week 3 Term 4 Week 4	All staff team to contribute Staff team to implement	Click or tap here to enter text.
Define a cohort of children to observe throughout the year to monitor our impact for children's critical thinking surrounding number sense.	QA 1.2.1 QA 1.2.2 QA 1.3.2	Term 1 Week 11 Term 3 Week 10	All staff team to contribute Staff team to implement	Click or tap here to enter text.

Goal 1: To develop children's critical thinking skills through the engagement with number sense.



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	Needs attention/work in progress	Not 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?
Staff to revisit their own knowledge of number sense (training and development).	Date your notes to ensure you track and monitor adjustments and progress of your plan			Click or tap here to enter text.	Click or tap here to enter text.
As a staff team we will commit to using the tracking and monitoring system to collect baseline data during term 1 and term 4 to make comparisons to evaluate the impact of our teaching strategies				Click or tap here to enter text.	Click or tap here to enter text.
Define a cohort of children to observe throughout the year to monitor our impact for children's critical thinking surrounding number sense.				Click or tap here to enter text.	Click or tap here to enter text.

Goal 1: To develop children's critical thinking skills through the engagement with number sense.



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
Consider how critical reflection supports educators to make well-informed decisions and plans, implement and evaluate carefully considered changes to their practice and respond with integrity to complex situations and challenges. (NQS assessment)	1.3	Documentation of critical reflection conversations within staff meetings and individually.	Include in all staff meetings.	EYLF cycle of improvement Step 4 and 5 of the DfE Improvement Cycle	All staff, led by Kerri
Continue to strengthen all educators understanding and involvement in developing and reviewing the service's PQIP and together make meaningful progress towards goals identified and strategies to consistently demonstrate the three exceeding themes. (NQS assessment)	7.2	Documentation of critical reflection conversations within staff meetings and individually	Documentation from each closure day	EYLF cycle of improvement Step 4 and 5 of the DfE Improvement Cycle	All staff, led by Kerri
Making changes to our programme and activities to improve achievement (parent opinion survey)	6.1	Reviewing how we share information with families	By then end of term 4 2024	Parent interviews Parent surveys	All staff, led by Kerri

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?

<p>Priority</p>	<p>Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.</p> <p> ● On track ● Needs attention/work in progress ● Not on track </p> <p>Date your notes to ensure you track and monitor adjustments and progress of your plan</p>	<p>Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families</p>	<p>Next steps</p>
<p>Consider how critical reflection supports educators to make well-informed decisions and plans, implement and evaluate carefully considered changes to their practice and respond with integrity to complex situations and challenges. (NQS assessment)</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>
<p>Continue to strengthen all educators understanding and involvement in developing and reviewing the service's PQIP and together make meaningful progress towards goals identified and strategies</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>

<p>to consistently demonstrate the three exceeding themes. (NQS assessment)</p>			
<p>Making changes to our programme and activities to improve achievement (parent opinion survey)</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>

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.	Kerri Willmott
Date Click or tap to enter a date.	13/2/24

Signature: *Kerri Willmott*

Endorsed by governing council chairperson

Name Click or tap here to enter text.	Sarah Allen
Date Click or tap to enter a date.	13/2/24

Signature: *[Handwritten Signature]*

Endorsed by education director

Name Click or tap here to enter text.	Tim McLeod, Education Director
Date Click or tap to enter a date.	21/3/24

Signature: *[Handwritten Signature]*

