

1.2.3	Staff understand and use effective pedagogical practices to support intellectual stretch in numeracy	H	<p>Use collaborative planning tool to record individual and group learning against literacy and numeracy indicators and the Early Years Framework.</p> <p>Plan for opportunities connected to nature play and sustainability. Projects of inquiry “Maths in nature”- rich language opportunities for children to record and use mathematical terms about what they notice and know.</p>	<p>Collaborative planning tool reflects trends/gaps for individual groups and children.</p> <p>Progress by all children in literacy and numeracy is documented by observations, photographic evidence of work samples, learning stories against the indicators during nature play opportunities</p>	<p>Early Term 2 and Term 4</p> <p>Term 2 & 3</p>
		H	<p>Continue to develop the literacy and numeracy resources for children to access during sessions.</p>	<p>Budgeted and purchased resources</p>	<p>Term 2</p>
		H	<p>Use the RRR active learning environment scale domain 1 indicators to reflect on practices using a numeracy/intellectual stretch focus. Inquiry and learning to be shared across the partnership pupil free day.</p>	<p>Staff can reflect on their current practice to make changes that support improved learning outcomes for children</p>	<p>Term 2</p>

Sustainability						
3.3	To make sustainable practices within the site more visible and to promote their use across the wider community	M	<p>Working with the children on buying new bins/ water pump- how much water should we use for the new water feature – inquiry with the children on how to solve the problem.</p> <p>Sam from NRM to talk to the governing council about the concept design for the garden.</p> <p>Working bee to improve the mud kitchen and butterfly garden</p> <p>Trees for life program to support the children’s connections with their environment.</p>	<p>Staff attend training on improving outdoor learning environments.</p> <p>Sustainable practices are embedded in everyday practices. The children will grow trees for families and the local community.</p>	<p>Term 2</p> <p>Term 1 & 2</p> <p>Term 2</p>	<p>Term 1 week 5 Deb attended water training on sustainability</p> <p>Planting –NRM implementing the ideas for the mud kitchen and Butterfly garden.</p> <p>Term 1 week 7 the staff went to O’Halloran Hill kindergarten to see their Butterfly garden</p>
Work Health Safety						
7.3.2	All work health safety systems are up to date and recorded in STAR.	H	<p>Seek support and advice from partnership leaders for management of WHS. Investigate outsourcing tasks.</p>	<p>STAR up to date</p>	<p>Term 2</p>	
Continuity of Learning and transition						
6.1.2	Children and families experience positive transitions from one setting to another.	H	<p>Develop relationships with families as they enter the service. Focus on well -being and belonging at point of transition.</p> <p>To use the rubric from the transition resource to audit current practices from home to kindy and kindy to school.</p> <p>Attendance at partnership early years PLC with Deb Lasscock.</p>	<p>Interview parents and share information between home and school.</p> <p>Regular meetings with feeder schools to build on orientation and transition processes between kindy and school.</p>	<p>Term 1</p> <p>Term 1</p> <p>Term 1 to 4</p>	<p>Term 1 Cathy and Jade attended PLC Meeting (Deb Lasscock) discussing growth mindset and literacy and numeracy.</p>