

Goal: To make each child's thinking visible to inform planning that invites them to explore their sense of belonging, extending creativity, curiosity and wonder.

Actions	NQS Links	Success Criteria	Evidence	Timeline
To further enhance systems of individual observations, pedagogical documentation and group inquiry to make each child's individual cycle of planning visible.	QA1: 1.1.2, 1.2.1 QA7: 7.2.1	Each child has a documented learning goal, with all stages of the planning cycle clearly evident. Learning Design reflects the planning cycle and children's dispositions as effective learners. Children's voices will be identifiable within their documentation. Children's learning will be visible within the environment and embedded in planning processes.	Annotated learning stories/observations, pedagogical documentation, individual planning cycles and group inquiry displays. Evaluations at scheduled reflection times. Visual representation of the cycle of planning for the site to support conversations with families. Children will have a One Plan as required.	Fortnightly learning design evaluation gatherings Termly reflection during scheduled planning meetings. NIT to support the cycle of planning
On-going dialogue and opportunities to deep dive into the EYLF V2.0 and NQS, to develop collective knowledge and understanding of educator intentionality.	QA4: 4.2.1 QA7: 7.2.2	Educators actively engage in professional learning focused on the EYLF V2.0 and pedagogical documentation. Reflections and evidence of professional dialogue are documented.	Professional learning attendance records, staff meeting minutes, reflections within the QIP to highlight wins, wonderings and Agreed actions following shared professional learning.	Terms 1–4, through staff meetings, Professional learning sessions and performance development reviews.

Actions	NQS Links	Success Criteria	Evidence	Timeline
To increase authentic engagement with families related to their child/ren's learning growth, including learning journey conversations, sharing of pedagogical documentation, gathering feedback, opportunities to be present in the learning environment alongside their child/ren, exploring cultural inclusivity and celebrations.	QA6: 6.1.2, 6.2.1	Increased levels of family voice are evident in each child's cycle of planning, reflecting the perspectives of both children and families. The cycle and documentation are being shared with families at least once per Term.	Family feedback forms, invitations/records of family participation, documented conversations, learning journey sharing records.	Termly sharing and ongoing invitations for engagement, with at least one cycle shared per Term.
Evaluate individual learning goals with children and families to ensure their voice is heard and valued.	QA1: 1.3.3 QA6: 6.1.2	Family and child voice is embedded in learning journey conversations, with clear contributions to learning goals and reflective practices.	Learning plan review meeting notes, annotated documentation with feedback from children and families.	Ongoing evidence collected termly and shared with families within learning journey conversations twice per year.
Engage in shared professional learning opportunities to make connections between theories of learning and research, supporting children in being effective learners.	QA4: 4.2.1 QA7: 7.2.1, 7.2.2	Educators demonstrate current, research-informed understanding of effective learner dispositions in practice, planning, and dialogue.	Professional learning records, staff meeting discussions, learning design changes reflecting new understanding, educator reflection samples, performance development plans and review documentation.	At least once per term through scheduled professional learning and collaborative planning. Performance Development to be used as an on-going and embedded process, with formal meetings twice per year.
Critically reflect on the Learning Design to include individual child and group strengths, interests and learning goals, focussed upon dispositions, specifically curiosity, creativity and persistence.	QA1: 1.1.2, 1.2.3	Learning Design is an effective tool for assessing, reflecting and planning for each child's learning, individually and as a group. Reflections focus on dispositions, strengths and learning goals.	Annotated teaching programs, planning meeting notes, and critical reflection samples.	Ongoing—collected and reviewed each term.

Goal for Children's Centre:

Partnerships improve the learning, health, development, wellbeing and safety of children and families.

Actions	NQS Links	Success Criteria	Evidence	Timeline
Implement the Outcomes Framework to support focus in the Children's Centre.	QA 6 6.1.2 6.1.3	Increased number of children engaging in services and programs offered by the centre. Increased number of families invited to design services and programs that are responsive to community context. Increased number of partnerships with agencies offering outreach services and programs (hub and spoke approach)	Surveys completed by service providers. Anecdotal feedback.	Term 3 2026
Analysis of AEDC data and implications for planning and consideration of programs to meet the needs of the local community.	QA 6 6.2.2 6.2.3	Programs will be attended to at least 80% Feedback from families will support the goal	Attendance data Data from LAN will support planning Feedback from families and service providers	Term 3 2026
Active engagement by the site leader in Integrated Sites PLCs and other shared learning opportunities.	QA 6.2.2. QA 7.1.1 7.2.1	The site will have current information about our community that is reflected in the programs offered.	Attendance at PLC opportunities and active engagement in inquiry processes. Actions from PLC's will be documented and implemented. Data shared with the team and Integrated sites team.	Each Term