Kindy Uplift planning – Support Resource for step 2 – Analyse Data template

Kindy Name:
Advisory Support Contact:

Data	Reflective questions	Analysis	Reporting findings (This will inform your Kindy Uplift Plan)
Child	• What does the data indicate from the observations documented by teachers and educators? • How can we build on children's strengths to support their ongoing learning and development? How can we improve teacher and educator capability to support this? • What does the enrolment information of each child indicate? • What are the strengths and needs of the children highlighted in the family feedback?	e.g., Conversations with families occur regularly. Educators and teachers regularly check in with families in coordinated and consistent ways and have identified (*insert observed behaviours*) are a focus for families as well.	e.g., The data shows us that children in our service require more support to build on their learning and development in (*insert priority area*). Collaborative conversations with families, teachers and educators' further support these observations. A goal of our service for 2026 is to improve teachers' and educators' skills in (*insert priority area*) by building their capability in supporting children to…
Teacher and educator	• Based on teacher and educators' professional development plans and career goals, what specific areas of support or additional training are required? • How confident are teachers and educators in effectively implementing the EYLF principles and practices and QKLG, to support children's learning and development? • What does your service's workforce plan detail about teacher and educator needs?	e.g., Collaborative conversations were held with teachers and educators discussing the increased observation of (*insert development and learning area*). Further discussions were held with the service director and educational lead to review the findings in the data, which supported teachers' and educators' professional development plan, and identified specific professional development for them to undertake.	e.g., Using the Teacher and Educator Self-reflection Tool and critical reflection, teachers and educators have identified a need for professional development in (*insert priority area*). (*Insert services goal*). This data was supported by collaborative conversations with the management team and informed the decision to undertake coaching and mentoring within the service to support teacher and educators to improve their skills in (*insert priority area*).
Service	• How does the service's current practices serve as a foundation for continuous improvement, in relation to the priority areas? • Does your service have a current Reconciliation Action Plan? • If the service has a Reconciliation Action Plan, consider the actions and review the strengths and needs of the service to ensure authentic reconciliation practices. • What continuous improvement strategies are identified relating to inclusion practices in your service? • How can you include reflection on your QIP, in this section? • How does your service philosophy inform your centre's pedagogy?	e.g., Collaborative conversations with team members in our service discussed our current practices. We referred to our QIP and RAP and discussed whether already identified professional development opportunities were still relevant based on the data from our current kindy cohort. This conversation led us to review listed opportunities and amend these to better align with the needs of the current kindy cohort.	e.g., Our QIP and RAP highlighted the need for our service to invest in embedding Aboriginal and Torres Strait Islander perspectives. Our teachers and educators would benefit from further professional development to support children and families within our service and embed Aboriginal and Torres Strait Islander perspectives within our service.

Community	• Have you connected with other kindergartens in your community? If so, which ones?
	• Identify the proportion of children enrolled in your kindergarten who:
	    ○ identify as Aboriginal and/or Torres Strait Islander,
	    ○ have a diagnosed or imputed/suspected disability,
	    ○ are from a non-English speaking background.
	• What supports are in place to support kindy within your community?
	• What are some barriers to meaningful kindy participation?
	• What practices are you currently engaging in or can enhance, to be culturally safe, inclusive and responsive for all families in your community?
	• Consider your AEDC & ABS SA2 data:
	    ○ How does it compare with your observations of children attending your service?
	    ○ What trends can you observe in children's developmental outcomes?
	    ○ What risk or protective factors do you observe in this community context that might be impacting children's development?
		e.g., We reviewed our community AEDC data and discussed the findings at our team meeting. We also connected with a local kindergarten in our area who is also looking to build their capability in social and emotional learning.	e.g., The data shows that children and families typically attending our service require support to attend kindergarten programs on a regular basis. Community data indicates that 43% of our community are Aboriginal and Torres Strait Islander families, however this is not reflected in our service. We are using the evidence from our collaborative conversations and the data from our AEDC results to build the capability of our teachers and educators in social and emotional learning, focusing on (*insert specific relevant area relating to the priority area*).
			The ABS census data indicated that there is a large percentage of Aboriginal and Torres Strait Islander families in our community, however we have only one Aboriginal family enrolled in our service. (*Insert services' goal*). We want to make our service more inclusive to Aboriginal and Torres Strait Islander families and prioritise learning about Aboriginal and Torres Strait Islander cultures.

Data	Reflective questions	Analysis	Reporting findings (This will inform your Kindy Uplift Plan)
	What are the aspects of cultural capability required for your service to strengthen embedding Aboriginal and Torres Strait Islander perspectives? What other priority areas have you identified through this collaborative process?		
☐ Culturally safe, inclusive and responsive kindergarten programs – Embedding Aboriginal and Torres Strait Islander perspectives	☐ Physicality	☐ Mathematics and numeracy	
☐ Culturally safe, inclusive and responsive kindergarten programs – Equity and access for all	☐ Executive function		
☐ Social and emotional learning	☐ Language and literacy		