

# Kindy Uplift planning – QIP Addendum template

**Kindy Name:**

**Advisory Support Contact:**

Priority Area	Issue identified during self-assessment (include data analysis and evidence to support assessment)	What outcome or goal do we seek?	Standard/element	How will we get this outcome? (List activities/resources to be undertaken)	Success measure	By when?	Progress notes
Example: <b>Social and emotional learning</b>	Example: We analysed data collated from: <input checked="" type="checkbox"/> child observations <input type="checkbox"/> enrolments information <input type="checkbox"/> parental feedback <input type="checkbox"/> educators' self-reflection <input type="checkbox"/> the most recent AEDC data <input type="checkbox"/> the most recent SA2 census data. <input type="checkbox"/> other _____.  The key issues identified through this analysis is that educators need increased knowledge and skills to support children who present with challenging behaviours.	Example: Confident and informed educators/teachers who can effectively respond to the needs of children through program planning.  Upskill educators with more knowledge and pedagogy practice to enable them to respond more effectively to the needs of the children.	Example: QA 5	Example: <ul style="list-style-type: none"> <li>Upskill educators' pedagogical practices through undertaking professional development with nominated provider.</li> <li>Implement outcomes supported by recommended books and resources.</li> <li>Backfill allocation for 2 staff to attend training.</li> <li>Upskill educators by undertaking professional development with 'nominated provider'.</li> <li>Share the learnings with the team at a team meeting.</li> </ul>	Example: Increase in teacher confidence to respond to the needs of the children in their room.	Example: Mid-June	Example: 15/06/2026 In Mid-June 1 teacher and 1 educator attended professional development course on social and emotional learning (provider name). They both felt this course was helpful and have already started implementing practice from this course.  30/06/2026 Both staff members provided a snapshot of their learnings at a team meeting.  30/06/2026 We purchased associated resources and have commenced using them in the kindy room.  5/08/2026 We are going to follow up with a local CLC on social and emotional learning to share our experience and to learn further information from the group.
Example: <b>Embedding Aboriginal and Torres Strait Islander perspectives</b>	Example: Through the Kindy Uplift self-assessment process, we've identified Cultural perspectives as a priority area for improvement.  This was informed by data collated from child enrolment information, child observations, planning documentation to support children's learning and development, parental feedback, educator/teacher reflections and service QIP.  We identified that 15% of children enrolled identify as Aboriginal and Torres Strait Islander. There is an opportunity to improve knowledge and awareness of the local Aboriginal and Torres Strait Islander community/history to help staff best support Aboriginal and Torres Strait Islander children enrolled in our service.	Example: Improve our knowledge of Aboriginal and Torres Strait Islander culture to extend the learning to all our children.  A culturally safe and welcoming service that celebrates the cultural heritage of the children enrolled in the service	Example: QA 6	Example: <ul style="list-style-type: none"> <li>Engage a local Aboriginal and Torres Strait Islander person to visit our centre to: <ul style="list-style-type: none"> <li>educate us on the local history</li> <li>support us to identify ways to provide a culturally safe physical environment</li> <li>work with the service to identify opportunities to acknowledge relevant cultural days of significance and include opportunities for a cultural voice into our service.</li> </ul> </li> <li>Purchase relevant resources to utilise in the program</li> </ul>	Example: Children have a deeper knowledge of Aboriginal and Torres Strait Islander people and culture is embedded throughout our service.  Educators know the local story of where they live and work.  Children are exploring and celebrating their cultural heritage in the service.	Example: Starting in April	Example: 8/08/2026 The service has made progress this year connecting with two members of the local Aboriginal and Torres Strait Islander community. They have provided a local history session to the team. They have conducted a walk-through of the service and provided us with some feedback about how we can make the physical environment more welcoming.  We have started to include some more natural resources into our kindergarten room and the centre as a whole.  We will continue to build and maintain these relationships to ensure we embed culturally safe and inclusive practices guided by the knowledge of our local Aboriginal and Torres Strait Islander community members.