

**RESULTS PLUS :** Rubric for **NUMERACY** Plus

**EXPECTATION A : TRACK AND MONITOR EVERY LEARNER'S GROWTH...AND RESPOND**

This is a tool to support reflection about the SYSTEMS that are in place at your Kindergarten to document and monitor children's learning. You can tick/circle/colour the point(s) that your site is at right now (date) and re-evaluate at the end of the year to support your usual self- review processes and ongoing QIP. You can dot point your evidence/practice under each reflection question or rubric box if you wish. This may help prompt some collegiate discussions.

How do you currently track, monitor and respond to each child's learning? Include all methods of collecting evidence about individual children's numeracy learning including ways of working in partnership with parents and children's agency. How do you evaluate these methods? Which of these is most effective? What works well?

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1. No documentation of children's learning is kept. Statements of Learning are based on Professional Judgement.

2. There is ad hoc documentation of children's engagement with numeracy learning. Some samples are collected. This informs the Statement of Learning.

3. There are a variety of strategies in place to collect, document, organise and interpret information about children's numeracy learning. This includes information from parents and child's voice. All staff are involved in sharing/ collecting this information.

4. There are a variety of strategies in place to collect, document, organise, synthesise and interpret information about children's numeracy learning. This includes information from parents and child's voice. This information is used by the staff team to formatively assess each child's learning and to inform the planning/programming for children's progress against the Preschool Numeracy Indicators. Strategies are put in place to make this process equitable for all children.

<p>5. A variety of documentation strategies are in place that inform the planning cycle for each child's numeracy learning. This is embedded at a systemic site level, based on a whole site agreement on ...What is numeracy, how it can be identified in play, how play based numeracy can be documented using the Preschool Numeracy Indicators, what methods are used for tracking, monitoring and assessing children's progress by staff at least 4 times a year, how information is analysed and shared with all, including parents and children and in transitions to school. There is planned intervention for children benefitting from extra targeted support and interagency collaboration.</p>	<p>6. As part of a regular planning cycle for each child's achievement, all educators monitor and evaluate children's wellbeing, learning dispositions, engagement with numeracy, executive functions and problem solving, all impacting on numeracy learning. This is also monitored and documented in a systematic way e.g. using RRR. Staff plan for the whole child with links to numeracy development. Results Plus is part of the site's core business, with at least two pedagogical practices supporting the development of resilience, engagement, intellectual stretch and growth mindset. There are regular processes for staff sharing critical reflection and planning next steps for individual learner growth in these areas.</p>	<p>7. As well as collaborating with families and other staff on curriculum decisions and meaningful learning experiences, there are planned opportunities for staff to share and to critically reflect on their practice. Educators evaluate the effectiveness of learning opportunities, environments, experiences offered and the approaches taken to enable children's numeracy learning. Any identified barriers to children's educational success are addressed as a whole site. There are expectations and opportunities for staff to develop the best practices and pedagogy which support numeracy learning through play. Staff use professional enquiry, research and PLCs for Professional development within and across sites, affirming, challenging and supporting each other's as well as their own work. This is documented and data collected is used to moderate educator's judgements about children's learning. The data is used to drive numeracy pedagogy improvement across the whole site within its context.</p>	<p>8. Data using multiple measures about children's numeracy learning as well as dispositions and critical thinking is collected systematically within and across groups of children as well as the whole site for bigger picture analysis and strategic planning. Intervention and support plans are evaluated and modified. Data is also collected from parents and school transition feedback. This is analysed against goals, targets, and the Quality Improvement Plan. Trends are noted and data about children's numeracy learning is used to drive site priorities and improvements in staff pedagogy and Personal Development plans year to year. Families are supported to understand, value and engage with the process of children's learning and the achievement of site priorities.</p>

**RESULTS PLUS :** Rubric for **Literacy Plus**

**EXPECTATION A : TRACK AND MONITOR EVERY LEARNER'S GROWTH...AND RESPOND**

This is a tool to support reflection about the SYSTEMS that are in place at your Kindergarten to document and monitor children's learning. You can tick/circle/colour the point(s) that your site is at right now (date) and re-evaluate at the end of the year to support your usual self- review processes and ongoing QIP. You can dot point your evidence/practice under each reflection question or rubric box if you wish. This may help prompt some collegiate discussions.

How do you currently track, monitor and respond to each child's learning? Include all methods of collecting evidence about individual children's literacy learning including ways of working in partnership with parents and children's agency. How do you evaluate these methods? Which of these is most effective? What works well?

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1. No documentation of children's learning is kept. Statements of Learning are based on Professional Judgement.

2. There is ad hoc documentation of children's engagement with literacy learning. Some samples are collected. This informs the Statement of Learning.

3. There are a variety of strategies in place to collect, document, organise and interpret information about children's literacy learning. This includes information from parents and child's voice. All staff are involved in sharing/collecting this information.

4. There are a variety of strategies in place to collect, document, organise, synthesise and interpret information about children's literacy learning. This includes information from parents and child's voice. This information is used by the staff team to formatively assess each child's learning and to inform the planning/programming for children's progress against the Preschool Literacy Indicators. Strategies are put in place to make this process equitable for all children.

<p>5. A variety of documentation strategies are in place that inform the planning cycle for each child's literacy learning. This is embedded at a systemic site level, based on a whole site agreement on ...What is literacy, how it can be identified in play, how play based literacy can be documented using the Preschool Literacy Indicators, what methods are used for tracking, monitoring and assessing children's progress by staff at least 4 times a year, how information is analysed and shared with all, including parents and children and in transitions to school. There is planned intervention for children benefitting from extra targeted support and interagency collaboration.</p>	<p>6. As part of a regular planning cycle for each child's achievement, all educators monitor and evaluate children's wellbeing, learning dispositions, engagement with literacy, executive functions and problem solving, all impacting on literacy learning. This is also monitored and documented in a systematic way e.g. using RRR. Staff plan for the whole child with links to literacy development. Results Plus is part of the site's core business, with at least two pedagogical practices supporting the development of resilience, engagement, intellectual stretch and growth mindset. There are regular processes for staff sharing critical reflection and planning next steps for individual learner growth in these areas.</p>	<p>7. As well as collaborating with families and other staff on curriculum decisions and meaningful learning experiences, there are planned opportunities for staff to share and to critically reflect on their practice. Educators evaluate the effectiveness of learning opportunities, environments, experiences offered and the approaches taken to enable children's literacy learning. Any identified barriers to children's educational success are addressed as a whole site. There are expectations and opportunities for staff to develop the best practices and pedagogy which support literacy learning through play. Staff use professional enquiry, research and PLCs for Professional development within and across sites, affirming, challenging and supporting each other's as well as their own work. This is documented and data collected is used to moderate educator's judgements about children's learning. The data is used to drive literacy pedagogy improvement across the whole site within its context.</p>	<p>8. Data using multiple measures about children's literacy development as well as dispositions and critical thinking is collected systematically within and across groups of children as well as the whole site for bigger picture analysis and strategic planning. Intervention and support plans are evaluated and modified. Data is also collected from parents and school transition feedback. This is analysed against goals, targets, and the Quality Improvement Plan. Trends are noted and data about children's literacy learning is used to drive site priorities and improvements in staff pedagogy and Personal Development plans year to year. Families are supported to understand, value and engage with the process of children's learning and the achievement of site priorities.</p>

**RESULTS PLUS :** Rubric for **NUMERACY Plus**

**EXPECTATION B : Have a numeracy improvement cycle**

This is a tool to support reflection about the SYSTEMS that are in place at your Kindergarten to document and monitor children’s learning. You can tick/circle/colour the point(s) that your site is at right now (date) and re-evaluate at the end of the year to support your usual self- review processes and ongoing QIP. You can dot point your evidence/practice under each reflection question or rubric box if you wish. This may help prompt some collegiate discussions.

How do you currently engage in strategic planning for achieving improvement goals for each child’s numeracy learning? Include all methods of collecting and using achievement and engagement data to inform, prioritise, plan for and evaluate children’s learning in your site context as part of an improvement cycle. Include ways of working in partnership with parents and children’s agency. Include resourcing and staff development to identify and enact outstanding practices as a whole site. How do you evaluate these processes? Which of these is most effective? What works well?



1. There is some planning for numeracy learning. This is based on observations of skills of individual children e.g. Counting to 10. Staff use their Professional Judgment in planning for and evaluating children’s numeracy learning e.g. opportunities for algebraic reasoning. Data is collected on individual children ad hoc. Staff plan some numeracy activities that each child is encouraged to engage with and observations are used to gather information on numeracy skills for Statements of Learning. Numeracy goals are not identified for each child. There are no numeracy goals identified in the QIP.

2. There is a whole site agreement on a definition of Numeracy. Staff have some curriculum knowledge about the different areas of Maths e.g. geometry, and processes e.g. argumentation. There are a variety of planned strategies in place to collect, document, organise, synthesise and interpret information about children’s numerate thinking through play and “real life” experiences. Data on each child’s progress is collected systematically. This includes information from parents and child’s voice. This information is used by the staff team to formatively assess each child’s learning through play and to inform the planning/programming for individual children’s progress at least 4 times per year. Strategies/interventions are put in place to make this process equitable for all children. Staff reflect on the EYLF Principles, the learning environment and experiences provided, their own knowledge, pedagogy and teaching

3. Multiple measures of data and evidence of numeracy learning for individual children are analysed using the Preschool Numeracy Indicators. There is a whole site agreement about what these indicators look like in children’s play and what defines a powerful learner of numeracy. Results plus data collection (RRR etc. with evidence gathered about children’s dispositions, such as resilience and confidence for challenging learning, problem solving in different contexts, growth mindset etc.) is also a driver of the improvement cycle for numeracy teaching and learning. Educators are supported to critically reflect on their own practice, knowledge and skills, and also engage in professional conversations about numeracy and how children learn, pedagogy, and differentiated learning as well as planning for groups. This

4. Data using multiple measures about children’s numeracy learning as well as dispositions and critical thinking is collected systematically within and across groups of children as well as the whole site for bigger picture analysis and strategic planning. Information is strategically collected from Parents e.g. Parent Opinion Surveys and specific site generated surveys i.e. Evidence of their child’s numeracy learning. There are planned strategies for ongoing feedback from children about content, process and wellbeing. Further data is collected from the Community e.g. AEDS data, NAPLAN, transition and other data from Partnership centres and schools and DECD systems data. After site analysis of all relevant data, trends are noted and data about children’s numeracy learning is used to drive new site priorities, goals and targets. The QIP is a collaboration between staff, parents, children and

	<p>strategies and the impact this may have had on implementing their program and children's progress. Educators act on this reflection to plan and implement further improvements.</p>	<p>reflection is recorded in Professional Development Review plans. Staff are encouraged to plan PD to learn together to improve outcomes as a team.</p>	<p>community with planned site goals and targets in Numeracy.</p>
<p>5. Numeracy is a key feature of the QIP. There are 'Smarter' targets for 1 to 2 numeracy priorities that emerge from previous data as most critical for improvement.</p> <p>The site's improvement cycle includes ongoing analysis of multiple sources of data for whole site, cohort, group and individuals. Families are supported to understand, value and engage with the process of children's learning and the achievement of site priorities.</p> <p>Intervention and support plans are evaluated against goals and targets of individual children and of the QIP and, and modified after review of strategies and effectiveness. Pedagogical changes and building staff capacity are part of the ongoing improvement cycle, with resources allocated to targeted staff professional learning in the area of Numeracy plus, and the outcomes evaluated.</p> <p>This improvement planning supports a culture of collective responsibility for children's numeracy development.</p>			

**RESULTS PLUS :** Rubric for **LITERACY Plus**

**EXPECTATION B : Have a literacy improvement cycle**

This is a tool to support reflection about the SYSTEMS that are in place at your Kindergarten to document and monitor children’s learning. You can tick/circle/colour the point(s) that your site is at right now (date) and re-evaluate at the end of the year to support your usual self- review processes and ongoing QIP. You can dot point your evidence/practice under each reflection question or rubric box if you wish. This may help prompt some collegiate discussions.

How do you currently engage in strategic planning for achieving improvement goals for each child’s literacy learning? Include all methods of collecting and using achievement and engagement data to inform, prioritise, plan for and evaluate children’s learning in your site context as part of an improvement cycle. Include ways of working in partnership with parents and children’s agency. Include resourcing and staff development to identify and enact outstanding practices as a whole site. How do you evaluate these processes? Which of these is most effective? What works well?

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1. There is some planning for literacy learning. This is based on observations of skills of individual children e.g. writing their name. Staff use their Professional Judgment in planning for and evaluating children’s literacy learning e.g. opportunities for mark making. Data is collected on individual children ad hoc. Staff plan some literacy activities that each child is encouraged to engage with and observations are used to gather information on literacy skills for Statements of Learning. Literacy goals are not identified for each child. There are no literacy goals identified in the QIP.

2. There is a whole site agreement on a definition of Literacy. Staff have some curriculum knowledge about the different areas of literacy e.g. oral language, and processes e.g. questioning. There are a variety of planned strategies in place to collect, document, organise, synthesise and interpret information about children’s literate thinking through play and “real life” experiences. Data on each child’s progress is collected systematically. This includes information from parents and child’s voice. This information is used by the staff team to formatively assess each child’s learning through play and to inform the planning/programming for individual children’s progress at least 4 times per year. Strategies/interventions are put in place to make this process equitable for all children. Staff reflect on the EYLF Principles, the learning environment and experiences provided, their own knowledge, pedagogy and teaching

3. Multiple measures of data and evidence of literacy learning for individual children are analysed using the Preschool Literacy Indicators. There is a whole site agreement about what these indicators look like in children’s play and what defines a powerful learner of literacy. Results plus data collection (RRR etc. with evidence gathered about children’s dispositions, such as resilience and confidence for challenging learning, problem solving in different contexts, growth mindset etc.) is also a driver of the improvement cycle for literacy teaching and learning. Educators are supported to critically reflect on their own practice, knowledge and skills, and also engage in professional conversations about literacy and how children learn, pedagogy, and differentiated learning as well as planning for groups. This reflection is recorded in Professional

4. Data using multiple measures about children’s literacy development as well as dispositions and critical thinking is collected systematically within and across groups of children as well as the whole site for bigger picture analysis and strategic planning. Information is strategically collected from Parents e.g. Parent Opinion Surveys and specific site generated surveys i.e. Evidence of their child’s literacy learning. There are planned strategies for ongoing feedback from children about content, process and wellbeing. Further data is collected from the Community e.g. AEDS data, NAPLAN, transition and other data from Partnership centres and schools and DECD systems data. After site analysis of all relevant data, trends are noted and data about children’s literacy learning is used to drive new site priorities, goals and targets. The QIP is a collaboration between staff, parents, children and

	<p>strategies and the impact this may have had on implementing their program and children's progress. Educators act on this reflection to plan and implement further improvements.</p>	<p>Development Review plans. Staff are encouraged to plan PD to learn together to improve outcomes as a team.</p>	<p>community with planned site goals and targets in Literacy.</p>
<p>5. Literacy is a key feature of the QIP. There are 'Smarter' targets for 1 to 2 literacy priorities that emerge from previous data as most critical for improvement.</p> <p>The site's improvement cycle includes ongoing analysis of multiple sources of data for whole site, cohort, group and individuals. Families are supported to understand, value and engage with the process of children's learning and the achievement of site priorities.</p> <p>Intervention and support plans are evaluated against goals and targets of individual children and of the QIP and, and modified after review of strategies and effectiveness. Pedagogical changes and building staff capacity are part of the ongoing improvement cycle, with resources allocated to targeted staff professional learning in the area of literacy plus , and the outcomes evaluated.</p> <p>This improvement planning supports a culture of collective responsibility for children's literacy development.</p>			

**RESULTS PLUS : Rubric for LITERACY and NUMERACY Plus**

**EXPECTATION C : ENACT CHANGES IN PEDAGOGICAL PRACTICE**

This is a tool to support reflection about the current pedagogical practices that are in place at your Kindergarten. You can tick/circle/colour the point(s) that your site is at right now (date) and re-evaluate at the end of the year to support your usual self- review processes and ongoing QIP. You can dot point your evidence/practice under each reflection question or rubric box if you wish. This may help prompt some collegiate discussions.

What processes are in place to evaluate pedagogical practices in the area of literacy and numeracy plus, identify strengths, share effective practices and identify areas for individual, group and whole staff improvement? Which of these is most effective? What works well?

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<p>1. There are processes in place to improve the quality of teaching and learning at the site. All Staff are supported in their Professional development and there is capacity building as part of these processes. Staff are supported in building their own confidence and growth mindset in a safe learning environment.</p>	<p>2. Leaders and staff have examined their own and each other’s beliefs and attitudes in relation to literacy learning. This information is used to facilitate professional dialogue and learning. The site leader has information about pedagogical practices across the site. There are processes in place to evaluate these, identify strengths, share effective practices and identify areas for individual and whole site staff improvement in the area of literacy plus Leaders and staff have examined their own and each other’s beliefs and attitudes in relation to numeracy learning. This information is used to facilitate professional dialogue and learning. The site leader has information about pedagogical practices across the site. There are processes in place to evaluate these, identify strengths, share effective practices and identify areas for individual and whole site staff improvement in the area of numeracy plus. Professional development of Educators is</p>	<p>3. There is a whole site understanding of what it means to be a powerful learner. Educators support and understand each child’s attitudes, wellbeing, thinking and dispositions. This includes each child being</p> <ul style="list-style-type: none"> <li>• Confident and resilient in their literacy learning</li> <li>• Confident and resilient in their numeracy learning</li> <li>• Children having a growth mindset about their literacy learning and ability to achieve</li> <li>• Children having a growth mindset about their numeracy learning and ability to achieve</li> <li>• Children being able to apply their literacy understandings to new situations</li> <li>• Children being able to apply their numeracy understandings to new situations</li> <li>• Children welcoming challenges to stretch their thinking</li> <li>• Children being able to solve</li> </ul>	<p>4. There is whole site agreement about</p> <ul style="list-style-type: none"> <li>• What is an effective numeracy learning environment which challenges and supports learners and “creates safe conditions for rigorous learning”</li> <li>• What is an effective literacy learning environment which challenges and supports learners and “creates safe conditions for rigorous learning”</li> <li>• What are effective practices that maximise the engagement, intellectual stretch, and challenge for learners and develops them as “powerful learners” of numeracy and literacy.</li> </ul> <p>There are support and accountability measures in place to ensure that whole site understandings and agreements are embedded across the site. There is staff PD which is collaborative,</p>
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	<p>targeted to support their understanding of</p> <ul style="list-style-type: none"> <li>• literacy <b>and</b> numeracy concepts, knowledge and skill development outlined in EYLF, including Principles and Practices.</li> <li>• Educator capacity to generalise <b>numeracy</b> and <b>literacy</b> concepts, knowledge and skills into a play based program and real contexts</li> <li>• Educator’s ability to understand and intentionally respond to individual children’s numeracy and literacy needs, extending their point of learning</li> <li>• RRR, TfEL framework, EYLF Principles and Practices, and other evidence /researched based tools are utilised to develop and inform effective teaching and learning practices.</li> </ul>	<p>problems from various contexts relating to their lives.</p> <ul style="list-style-type: none"> <li>• Educators support children to see themselves as confident and involved learners, and give them feedback about their progress and next steps in literacy and numeracy.</li> </ul>	<p>shared within and across sites and which is underpinned by common understandings, theories &amp; philosophies, and reflects on outstanding practice within the site, Partnership and beyond. There is a direct connection between the site’s achievement and engagement data, priorities and the strategies used to achieve targets.</p> <p>Staff reflect on, and sites IMPLEMENT AT LEAST 2 PEDAGOGICAL PRACTICES THAT ENGAGE, INTELLECTUALLY STRETCH LEARNERS, DEVELOP RESILIENCE AND GROWTH MINDSETS, AND IMPROVE <b>LITERACY AND NUMERACY</b> ACHIEVEMENT. These are part of the QIP.</p>

**RESULTS PLUS : Rubric for LITERACY and NUMERACY Plus**

**EXPECTATION D : IDENTIFY AND ENACT CLEAR INTERVENTION PROCESSES**

This is a tool to support reflection about the current intervention processes that are in place at your Kindergarten. You can tick/circle/colour the point(s) that your site is at right now (date) and re-evaluate at the end of the year to support your usual self- review processes and ongoing QIP. You can dot point your evidence/practice under each reflection question or rubric box if you wish. This may help prompt some collegiate discussions.

What processes are in place to Support and Challenge **ALL** learners? Which of these is most effective? What works well?

- There is a documented **process** that all staff understand and use to **access** site and system intervention for identified learners who need additional support or challenge, including those children with an ILP or NEP.

1. Quality teaching and learning is intentional and responsive, supporting and challenging ALL Learners. Educators use a range of strategies to support engagement and learning. Educators know their learner’s well and understand their individual and group Literacy and Numeracy needs. Educator’s respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning. Engagement and dispositions as well as achievement data is evidenced in tracking all children’s learning.

2. Documentation supports the staff team to identify children who may require a more targeted approach. Additional support/ challenges are provided for some learners. This intervention is to support these learners to engage in, achieve or exceed agreed goals and outcomes based on EYLF and Literacy and Numeracy Indicators. Data and evidence is used to monitor the effectiveness of these interventions.

3. Intensive support and targeted intervention is provided for a few individual learners. Interagency and specialist support is involved as well as collaboration with parents in developing ILPs and NEPs and their implementation, assessment and evaluation. This intervention is to support these learners to achieve or exceed agreed targeted individualised goals and outcomes based on EYLF and Literacy and Numeracy Indicators. Engagement as well as achievement data and evidence is used to monitor the effectiveness of these interventions.

4. Teacher capacity is built to design, teach and assess high quality differentiated numeracy and literacy learning experiences which engage, provide intellectual stretch and develop confidence and growth mindset for ALL learners. There is evaluation of the effectiveness of any targeted interventions, and these are intensified, modified, or discarded as a result of outcomes achieved. Educators advocate for children’s rights and work in partnership with families as well as any Specialist staff. There is support for Transition and continuity of learning within and across sites for all children.