Program Logic: Northern Schools Early Years integrated K-6 model

Developed by the Centre for Community Child Health, Murdoch Children's Research Institude, as part of a clarificative evaluation of the NSEY integrated kindergarten to Grade 6 model.

Inputs	Activities	Outputs	Short term outcomes	Medium term outcomes	Long term outcomes
Kindergarten and early childhood services that are working in partnership with school	Board members collaborate with executive leadership to guide strategic direction	Principal Executive Group meets 11 times per year to gather and provide information and feedback ahead of board meetings	Continuity of learning for children from early childhood through to PS	Enhances priority of access to the school (pending demand from families within the zone and school enrolment capacity), because of the view that the children are already a part of the school community by being co- located	Improved child health and wellbeing
Board of Directors	Principal Executive Group supports networking, collaboration and information sharing across all levels of the organisation	Strong partnerships with board members, school principals, school councils, local government councils, DE, and on the ground professionals	Increased understanding of curriculum, learning requirements, play based learning (of PS teachers)	Easier access to early childhood facilities for families with older siblings attending primary school, leading to reduced parental stress	
Collaborative governance model driven by committed Principal Executive Group	Principals provide regular input into service and curriculum planning and focus on embedding shared pedagogy and programs across kindergarten and foundation settings (structured language programs, buddy programs etc.)	Foundation classroom implements similar pedagogical principles to kindergarten. School employs play- based curriculum similar to kindergarten	Increased knowledge of incoming prep cohort among Foundation and Specialist Teachers	Schools can better respond to children's needs e.g., ensure supports are in place	Improved AEDC scores
Experienced CEO, Management and administration team	Operations team provides onsite leadership and support to service teams through service visits, coaching and mentoring, pedagogy and practice, compliance and facilities management	Provision of familiar play based learning in school curriculum	Families experience improved continuity and support, as they do not need to repeatedly share their personal stories	Holistic support for children and families	
Education professionals e.g., Educational Leaders, ECTs, Educators, Teacher and Learning Coaches	Educators build trusting respectful relationships with children and families from the beginning of the educational journey	Integrated teaching and learning approaches	Early identification of developmental needs through access to allied health support within the school environment	Increased kindergarten attendance and participation and increased school attendance where a family has children at both kindergarten and primary school in a single location.	
Children/young people and families	Early Childhood and Primary School professionals have informal and formal opportunities to meet and commit to working in partnership across all aspects of service operation	Strengthened partnerships between schools and kindergartens	Skilled, supported and engaged workforce	Children and families feel a sense of belonging in the school environment and community	Improved school readiness
Wellbeing team	Kindergarten and primary school staff promote each other's services to families	PS and EC staff understand the uniqueness of the community in which they work	Increased leadership skills for primary school children through opportunities like buddy programs with kindergarten children	Strengthened partnerships between families and schools	
High quality, fit for purpose facilities	Regular transition planning and network meetings are held between Kindergarten Teachers, Foundation and Wellbeing teams of the schools	Transition statements are developed and information about child and family needs is communicated to PS staff	Increased efficiency and capacity for Early Childhood Teachers (ECTs) through enhanced support mechanisms (e.g., regular collaboration with Family Support Workers)	Increased child and family confidence about the next stage in the child's learning journey	
Funding	EY staff work in partnership with multidisciplinary school professionals (Wellbeing team, KIS, PSFOs, Child First and Primary School staff)	Integrated service delivery	Children and families become familiar with school teachers, routines and environments prior to starting PS	Reduced isolation/increased social connection (children and families)	Seamless school transition
	Educators and teaching staff participate in shared professional development opportunities with Foundation teachers and management to ensure shared pedagogical understandings	Transition meetings held per year, and orientation programs planned and implemented	Promotes families' engagement with other services through onsite community hubs, such as adult learning, Maternal and Child Health and playgroups	Helps build parenting skills, confidence and stronger connections with community	
	Regular critical reflection, team meetings and whole of staff meetings	Sharing of high quality, inclusive, evidence based practices			
	Development of a 'Yearly Planner' that includes activities and learning experiences for children in both the kindergarten and school learning environments	Completion of shared professional development			
	Establish new (and leverage existing) opportunities for all children to be an ongoing part of the Primary School and Early Years environments	Collaborative opportunities created through shared commitment			
	EC teams proactively learn about the local child and family service system including referral pathways and processes e.g., participate in network meetings, program support group meetings etc.	Kindergarten and Foundation teams share programs (language, music, sports etc) and resources (library, gardens, gym, playground)			
		Kindergarten children regularly use school facilities and participate in activities at the PS			
		Education professionals and wellbeing team support families to connect with relevant supports/services			

Every child thrives and is an active participant in their own learning

Assumptions:
An understanding of the importance of the Early Years
Enabling policy environment

Golden boxes:
These denote elements of the NSEY integrated K-6 model which are believed to be unique and integral. A separate image has been created to present these golden boxes, and the pathways by which they lead to critical outcomes.