**OUTCOME 1: IDENTITY***CHILDREN HAVE A STRONG SENSE OF IDENTITY*

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| Attachment - engagement* Is able to confidently explore and engage with familiar and new social and physical environments.
* Is able to confidently explore and engage with familiar environments, however requires some support to explore and engage with new social and physical environments.
* Requires adult support to explore and engage and develop confidence with familiar and new social and physical environments.
 |
| Attachment - relationships* Has the skills required to include others and make friends with peers, teachers and other trusted adults.
* With support is able to include others and make friends with peers, teachers and other adults.
* With support is able to practice the skills required to include others and make friends with peers, teachers and other adults.
 |
| Attachment - communication* Is able to appropriately communicate their needs for comfort and assistance.
* Sometimes requires adult support to communicate their needs for comfort and assistance.
* Often requires support to appropriately communicate their needs for comfort and assistance.
 |
| Culture - identity* Is able to confidently share aspects of their culture with other children and educators.
* With adult prompts and encouragement is able to share aspects of their culture with other children and educators.
* Requires adult support to be able to identify and share aspects of their culture.
 |
| Emotions - expression* Is able to express a wide range of emotions, thoughts and views constructively.
* With support is able to express a range of emotions, thoughts and views constructively.
* Requires support to express emotions, thoughts and views constructively.
 |
| Emotions - coping mechanism* Is able to recognise that problems or challenges are a normal part of life and that there are appropriate actions that can be undertaken to manage most problems.
* With support is able to recognise that problems or challenges are a normal part of life and that there are appropriate actions that can be undertaken to manage most problems.
* Requires additional support to be able to recognise that problems or challenges are a normal part of life and that there are appropriate actions that can be undertaken to manage most problems.
 |
| Persistence - resilience* Is able to persist when faced with most challenges and when first attempts are not successful.
* With support is able to persist when faced with most challenges and when first attempts are not successful.
* Requires additional support to persist when faced with most challenges and when first attempts are not successful.
 |

**OUTCOME 2: COMMUNITY***CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD*

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| Belonging - relationships* Is able to cooperate with others and negotiate roles and relationships in familiar and new play episodes and group experiences.
* Can usually cooperate with others and negotiate roles and relationships in familiar play episodes and group experiences, but requires some adult support in new settings.
* Sometimes requires support to cooperate with others and negotiate roles and relationships in play episodes and group experiences.
 |
| Belonging - inclusion* Is usually able to think of and describe ways to include others to make them feel that they belong.
* Is beginning to be able to think of and describe ways to include others to make them feel that they belong.
* Requires adult prompts to think of and describe ways to include others to make them feel that they belong.
 |
| Diversity and respect* Usually listens to others’ (peers and adults) ideas and respects different ways of being and doing.
* Is beginning to listen to others’ (peers and adults) ideas and respect different ways of being and doing.
* Currently requires peer and adult prompts to listen to others’ (peers and adults) ideas and respect different ways of being and doing.
 |
| Fairness - compassion* Displays the ability to recognise fairness and bias and to demonstrate acts of compassion and kindness.
* Usually displays the ability to recognise fairness and bias and to demonstrate acts of compassion and kindness.
* Is beginning to display the ability to recognise fairness and bias and sometimes demonstrates the acts of compassion and kindness.
* Requires adult prompts and guidance to recognise fairness and bias and to demonstrate acts of compassion and kindness.
 |
| Fairness - identity* Understands that texts and other media can construct identities and create stereotypes.
* Is beginning to understand that texts and other media can construct identities and create stereotypes.
* Currently requires adult prompts to consider how texts and other media can construct identities and create stereotypes.
 |
| Socially responsible - environment* Often demonstrates an increasing knowledge of and respect for the natural world and constructed environments, including an increased understanding of the interdependence between, land, people, plants and animals.
* Is beginning to have some knowledge of and respect for natural world and constructed environments including an increased understanding of the interdependence between, land, people, plants and animals.
* Currently requires adult prompts to develop further knowledge of and respect for natural and constructed environments including an increased understanding of the interdependence between, land, people, plants and animals.
 |

**OUTCOME 3: WELLBEING***CHILDREN HAVE A STRONG SENSE OF WELLBEING*

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| Emotional - accessible* Remains accessible to others at times of distress, confusion and frustration.
* Requires some assistance to remain accessible to others at times of distress, confusion and frustration.
* Requires considerable assistance to remain accessible to others at times of distress, confusion and frustration.
 |
| Emotional - satisfaction * Often shares humour, happiness and satisfaction in familiar and new situations.
* Sometimes shares humour, happiness and satisfaction in familiar situations.
* Rarely shares humour, happiness and satisfaction.
 |
| Emotional - cooperation* Is mostly cooperative and able to work collaboratively with others.
* Is increasingly cooperative and usually able to work collaboratively with others.
* Currently requires adult assistance to cooperate and work collaboratively with others.
 |
| Emotional - self regulation* Is usually able to show an understanding, and to self-regulate their behaviour and manage their emotions in ways that reflect the feelings and needs of others.
* Sometimes requires support to understand, self-regulate their behaviour and manage their emotions in ways that reflect the feelings and needs of others.
* Requires adult prompts and guidance to understand, self-regulate behaviour and manage their emotions in ways that reflect the feelings and needs of others.
 |
| Health - communication* Is usually able to recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity) in familiar and new situations.
* Is able to recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity) in familiar situations, however may require adult prompts and support in new situations.
* Currently relies on adult support to adequately recognise and communicate their bodily needs (for example thirst, hunger, rest, comfort, physical activity).
 |
| Health - spatial awareness* Is able to demonstrate spatial awareness and orient themselves, moving around and through their environments confidently and safely.
* With support and some adult prompts is able to orient themselves, moving around and through their environments confidently and safely.
* Requires adult support to be able to orient themselves, and to move around and through their environments safely.
 |
| Health - fine motor skills* Is able to manipulate equipment and manage age appropriate tools with competence and skill.
* With support is able to manipulate familiar equipment and manage age appropriate familiar tools with increasing competence and skill.
* Currently requires adult encouragement or support to manipulate familiar equipment and manage age appropriate tools.
 |
| Health - awareness * Has an increasing awareness of healthy lifestyles and good nutrition.
* Is developing an increasing awareness of healthy lifestyles and good nutrition.
 |
| Health - personal hygiene* Is independent with regard to personal hygiene/toileting in familiar and new settings.
* Is usually independent with regard to personal hygiene/toileting in familiar settings but may require some assistance/ prompts in new settings.
* Is developing independence and competence in regard to personal hygiene/toileting however requires support and prompts.
 |
| Health - gross motor skills* Shows enthusiasm for participating in physical play and is able to negotiate play spaces to ensure the safety and wellbeing of themselves and others.
* Participates in physical play and negotiates play spaces usually with regard for the safety and wellbeing of themselves and others.
* Requires support to participate in physical play and reminders to negotiate play spaces with regard for the safety and wellbeing of themselves and others.
 |

**OUTCOME 4: LEARNING***CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS*

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| Learning - curiosity* Often displays curiosity and enthusiasm for learning.
* Usually displays curiosity and enthusiasm for learning.
* Sometimes displays a curiosity and enthusiasm for learning but requires adult encouragement to engage in learning.
 |
| Learning - initiation* Often engaged in and leads a variety of rich and meaningful inquiry-based experiences.
* Usually engages and sometimes leads a variety of rich and meaningful inquiry-based experiences.
* Sometimes engages in familiar inquiry-based experiences.
* Requires some adult support and prompts to engage with inquiry-based experiences.
 |
| Learning - engagement* Often follows and extends their own interests with deep engagement and concentration.
* Usually able to follow and extend their own interests with deep engagement and concentration.
* Currently requires adult prompts and encouragement to follow and extend their own interests with engagement and concentration.
 |
| Learning - meta cognition* Is able to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.
* Is beginning to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.
* Currently requires adult prompts to consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self.
 |
| Learning - design* Is able to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.
* Is beginning to develop the ability to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.
* Requires adult prompts and encouragement to visualise, generate, and communicate design ideas through experiences such as describing, drawing and/or modelling.
 |
| Problem solving - application* Is able to apply a variety of thinking strategies to engage with situations and solve problems, and to adapt these strategies to new situations.
* Is beginning to apply a variety of thinking strategies to engage with situations and solve problems, and to adapt these strategies to new situations.
* Requires adult prompts to apply a variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations.
 |
| Problem solving - classification* Is able to independently sort and classify familiar objects and explain the basis for these classifications, and copy, continue and create patterns with objects and drawings.
* Is beginning to sort and classify familiar objects, and copy, continue and create patterns with objects and drawings.
* Currently requires adult prompts to sort and classify familiar objects and copy, continue and create patterns with objects and drawings.
 |
| Problem solving - repetition* Recognises the importance of repetition of a process in solving problems.
* Is beginning to recognize the importance of repetition of a process in solving problems.
* Requires adult prompts to recognise the importance of repetition of a process in solving problems.
 |
| Problem solving - memory* Is able to draw on memory of a sequence to complete a task.
* Is beginning to draw on memory of a sequence to complete a task.
* With adult prompts is beginning to draw on memory of a sequence to complete a task.
* Relies on adults to use memory of a sequence to complete a task.
 |
| Problem solving - numeracy* Is able to connect number names, numerals and quantities, including zero and beyond 10.
* Is beginning to connect number names, numerals and quantities, including zero, up to 10.
* Is able to connect number names, numerals and quantities, including zero, up to 5.
* Requires adult prompts to connect number names, numerals and quantities up to 5.
* Requires adult prompts and reminders to connect number names, up to 5.
 |
| Problem solving - comparisons* Is able to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
* Is beginning to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
* Is beginning to be able to use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
* Requires adult guidance to make direct comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language.
 |
| Problem solving - geometry* Is able to compare and order several shapes and objects based on length, area, volume and capacity.
* Is beginning to compare and order several shapes and objects based on length, area, volume and capacity.
* Is beginning to be able to compare and order several familiar shapes and objects based on length, area, volume and capacity.
* Requires adult prompts to compare and order several shapes and objects based on length, area, volume and capacity.
 |
| Problem solving - predictions* Often participates in guided investigations and/or play, including making predictions and observations using the senses, to explore, co-construct and answer questions.
* Sometimes participates in guided investigations and/or play, including making predictions and observations using the senses, to explore, co-construct and answer questions.
* Relies on adults to prompt participation in guided investigations and/or play, including beginning to make simple predictions and observations using the senses, to explore, co-construct and answer questions.
 |
| Transfer - learning* Is confidently able to accurately mirror, repeat and practise the actions of others, either immediately or later.
* Is beginning to be able to mirror, repeat and practise the actions of others, either immediately or later.
* Is beginning to immediately mirror, repeat and practise the actions of others, and requires some reminder prompts for later recall.
 |
| Transfer - adapt strategies* Often demonstrates the ability to try out strategies that were effective to solve problems in one situation, understanding they might work in a new context.
* Sometimes demonstrates the ability to try out strategies that were effective to solve problems in one situation, understanding they might work in a new context.
* With adult prompts is able to consider how some strategies that were effective to solve problems in one situation might be used in a new context.
* Relies on adults to consider how a strategy that was effective to solve a problem in one situation might be used in a new context.
 |
| Transfer - tools for technology* Is able to explore the purpose and function of a range of familiar tools, media, sounds and graphics (including communications technologies).
* Is beginning to explore the purpose and function of a range of familiar tools, media, sounds and graphics (including communications technologies).
* With support is beginning to explore the purpose and function of a range of tools, media, sounds and graphics (including communications technologies).
* Has little exposure or understanding of tools, media, sounds and graphics (including communications technologies).
 |
| Transfer - creativity* Is able to explore ideas and theories using imagination, creativity and play.
* Is beginning to explore ideas and theories using imagination, creativity and play.
* Requires adult support to prompt ideas and theories using imagination, creativity and play.
 |

**OUTCOME 5: COMMUNICATION***CHILDREN ARE EFFECTIVE COMMUNICATORS*

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| Communication - reciprocal* Is able to engage in enjoyable reciprocal interactions using verbal and non-verbal language with familiar and new peers/adults.
* Usually engages in enjoyable reciprocal interactions using verbal and non-verbal language with familiar peers/adults.
* Requires adult support to engage and enjoy reciprocal interactions using verbal and/or non-verbal language, particularly with new peers/adults.
 |
| Communication - creativity* Successfully uses language and representations from play, music and art to share and project meaning.
* Usually uses language and representations from play, music and art to share and project meaning.
* Sometimes uses language and representations from play, music and art to share and project meaning.
* Requires adult support and encouragement to use language and representations from play, music and art to share and project meaning.
 |
| Communication - confidence* Successfully conveys and constructs messages with purpose and confidence, building on literacies of home and/or family.
* Usually conveys and constructs messages with purpose and confidence, building on literacies of home and/or family.
* With support is able to reasonably convey and construct messages with purpose and confidence, building on literacies of home and/or family.
* Requires support to convey and construct messages, building on literacies of home and/or family.
 |
| Communication - engagement * Often engages in conversations and discussions (using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others).
* Usually engages in conversations and discussions (using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others).
* Requires adult prompts to engage in conversations and discussions (using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others).
 |
| Text meaning - sounds and patterns * Is able to listen for and respond to sounds and patterns in speech, stories and rhymes in context
* Is beginning to be able to listen for and respond to sounds and patterns in speech, stories and rhymes in context.
* With adult support and guidance is able to listen for and respond to sounds and patterns in speech, stories and rhymes in context.
* Requires adult guidance to listen for and respond to sounds and simple patterns in speech, stories and rhymes in context.
 |
| Text meaning - visual * Often able to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions.
* Usually able to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions.
* With support and guidance is beginning to view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions.
 |
| Text meaning - emotions* Is able to share feelings and thoughts about the events and characters in texts.
* Is beginning to share some feelings and thoughts about the events and characters in texts.
* With adult prompts is able to share some familiar feelings and thoughts about the events and characters in familiar texts.
 |
| Expression - imagination* Uses language and engages in symbolic play to imagine and create roles, scripts and ideas
* Beginning to use language and engages in symbolic play to imagine and create roles, scripts and ideas.
* Is beginning to use language and engages in symbolic play to imagine and create roles, scripts and ideas.
* With adult support is able to use language and engages in symbolic play to imagine and create roles, scripts and ideas.
 |
| Expression - creativity* Often uses the creative arts, such as: drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning.
* Sometimes uses the creative arts, such as: drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning.
* Requires adult encouragement and prompts to use the creative arts, such as: drawing, painting, sculpture, drama, dance, movement, music or/and story-telling, to express ideas and make meaning.
 |
| Expression - syntax (sentence structure)* Is able to recognise that sentences are key units for expressing ideas
* Is beginning to recognise that sentences are key units for expressing ideas
* Currently with adult guidance is beginning to recognise that sentences are key units for expressing ideas
* Currently is beginning to recognise that written language is used to express ideas
 |
| Expression - morphology (words) & phonology (speech sounds)* Understands that capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
* Is beginning to understand that capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
* With adult prompts is beginning to understand that capital letters are used for names, and that capital letters and full stops signal the beginning and end of sentences
* Is beginning to understand that written text has rules and words are made up of individual letters
* Requires adults to point out how written text has rules and that words are made up of individual letters
 |
| Symbols - drawing and writing* Often uses drawing/images and approximations of letters and words to convey meaning
* Is beginning to drawing/images and approximations of letters and words to convey meaning
* Currently with support and prompts is beginning to drawing/images and approximations of letters and words to convey meaning
* Sometimes associates drawing/images and to convey meaning
 |
| Symbols - meaning* Has an understanding that symbols/texts are a powerful means of communication and that ideas, thoughts and concepts can be represented through them
* Is beginning to develop an awareness that symbols/texts are a powerful means of communication and that ideas, thoughts and concepts can be represented through them
* Currently with adult prompts is beginning to develop an understanding that symbols/texts are a powerful means of communication and that ideas, thoughts and concepts can be represented through them
 |
| Symbols - connections* Has developed an awareness of the relationships between oral, visual and written representations and beginning to recognise patterns and relationships and the connections between them
* Is beginning to develop an awareness of the relationships between oral, visual and written representations and beginning to recognise patterns and relationships and the connections between them
* With adult prompts and guidance is becoming aware of the relationships between oral, visual and written representations and beginning to recognise patterns and relationships and the connections between them
* Requires adults to point out the relationship between oral, visual and written representations
 |
| Technology* Often uses information and communication technologies to access images and information, explore diverse perspectives and make sense of their world
* Sometimes uses information and communication technologies to access images and information, explore diverse perspectives and make sense of their world
* With adult assistance can use information and communication technologies to access images and information, explore diverse perspectives and make sense of their world
* Has limited experience in using information and communication technologies to access images and information, explore diverse perspectives and make sense of their world
 |