**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 |