

Flying Start for kids

Flying Start Partnership Plan

Prepared by:



**Government of
South Australia**

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Section 1: Purpose of the Partnership Plan



Background – three service priorities

The role of the South Australian Office for Early Childhood Development (OECD) is to help you and your dedicated teams to make the biggest possible positive difference to children's lives.

Based on the research and sector expertise, we know that a service needs to prioritise three things to make this big positive difference.

Services need to be:

1. Warm and welcoming:

a place that families, caregivers and children from all backgrounds want to be in and can be in – actively inclusive, trustworthy, and culturally responsive. You can't be a great service for a child if they aren't there.

2. Committed to Quality:

a place that provides a quality service across the National Law and National Quality Standard (NQS), including warm and responsive relationships and intentional play-based practice. Being a good service is good, being a great service is better.

3. Acting early, with others:

a place that reliably spots and actively addresses children's specific developmental vulnerabilities, working with other types of professionals (e.g. allied health) and parents/carers. Some children need better connected support to thrive.

Flying Start Policy and Funding Guide (PFG) – the basis of our partnership agreement with you – requires and contributes funding towards all three of these service priorities.

It is an obligation on providers to create the conditions in their services and with their skilled workforce to deliver against these priorities and maintain that consistently.

This reinforces, extends and helps to fund obligations providers and services have under the National Law.

Section 1: Purpose of the Partnership Plan

What you need to do in this Partnership Plan

We provide you with support to help you consistently integrate best practice across these three service priorities into your everyday work with children, families and staff within your service. In return, we expect that providers and their services will lean into this support and continue to strengthen practice over time.

For some of the funding under the Policy and Funding Guide (PFG), you need to submit a service-level plan for approval by the OECD. This applies to:

1. Warm and welcoming:

- If Ready Set Preschool (RSP) funding is applicable to your service (see your funding table in Section 2)

2. Committed to Quality:

- Enhancing Quality funding applies to all Partner Services

3. Acting early, with others:

- Preschool Boost funding applies to all Partner Services.

If you are within your first year as a Flying Start Partner Service, backfill is provided for your staff to complete Aboriginal Cultural Safety (ACS) and Trauma Informed Practice (TIP) training. If your staff have previously completed relevant ACS or TIP training, you may apply for Recognition of Training (RoT). Applications for RoT must be submitted using the application form links on page 4.

If you aren't familiar with these streams of funding and their guidelines, simply use this [link](#) to get more information. It's a good idea to do this before your first meeting with your Local Team on completing this plan.

Additional planning resources are available through the Partner Portal to support you.

Understanding the Purpose, Requirements, and Support for your Plan

This document is structured to help you think strategically about what you want to focus on using these funding streams, and how you will go about that.

Building on what you already do, your Local Team will support you to identify:

- **Goals** across the two to three priority areas (depending on your SEIFA rating) for your service to focus on.
- **Actions** you will take to drive those goals.
- **Implementation activities** that you will embed into everyday practice.

This plan requires OECD approval to unlock your ability to spend these funds. It is expected that your provider, where applicable, has reviewed and is supportive of this plan.

Your local team will be in touch to help guide you through this document and build a strong, tailored and implementable plan.

Your plan is due by:

Section 2: Funding allocation



Below are the funding amounts that you have been allocated across the three priority areas that you can use to support you to achieve your goals.

Priority 1 (if applicable)	Funding allocation	Planned spend
Trauma Informed Practice training backfill		
Aboriginal Cultural Safety training backfill		
Ready Set Preschool Allocation		
Priority 2		
Enhancing Quality Allocation		
Priority 3		
Preschool Boost Allocation		

Note: Services with Preschool Plus enrolments will receive additional Ready Set Preschool and Preschool Boost funding once enrolments are confirmed.

Recognition of Training

Please advise if you are choosing to seek Recognition of Training (RoT) for mandatory training.

Trauma Informed Practice training

- ☐ Do you want to claim Recognition of Training (RoT)
If yes, please submit your application by following this [link](#).

Aboriginal Cultural Safety training

- ☐ Do you want to claim Recognition of Training (RoT)
If yes, please submit your application by following this [link](#).

Preschool Boost spending parameters

On-menu spending:

50% or above of funding allocation

Funding cap for staff backfill:

Up to 25% of funding allocation

Funding cap for administration costs:

Up to 5% of funding allocation

Funding cap for off-menu spending:

Up to 20% of funding allocation

Policy and Funding Guide for 2027

The policy and funding guide provides the definition and purpose of each of these spending parameters.

Section 3: Statement of goals



Please identify the most important things for your service to focus on improving (e.g. based on Australian Early Development Census (AEDC) data, lived experience of your children and families, Quality Improvement Plan (QIP), and areas for development of your team); what do you want to achieve, and how will you know if you have achieved it?

Services should review the [OECD Policy and Funding Guide](#) to understand your obligations under the Flying Start partnership agreement, and the support available. These partnership obligations apply in addition to your legal obligations – e.g. under the National Law and anti-discrimination laws.

Priority 1: Warm and welcoming

All Partner Services are required to meet the Warm and welcoming partnership obligations. This includes:

- Implementing a Priority of Access Policy for preschool enrolments and
- Ensuring relevant staff complete Aboriginal Cultural Safety training and Trauma Informed Practice training.

All Partner Services in areas of socio-economic disadvantage (SEIFA 1 and 2) receive Ready Set Preschool (RSP) funding and must undertake planning that aligns to their strategic objectives for supporting enrolment and attendance outcomes for children and families who may face additional barriers to preschool participation.

You will use local data and community insights to identify goals around enrolment priority cohorts (refer to Priority of Access in the PFG).

You are only required to complete goals and actions for the Warm and welcoming section if your service receives an allocation of RSP funding (refer page 4).

Priority 2: Committed to quality

All Partner Services are required to meet the Committed to quality partnership obligations, including quality and safety in education and care in their services.

All Partner Services receive Enhancing Quality funding to access high-quality professional learning opportunities. This will support retention of the early childhood workforce, lifting service quality and improving developmental outcomes for children.

You will use the Professional Learning and Development Framework, along with your Quality Improvement Plan (QIP) to identify goals for professional learning and development, focusing on the following Quality Areas:

- 1: Educational program and practice
- 5: Relationships with children
- 7: Governance and leadership

Priority 3: Acting early, with others

All Partner Services are required to meet the Acting early, with others partnership obligations. This includes committing to actively addressing children's specific developmental vulnerabilities, working with other types of professionals and parents/carers.

All Partner Services must undertake Preschool Boost planning that aligns to their strategic objectives for responding to children's developmental needs. Preschool Boost is designed to support groups of children and enhance the capability of services, educators, and parents, meaning support for individual children, including assessment, is out of scope for Preschool Boost.

You will use Australian Early Development Census (AEDC) data and other local data to understand the developmental needs of children and families in your community to help you identify goals and select relevant supports from the menu options that align with the five AEDC domains:

- Physical health & wellbeing
- Social competence
- Emotional maturity
- Language and cognitive skills
- Communication skills and general knowledge

Priority 1: Warm and welcoming

Ready Set Preschool: GOAL

Only complete this section if a Ready Set Preschool allocation is included in your Partnership Plan.

Ready Set Preschool – provides funding to help services identify and address barriers that may prevent children and families from participating in preschool.

You may choose to complete one or both Ready Set Preschool focus areas below, depending on service needs.

GOAL 1.1

Attendance

Consider the attendance patterns of your preschool cohort (3-5 year olds). For existing services, what percentage of children currently attend your teacher-led preschool program? For new services, what percentage of your enrolled/expected children do you estimate will regularly attend your planned preschool sessions?

15 hours per week

12 hours per week

8 hours per week

Less than 8 hours per week

What's the evidence telling you, and what's the situation?

What do you want to achieve?

How will you measure success?

GOAL 1.2

Enrolment of Priority Cohorts

For this plan, please estimate the percentage of enrolments in your preschool cohort who meet category 1 or 2 of the Priority of Access criteria (refer to the Policy and Funding Guide).

How many enrolments (children) is this?

What's the evidence telling you, and what's the situation?

What do you want to achieve?

How will you measure success?

Priority 2: Committed to quality

Enhancing Quality: GOAL

Enhancing Quality – provides access to funding to undertake learning and development at a service level that aligns to strategic goals.

Please develop a goal for at least 1 of the 3 NQS focus areas.

GOAL 2.1

Quality standard

What's the evidence telling you, and what's the situation?

What do you want to achieve?

How will you measure success?

GOAL 2.2

Quality standard

What's the evidence telling you, and what's the situation?

What do you want to achieve?

How will you measure success?

GOAL 2.3

Quality standard

What's the evidence telling you and, what's the situation?

What do you want to achieve?

How will you measure success?

Priority 3: Acting early, with others

Preschool Boost: GOAL

Preschool Boost – provides funding to purchase pre-approved programs and support from the Preschool Boost menu, to address developmental vulnerability.

Please identify at least 1 of the AEDC domains as your service's goal

GOAL 3.1

AEDC domain

What's the evidence telling you, and what's the situation?

What do you want to achieve?

How will you measure success?

GOAL 3.2

AEDC domain

What's the evidence telling you, and what's the situation?

What do you want to achieve?

How will you measure success?

GOAL 3.3

AEDC domain

What's the evidence telling you, and what's the situation?

What do you want to achieve?

How will you measure success?

Section 4: Actions to support goals

Please identify the actions you are going to take (using the funding provided, within its guidelines) to achieve your goals and implement them successfully. Use the table under each priority area to show how funding will be allocated to the strategy, goal and outcome it is intended to support. Each funding item should show a clear line of sight from need and outcome → funding → action.

Priority 1: Warm and welcoming

This section captures the activities your service intends to deliver using your Ready Set Preschool (RSP) funding (if applicable). Plan your activities to support your attendance and/or enrolment goals your service identified in the previous section, noting majority of funding is to be spent on indirect cost reduction supports. Please refer to the Partner Portal for advice on eligible expenditure.

You are not required to identify individual children or families who may receive indirect cost reduction supports. Services are encouraged to retain some flexibility to respond to emerging needs, including urgent or changing family circumstances, throughout the year.

If your Provider has chosen to pool funding, you will need to record your service's funding contribution and the purpose.

If you receive RSP funding and you also receive an additional allocation for Preschool Plus, you should consider this alongside your RSP planning using the flexible allocation section.

Priority 2: Committed to quality

This section captures the activities your service will undertake using your Enhancing Quality funding informed by the Professional Learning and Development Framework and your Quality Improvement Plan (QIP). Plan your activities to support learning and development opportunities your service identified in the previous section.

Identify the learning that will be undertaken, the associated costs and backfill requirements, and how you will embed this into everyday practice.

Please note Enhancing Quality funding and identified activities are in addition to the 2 hours per week + 2 days of professional learning provided through the Teaching and Learning Fund.

Priority 3: Acting early, with others

This section captures the programs and supports you intend to purchase from the Preschool Boost menu using your Preschool Boost funding. The programs and supports you choose should directly address the goals your service identified in the previous section.

The Preschool Boost menu (aligned to AEDC domains) enables you to search by keywords or filter available supports by AEDC domain, delivery location or mode, support category, program type and cost.

You can add up to six programs or supports as actions that will help you work towards each goal by selecting the 'Add standard page' button at the top of pages 16 to 18 under the relevant AEDC focus areas.

If you choose to pool your funding, you only need to record your service's funding contribution.

If you plan to use some of your Preschool Boost funding for supports not listed on the menu (off-menu spending), please ensure the Preschool Boost off-menu application form (available on the Partner Portal) has been submitted and approved by your Local Team before adding an off-menu selection.

Priority 1: Warm and welcoming

Ready Set Preschool: ACTION

Only complete this section if a Ready Set Preschool allocation is included in your Partnership Plan.

1.1 Attendance

We will achieve this goal by:

Purchasing

Indirect cost reduction

- ☐ Nutrition ☐ Transport
☐ Clothing and essential items

Community connection

- ☐ Community connections

Supporting delivery

- ☐ Staffing

Hubs only

- ☐ Innovation

For these people:

- ☐ Whole service community
☐ Aboriginal families
☐ CALD families
☐ Families experiencing vulnerability
☐ Children with disability/additional needs
☐ Low attendance families
☐ Rural/remote families
☐ Disengaged families

What are the activities?

How will the activities contribute towards the goal?

Attendance Cost

Indirect cost reduction	\$		Community connection	\$	
Supporting delivery	\$		Hubs only	\$	
Total				\$	

1.2 Enrolment of Priority Cohorts

We will achieve this goal by:

Purchasing

Indirect cost reduction

- ☐ Nutrition ☐ Transport
☐ Clothing and essential items

Community connection

- ☐ Community connections

Supporting delivery

- ☐ Staffing

Hubs only

- ☐ Innovation

For these people:

- ☐ Whole service community
☐ Aboriginal families
☐ CALD families
☐ Families experiencing vulnerability
☐ Children with disability/additional needs
☐ Rural/remote families
☐ Disengaged families

What are the activities?

How will the activities contribute towards the goal?

Enrolment Cost

Indirect cost reduction	\$		Community connection	\$	
Supporting delivery	\$		Hubs only	\$	
Total				\$	

Priority 1: Warm and welcoming

Implementation planning

How does this all tie together?

How will your actions support children, families or staff?

What will this look like in everyday practice?

How will you embed this into everyday routines, behaviours or decisions?

What will help this stick?

What supports, reminders, conversations, or systems will help make this part of the way you work?

Ready Set Preschool Funding allocation total

\$

Remaining flexible funding

\$

Only complete this section if a Ready Set Preschool allocation is included in your Partnership Plan.

Pooling Arrangements

Pooling arrangement applies ☐ Yes ☐ No

If funding is pooled

Amount retained by provider

\$

Purpose of pooled funding

Ready Set Preschool Funding Approach

Ready Set Preschool funding should support attendance and enrolment outcomes. A majority proportion of funding should be allocated to Indirect Cost Reduction supports. Services are encouraged to retain flexibility to respond to emerging child and family needs throughout the year.

Funding Allocation

Funding stream

Est. allocation

Indirect cost reduction

\$

Community Connection

\$

Supporting delivery

\$

Hubs Only

\$

Pooled Amount

\$

TOTAL Ready Set Preschool Cost

\$

Priority 2: Committed to quality

Enhancing Quality: ACTION

2.1 NQS

We will achieve our goal by doing professional learning on _____ for these participants

- ☐ Leadership Team
☐ Preschool Teaching Team
☐ Educational Leader and lead ECT/educators
☐ Whole of staff ☐ Other

Professional Learning Type

- ☐ Onsite group training
☐ Offsite/online group training
☐ Offsite/online individual training
☐ Onsite individual training
☐ Group coaching ☐ Individual coaching
☐ Other

Indicative Supplier (if known)

This learning will contribute to this goal by

Professional Development

Indicative cost
\$

Backfill

Indicative cost
\$

Backfill hours per participant

- Leadership Team Preschool Teaching Team
 Educational Leader & lead ECT/educators Whole of staff
 Other

We will achieve our goal by doing professional learning on _____ for these participants

- ☐ Leadership Team
☐ Preschool Teaching Team
☐ Educational Leader and lead ECT/educators
☐ Whole of staff ☐ Other

Professional Learning Type

- ☐ Onsite group training
☐ Offsite/online group training
☐ Offsite/online individual training
☐ Onsite individual training
☐ Group coaching ☐ Individual coaching
☐ Other

Indicative Supplier (if known)

This learning will contribute to this goal by

Professional Development

Indicative cost
\$

Backfill

Indicative cost
\$

Backfill hours per participant

- Leadership Team Preschool Teaching Team
 Educational Leader & lead ECT/educators Whole of staff
 Other



Priority 2: Committed to quality

Enhancing Quality: ACTION

2.2 NQS

We will achieve our goal by doing professional learning on

for these participants

- ☐ Leadership Team
☐ Preschool Teaching Team
☐ Educational Leader and lead ECT/educators
☐ Whole of staff ☐ Other

Professional Learning Type

Indicative Supplier (if known)

- ☐ Onsite group training
☐ Offsite/online group training
☐ Offsite/online individual training
☐ Onsite individual training
☐ Group coaching ☐ Individual coaching
☐ Other

This learning will contribute to this goal by

Professional Development

Backfill

Indicative cost
\$

Indicative cost
\$

Backfill hours per participant

- ☐ Leadership Team ☐ Preschool Teaching Team
☐ Educational Leader & lead ECT/educators ☐ Whole of staff
☐ Other

We will achieve our goal by doing professional learning on

for these participants

- ☐ Leadership Team
☐ Preschool Teaching Team
☐ Educational Leader and lead ECT/educators
☐ Whole of staff ☐ Other

Professional Learning Type

Indicative Supplier (if known)

- ☐ Onsite group training
☐ Offsite/online group training
☐ Offsite/online individual training
☐ Onsite individual training
☐ Group coaching ☐ Individual coaching
☐ Other

This learning will contribute to this goal by

Professional Development

Backfill

Indicative cost
\$

Indicative cost
\$

Backfill hours per participant

- ☐ Leadership Team ☐ Preschool Teaching Team
☐ Educational Leader & lead ECT/educators ☐ Whole of staff
☐ Other



Priority 2: Committed to quality

Enhancing Quality: ACTION

2.3 NQS

We will achieve our goal by doing professional learning on

for these participants

- ☐ Leadership Team
☐ Preschool Teaching Team
☐ Educational Leader and lead ECT/educators
☐ Whole of staff ☐ Other

Professional Learning Type

Indicative Supplier (if known)

- ☐ Onsite group training
☐ Offsite/online group training
☐ Offsite/online individual training
☐ Onsite individual training
☐ Group coaching ☐ Individual coaching
☐ Other

This learning will contribute to this goal by

Professional Development

Backfill

Indicative cost
\$

Indicative cost
\$

Backfill hours per participant

- ☐ Leadership Team ☐ Preschool Teaching Team
☐ Educational Leader & lead ECT/educators ☐ Whole of staff
☐ Other

We will achieve our goal by doing professional learning on

for these participants

- ☐ Leadership Team
☐ Preschool Teaching Team
☐ Educational Leader and lead ECT/educators
☐ Whole of staff ☐ Other

Professional Learning Type

Indicative Supplier (if known)

- ☐ Onsite group training
☐ Offsite/online group training
☐ Offsite/online individual training
☐ Onsite individual training
☐ Group coaching ☐ Individual coaching
☐ Other

This learning will contribute to this goal by

Professional Development

Backfill

Indicative cost
\$

Indicative cost
\$

Backfill hours per participant

- ☐ Leadership Team ☐ Preschool Teaching Team
☐ Educational Leader & lead ECT/educators ☐ Whole of staff
☐ Other



Priority 2: Committed to quality

Implementation planning

How does this all tie together?

How will your actions support children, families or staff?

What will this look like in everyday practice?

How will you embed this into everyday routines, behaviours or decisions?

What will help this stick?

What supports, reminders, conversations, or systems will help make this part of the way you work?

Enhancing Quality allocation total

\$

Planned spend total

\$

Unallocated funds

\$

Rationale for underspend



Priority 3: Acting early, with others

Preschool Boost: ACTION

To add additional on-menu supports, please select 'Add standard page'. To add off-menu supports, please complete the off-menu process and select 'Add off-menu page'.

Add standard page Add off-menu page 3.1 Our primary AEDC focus area is We will achieve our goal by purchasing Supplier ☐ Allied Health support ☐ Program ☐ Aboriginal Cultural Safety training Program/Support name

to support

This program will contribute towards this goal by

- ☐ Groups of children
☐ Educator upskilling
☐ Leadership and mentoring
☐ Family and parenting

The total cost for this is

Pool Funding

Amount (ex. GST)

\$

We are pooling our funding with other services:

☐ Yes ☐ No

This support will need us to consider backfill for

Backfill – hours

- ☐ Leadership Team ☐ Less than 1 hour
☐ Preschool Teaching Team ☐ 1-3 hours
☐ Educator/s in non-preschool room ☐ 3-7.5 hours
☐ Educational Leader and lead ECT/educators ☐ More than a day
☐ Educators ☐ Other
☐ Whole of staff ☐ Other

☐ Please acknowledge your service has contacted the supplier and made a provisional booking.We will achieve our goal by purchasing Supplier ☐ Allied Health support ☐ Program ☐ Aboriginal Cultural Safety training Program/Support name

to support

This program will contribute towards this goal by

- ☐ Groups of children
☐ Educator upskilling
☐ Leadership and mentoring
☐ Family and parenting

The total cost for this is

Pool Funding

Amount (ex. GST)

\$

We are pooling our funding with other services:

☐ Yes ☐ No

This support will need us to consider backfill for

Backfill – hours

- ☐ Leadership Team ☐ Less than 1 hour
☐ Preschool Teaching Team ☐ 1-3 hours
☐ Educator/s in non-preschool room ☐ 3-7.5 hours
☐ Educational Leader and lead ECT/educators ☐ More than a day
☐ Educators ☐ Other
☐ Whole of staff ☐ Other

☐ Please acknowledge your service has contacted the supplier and made a provisional booking.

Priority 3: Acting early, with others

Preschool Boost: ACTION

To add additional on-menu supports, please select 'Add standard page'. To add off-menu supports, please complete the off-menu process and select 'Add off-menu page'.

Add standard page Add off-menu page 3.2 Our primary AEDC focus area is We will achieve our goal by purchasing Supplier ☐ Allied Health support ☐ Program ☐ Aboriginal Cultural Safety training Program/Support name

to support

This program will contribute towards this goal by

- ☐ Groups of children
☐ Educator upskilling
☐ Leadership and mentoring
☐ Family and parenting

The total cost for this is

Pool Funding

Amount (ex. GST)

\$

We are pooling our funding with other services:

☐ Yes ☐ No

This support will need us to consider backfill for

Backfill – hours

- ☐ Leadership Team
☐ Preschool Teaching Team
☐ Educator/s in non-preschool room
☐ Educational Leader and lead ECT/educators
☐ Educators
☐ Whole of staff ☐ Other

- ☐ Less than 1 hour
☐ 1-3 hours
☐ 3-7.5 hours
☐ More than a day
☐ Other

☐ Please acknowledge your service has contacted the supplier and made a provisional booking.We will achieve our goal by purchasing Supplier ☐ Allied Health support ☐ Program ☐ Aboriginal Cultural Safety training Program/Support name

to support

This program will contribute towards this goal by

- ☐ Groups of children
☐ Educator upskilling
☐ Leadership and mentoring
☐ Family and parenting

The total cost for this is

Pool Funding

Amount (ex. GST)

\$

We are pooling our funding with other services:

☐ Yes ☐ No

This support will need us to consider backfill for

Backfill – hours

- ☐ Leadership Team
☐ Preschool Teaching Team
☐ Educator/s in non-preschool room
☐ Educational Leader and lead ECT/educators
☐ Educators
☐ Whole of staff ☐ Other

- ☐ Less than 1 hour
☐ 1-3 hours
☐ 3-7.5 hours
☐ More than a day
☐ Other

☐ Please acknowledge your service has contacted the supplier and made a provisional booking.

Priority 3: Acting early, with others

Preschool Boost: ACTION

To add additional on-menu supports, please select 'Add standard page'. To add off-menu supports, please complete the off-menu process and select 'Add off-menu page'.

Add standard page Add off-menu page 3.3 Our primary AEDC focus area is We will achieve our goal by purchasing Supplier ☐ Allied Health support ☐ Program ☐ Aboriginal Cultural Safety training Program/Support name

to support

This program will contribute towards this goal by

- ☐ Groups of children
☐ Educator upskilling
☐ Leadership and mentoring
☐ Family and parenting

The total cost for this is

Pool Funding

Amount (ex. GST)

\$

We are pooling our funding with other services:

☐ Yes ☐ No

This support will need us to consider backfill for

Backfill – hours

- ☐ Leadership Team
☐ Preschool Teaching Team
☐ Educator/s in non-preschool room
☐ Educational Leader and lead ECT/educators
☐ Educators
☐ Whole of staff ☐ Other

- ☐ Less than 1 hour
☐ 1-3 hours
☐ 3-7.5 hours
☐ More than a day
☐ Other

☐ Please acknowledge your service has contacted the supplier and made a provisional booking.

We will achieve our goal by purchasing Supplier ☐ Allied Health support ☐ Program ☐ Aboriginal Cultural Safety training Program/Support name

to support

This program will contribute towards this goal by

- ☐ Groups of children
☐ Educator upskilling
☐ Leadership and mentoring
☐ Family and parenting

The total cost for this is

Pool Funding

Amount (ex. GST)

\$

We are pooling our funding with other services:

☐ Yes ☐ No

This support will need us to consider backfill for

Backfill – hours

- ☐ Leadership Team
☐ Preschool Teaching Team
☐ Educator/s in non-preschool room
☐ Educational Leader and lead ECT/educators
☐ Educators
☐ Whole of staff ☐ Other

- ☐ Less than 1 hour
☐ 1-3 hours
☐ 3-7.5 hours
☐ More than a day
☐ Other

☐ Please acknowledge your service has contacted the supplier and made a provisional booking.



Priority 3: Acting early, with others

Implementation planning

How does this all tie together?

How will your actions support children, families or staff?

What will this look like in everyday practice?

How will you embed this into everyday routines, behaviours or decisions?

What will help this stick?

What supports, reminders, conversations, or systems will help make this part of the way you work?

You need to provide the total sum of the programs and support you plan to purchase using Preschool Boost funding

Total planned spend on menu supports and programs

50% or above of funding allocation

Total planned spend on off-menu supports and programs

Up to 20% of funding allocation

**Total planned spend on staff backfill
(excluding OECD backfill contribution for mandatory
training unless requesting extra backfill)**

Up to 25% of funding allocation

Total planned spend on administration supports

Up to 5% of funding allocation

Total planned Preschool Boost spend

Preschool Boost Allocation

Value of funds not yet allocated for spending

Why have these funds not been allocated for spending?

Assurance and submission

This section confirms the plan aligns with funding rules, partnership intent and reporting expectations.

Assurance Statements

- ☐ The plan maps funding and support to one or more shared goals.
- ☐ The plan identifies the children, families, communities or staff who will benefit.
- ☐ Activities are linked to a clear need, barrier or opportunity.
- ☐ The plan identifies the intended change, not just the activity.
- ☐ The plan includes evidence or measures that will be used to report progress.
- ☐ Funding rules for each funding stream have been adhered to.
- ☐ Where Ready Set Preschool is included, the plan meets the majority indirect cost relief requirement.
- ☐ Enhancing Quality actions are in addition to the 2 hours per week + 2 days of professional learning provided through the Teaching and Learning Fund.
- ☐ Preschool Boost activities are linked to early identification, developmental support, interdisciplinary practice or family capacity building.
- ☐ The provider will support the service through release time for planning implementation and embedding of the professional learning.
- ☐ The provider understands reporting will focus on funding use, delivery change and outcomes.

Signatures

Partner Service Director

Name Position Date

Partner Provider (if applicable)

Name Position Date

OECD Local Team Regional Manager

Name Position Signature Date