Quality Improvement Plan Summary

St Agnes Preschool

| Goals | Challenge of Practice | Success Criteria |
|-------|--|---|
| | If we intentionally use high quality talk and interactions in partnership with a literacy rich learning environment, then children will strengthen their expressive and receptive language skills. | Children will: increase their use of complex vocabulary (Tier 2 & 3 words) notice and identify sounds of language, (including rhythm, rhymes and syllables) have the ability to hear, identify, use and change the individual sounds in spoken words be able to link letters to sounds. be able to express their feelings |

| National Quality Framework Priorities | Key steps |
|---|---|
| Quality Area 1 – Educational Program and Practice Develop and embed a continuity of learning process for preschool to school. | commit to action-creating a PLC/Committee who come together once or twice a term make plans to hold play based activities program or shared classes/activities with similar learning intentions, with adjustable access for children, including child-voice and decision-making |
| Quality Area 6 – Collaborative partnerships with families and communities Develop and improve family engagement in the learning program. | plan ways as a staff team, to encourage families' to be involved in the preschool program analyse family ideas/perspectives/opinions and incorporate into preschool curriculum and program to further strengthen relationships with families |
| Quality Area 3 – Physical environment Develop a common practice agreement for all educators to provide flexible and intentional learning spaces to strengthen children's engagement in collaborative and meaningful conversations and safe play with others. | brainstorm ideas for landscaping floor-plan/shape play space, which can be regularly transformed with various pieces of equipment (to allow for various learning intentions/purposes) design fixtures, fittings, materials and flooring/ground that is suitable for regular changes of equipment |

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