

2022

# Preschool Quality Improvement Plan Summary

## South Port Kindergarten

Goals	Challenge of Practice	Success Criteria
<p><b>To increase children’s ability to represent their world symbolically.</b></p>	<p>If we engage children in writing related experiences (drawing and mark making) which are meaningful to them and actively support their identities as writers, then we will be able to scaffold their literacy development and notice growth in their ability to use symbols to represent their world.</p>	<p>Children will develop an understanding that symbols are a powerful means of communication and that ideas, thoughts and concepts can be represented through them. Educators will see and hear children; self-initiate mark making experiences; develop their skills and abilities to represent ideas symbolically throughout year; share books and mark makings proudly with others; understanding of what symbols represent; growth in fine motor skills and whole arm coordination; able to engage for longer periods of times when engaging in mark making; notice increased mark makings in books and drawings; we will observe more conventions in children's books throughout year and</p>

		understanding of conventions of texts; hear educators modelling and nudging children strategically when mark making.
<b>To improve children's knowledge and use of a range of numeracy processes, resulting in improved learning and understanding of the numeracy indicator 'I explore and understand my place and space in the world'.</b>	If we focus on the numeracy strategy, STEM (science, technology, engineering, and mathematics learning experiences) providing a context for problem solving, inquiry, experimentation, hypothesizing, visualising, noticing, researching, investigating and argumentation, then educators will notice children using a range of numeracy processes during play and when solving problems, resulting in improved learning and understanding of the numeracy indicator 'I explore and understand my place and space in the world'.	Educators will see and hear; children using the properties of shape to make things fit, balance and transform; children will use the position, location, arrangement of themselves, others and objects for a purpose; hear children use words associated with shapes, position and size in play and discussion with peers; apply a wide range of thinking strategies and numeracy processes to engage with situations and solve problems; use reflective thinking to consider why things happen and what can be learnt from these experiences; increased involvement, concentration and persistence when engaging with construction, loose parts and planned STEM experiences; self-initiating building with loose parts and building blocks; children collaborating with peers to build and construct; educators questioning, being playful and intentional with children, scaffolding and modelling ideas; children demonstrating increasing imagination, ideas and visualisation skills.

National Quality Framework Priorities	Key steps
<p><b>2022 Governing council run separately from the school as per 2022 updated model constitution. Strengthening the operation of a quality service.</b></p>	<ul style="list-style-type: none"> <li>- 2022 AGM</li> <li>- Elect Governing Council committee members</li> <li>- New roles are clearly defined and understood, and support effective decision making and operation of the service.</li> </ul>
<p><b>Support educators development of using on-line platforms to connect with families to strengthen collaborative partnerships during COVID-19.</b></p>	<p>Support educators learning and development of using technology to connect with families.</p> <ul style="list-style-type: none"> <li>- Set up class do-jo app on all devices.</li> <li>- Support families to connect to app early term 1.</li> </ul>

23/02/2022

X   
Education Director

Mark Wooding

Governing Council Chair Person