

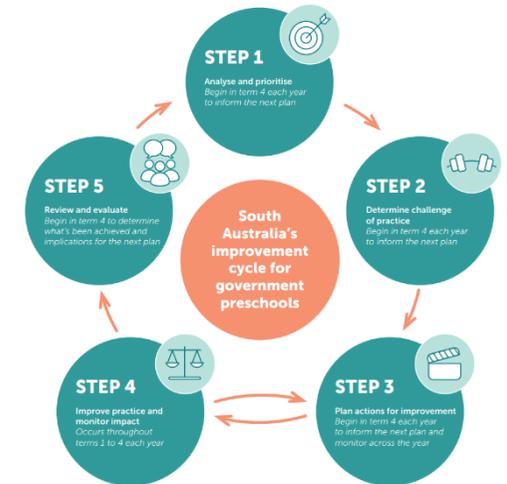
If educators explicitly teach vocabulary and incorporate strategies for sustained shared thinking, then we will extend children's ability to share their ideas and knowledge and listen and build on the ideas of others.

2023

Quality Improvement Plan for

Site number:

5528



Service name

Glossop Community School

Service address

Mitchell Terrace, Glossop SA 5344

Service approval number

SE-40009666

Acknowledgment of Country

We acknowledge the Meru people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present and extend that respect to all Aboriginal peoples. [Click or tap here to enter text.](#)

Service context

We are a school-based preschool aligned with Glossop Primary Community School K-7, located in the small rural town of Glossop. The preschool facility was built in 2017 and boast a large indoor play area, kitchen, child's bathroom with nappy changing facilities, extensive outdoor veranda fitted with heating and zip track blinds, and a large outdoor learning environment with sand pit, vegetable garden, mud kitchen and chicken yard. The preschool adjoins the early years classroom of the school and is separated by large glass doors, which fold back and create one learning space. The preschool has a capacity of 15 children per session. Children attend preschool two full days (8:45am - 3pm) and one half day (8:45am - 11:15am) each week, totalling 15 hours per week. Aboriginal children are eligible to attend from three years of age and attend the two full day sessions. Our families mostly reside in the local Glossop area, within walking distance to the preschool. The preschool is a category 2 site, and the index of disadvantage of the school is also category 2. This is reflective of the demographic of the local area. In consultation with the Governing Council we have agreed to waive preschool fees for 2022, making this a free service to the families in our community. In addition to the preschool program we run a playgroup session each Thursday morning, 9:00am - 10:30am. This session is for children birth to school age and is an opportunity for families to connect and children to socialise. At Glossop Community Preschool, we work in partnership with families to provide high quality, responsive learning programs that have a positive impact upon children's learning. Strong, respectful relationships are developed and fostered in a safe, secure and supportive environment. Children's experiences and learning are engaging and build success for life.

Statement of Philosophy

Our Statement of Philosophy reflects the principles of the Education and Care Services National Law and Regulation and the Early Years Learning Framework. Underpinning it is a set of beliefs about children, families and community, curriculum and educators that form a solid foundation for all that we do and all that we aim to achieve.

Children will be supported to develop to their full potential by:

- Developing knowledge, skills and dispositions of a learner that encourages creativity, curiosity, problem solving, independence and inquiry while engaging in multiple activities and fostering a love of learning.
- Providing a safe, welcoming, happy, supportive and accessible learning environment.
- Providing opportunities for children and families to become involved in all aspects of our preschool and school.
- Providing opportunity for children and families to develop respectful relationships with educators and the wider community.

We believe that parents and families are children's "first educators" and we:

- Support and encourage partnerships with families to share nurturing and education of children.
- Encourage communication between staff and parents/carers.
- Respond to individual family needs, recognising and respecting the diversity of families in our community.
- We make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued.
- Provide information about other services available in the community.

Educators aim to provide an inclusive, quality teaching and learning program by:

- Building a community that values children, respects their rights and values their voice.
- Supporting staff well-being, in a safe and supportive working environment.
- Valuing the skills and knowledge that each educator brings with them.
- Respecting the diversity of staff backgrounds and experiences.
- Encouraging and supporting ongoing, continuous learning, and viewing, evaluating and analysing research and data as a catalyst for positive change.
- Fostering collaborative teamwork with shared goals and directions, celebrating success and valuing positive, professional relationships with a focus on solutions.

We will strive to:

- Foster children's sense of wonder, curiosity and awe in a welcoming and inspiring environment through relationships and play.
- Engage with children and families to build on children's strengths and competencies, making learning observable to parents, educators, and the children themselves.
- Create and participate in learning communities to develop educator's high quality teaching and professional learning and expertise.
- Develop a sense of belonging to, and love of the land, nature and animals in all children. Develop children's ability to communicate through scaffolded play opportunities, expanding oral language and vocabulary.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 1: Educational Program and Practice

At Glossop Community Preschool we are committed to providing a high-quality learning program where children can learn, grow and be. The Early Years Learning Framework, Belonging, Being and Becoming, where the practices and principles are lived out through our daily program and interactions with the children, underpins our work. Our play-based educational program is broad, varied and built upon children's strengths, ideas and interests, as well as being extended by staff's professional knowledge and interests; community events; and current research and theories.

Critical reflection is central to the programming, assessment and documentation processes at the preschool. All staff are actively involved in the collaborative processes of curriculum planning, assessment and documentation, and are also expected to contribute to the cycle of observing, assessing, documenting, reporting and planning. Through the lens of the Early Years Learning Framework, staff reflect upon the principles and practices and their own pedagogies, helping to consolidate our understandings and work within a strengths-based curriculum.

Our daily routine aims to transition children into the preschool day safely and calmly, providing them with opportunities for teacher led group experiences and time for uninterrupted play. The daily routine and educational program provide children with opportunities to make independent decisions about their learning; recognising the signs and signals their bodies are giving them in relation to eating and personal needs; extended periods of uninterrupted play; group experiences and shared meal times; time for quieter and active participation. The daily routine is flexible in allowing staff and children to alter routines based on engagement levels, with staff communicating with the children and each other around routines on a regular basis throughout the day. The daily routine provides opportunities for children to follow their interests and provides flexibility in generating and following new ideas. The daily routine is reflected upon at the end of the year as children head off to school and again in the first few weeks of the year as new children enter the preschool with individual needs.

Communication with families about the program and children's learning is an essential element of the family/preschool partnership. At the first point of contact with the preschool families are provided with a small brochure about preschool services and the education program. When the child is enrolled families also receive information about the educational programs through our enrolment pack. These pieces of information are the beginning of developing an ongoing relationship with the families who access the preschool. We offer a number of pre-entry sessions prior to starting full time preschool that allow staff to begin to get to know children and their families, and for them to get to know us. Parents are also encouraged, wherever possible to bring their child to playgroup to support their child's transition into the preschool setting. Pre-entry sessions also provide an opportunity to engage in dialogue about children's interests and to answer any questions families may have. An information session, prior to their child's starting year, is offered to all new families to come and see how the preschool is run and what is offered and to ask any questions.

At the end of the first term families are invited to participate in an informal conversation about their child, their strengths and interests, as well as raising any concerns and sharing their hopes for the preschool year. Families who were unable to attend a conversation meeting are encouraged to make an appointment at another time. The information provided by families about their child during this conversation, or during other conversations, is documented. Along with staff observations of children go towards developing an individual Statement of Learning for each child at the end of term one, term 2 and term 4. Families receive a copy of their child's individual Statement of Learning and are invited to provide additional feedback for continued development. Throughout the preschool year families are encouraged to make

contact with staff to discuss their child's development and learning. The Statement of Learning is also transferred to the child's intended school to provide information to assist in the transition to school.

Children's time at preschool is presented in their own individual Learning Journal, which includes all of their individual Statement of Learnings, developmental progressions, samples of their work, photographs, learning stories and a general snapshot of their time at preschool. These folders are a treasured item and children are encouraged to share them with their friends or family, developing a sense of pride and belonging to the preschool.

Staff track and monitor the children on a daily and weekly basis through observations and weekly programming and reflections, and use data progressions along side the Early Years Learning Framework and preschool literacy and numeracy indicators. This tracking gives staff data to critically reflect on, identifying areas not noticed or provided for in the curriculum, and ensuring each child's learning and development is monitored and planned for.

From staff interactions with, and observations of children, along with knowledge shared by the family, learning experiences are planned to extend children's strengths, ideas and interests. Staff bring documented observations and anecdotal observations of children to weekly curriculum meetings where they reflect and plan for the next stage of learning. The flexibility of the routine and of staff, often allows for extension of children's ideas and interests as they occur throughout the day.

Staff undertake a multi-layered approach to informing the preschool community about the program, using newsletters, posters and displays around the preschool, notes alongside the daily sign in book, Class Dojo , display folders, posters and Facebook.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 2: Children's Health and Safety

We have a strong focus on healthy lifestyles at our preschool, particularly on healthy eating. Details about health and the importance of nutrition for young children are communicated to parents upon enrolment. Parents are also provided with guidelines about suitable foods to pack for the preschool day. This information continues to be provided throughout the year via our regular communication channels. Children are involved in daily discussions about healthy food choices, mindful eating and fuelling our bodies with 'real' food.

As part of our educational program children are actively encouraged and supported to take increasing responsibility for their own health and safety. Health and hygiene is discussed on a daily basis and children are supported in basic hygiene practices such as nose blowing, hand washing, toileting and cleaning through explicit teaching and incidental interactions. Information about health and hygiene is included in the preschool's information booklet to families, and families are actively encouraged to support children in becoming independent in managing their own personal hygiene. A cleaner cleans the preschool daily and procedures are in place for the cleaning of incidental spills and toys and equipment.

In the event of an outbreak of an infectious illness, families are notified via a note in their note pocket, along with information about the specific illness. In cases of more serious illnesses families also receive individual notification in the form of a letter delivered via our normal communication methods; including Class Dojo.

Upon enrolment information is gathered about children's health and dietary requirements. Where necessary, further information may be sought prior to attendance at preschool and individual health plans may be developed for children with an identified health need. The preschool staff team work closely with families and other allied health professionals to ensure each child's health needs are planned for and met while they attend. All staff hold current first aid certificates which satisfy all requirements for first aid, anaphylaxis management and emergency asthma training under the National Regulations. As required, staff undertake additional training in supporting individual children's health care needs. Medication procedures are in place to ensure all medication is documented, stored appropriately and administered correctly. Where possible parents are requested that their doctor provide medication that is administered outside regular preschool hours, if this is not possible written notification from the doctor is required and medicines must be presented to staff in original packaging. We have in place a double check system to ensure the correct medication is given in the appropriate dosage to the intended child. Relevant information is stored with each child's medication, visible to all staff, and easily accessible to staff in an emergency.

The preschool has a documented Emergency Management Plan that is reviewed annually. Emergency procedures are located at each entry/exit point and are discussed and practiced with children at least twice per term. Glossop Community Preschool is identified as a high-risk bushfire site and therefore has a Bushfire Emergency Plan also in place and the site closes on days of a catastrophic fire danger rating in the Riverland area.

The Department for Education (DfE) has developed a number of policies and procedures that underpin and guide our daily practice. The preschool has also developed a number of site-specific policies and procedures that guide our work. These policies are reviewed and updated bi-annually. Staff employ a number of strategies to ensure children's health and safety is maintained, including conducting static and dynamic risk assessments for all excursions, high-risk activities, supervision and as issues and

concerns arise. Staff conduct termly playground inspections, as well as a daily visual inspection that is recorded. Staff consult the National and State Law and Regulations; DfE Policies and Site Policies; National Quality Standards and Australian Playground Standards when conducting risk assessments and considering issues and concerns. All staff have completed mandatory Working with Children checks, Responding to Abuse and Neglect Training, and Child Protection Curriculum training. The Keeping Safe Child Protection curriculum is implemented incidentally throughout our daily work and through planned teaching experiences. Health and safety concerns are raised and discussed as they occur or during staff meetings

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 3: Physical Environment

Staff value the learning environment as a critical element in our preschool program, drawing upon knowledge from Reggio Emilia and the philosophy of the environment as the third teacher, they carefully plan both the indoor and outdoor learning spaces. Staff carefully consider each element in the environment as they aim to foster a sense of homeliness, with reference to children's experiences and culture. When planning learning spaces staff strive to provide inviting, stimulating and thought-provoking elements with a balance that evokes active play as well as creativity, quiet contemplation, social experiences and moments of solitude.

Loose parts are a large part of the environment, plastic toys are being used less and the essence of nature play is beginning to be embedded. As preschool educators we have a culture of rigorous self-reflection and open dialogue. Through this we have identified and acted upon strategies to develop a shift in our nature play pedagogy. This is an exciting time for our preschool as we undertake the process of growing our outdoor learning environment and children's engagement with it. We have upgraded the chicken yard to be more easily accessible by the children. This has added an extra playing area that is accessed by the children. We have added a wooden Tee Pee structure to allow for individual or group play. We identified how flat the preschool is and have incorporated more playing equipment to encourage gross motor development. The preschool have created an acoustic area to add another level of play. We also have access to using the school playground on a planned approach.

The educational team at Glossop Community Preschool are a highly skilled and dedicated group who have challenged themselves to ensure the children are provided with creative and stimulating learning environments both inside and outdoors. As an educational team we are constantly reflecting on our practices. To ensure the essence of the Reggio Emilia philosophies are not lost we engage in professional learning and embrace practices to guide children to explore, creatively problem solve, discover and create and reflect on their own learning.

Our belief that children learn best through hands on exploration and play is reflected in the structure of the day, by minimizing structured times we allow the children the time to fully engage with the curriculum learning and developing skills over time and at a pace that is individually tailored to suit their needs.

Staff have reflected upon the preschool's sustainability practices and implemented a number of strategies to increase the sustainability of the preschool. Strategies included the introduction of 3 processes for waste; one for recyclables, one for general waste and another for compost/chickens/worms. Where possible re-useable materials are incorporated back into the preschool learning environment. We continue to participate in programs that support sustainable practices by engaging children in a range of experiences including recycling, composting, growing our own vegetables, harvesting rainwater and conservative water use. We are also part of a whole school initiative: garden to plate. The preschool is growing herbs and spices to add to the program.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 4: Staffing Arrangements

Our core staff team consists of a 0.6 teacher and a part time School Support Officer (SSO). The school principal also supports this team through weekly formal staff meetings and informal daily walk throughs. As well as a Preschool Teams channel which is used to inform the principal of the teaching practices. To maintain stability for the children we access a small pool of relief staff whenever possible. An SSO, with early childhood training, is employed to assist with necessary procedures around children's health, hygiene and safety and to support the planning and learning cycle weekly.

Extensive staff induction processes ensure all staff have the information required to have a productive and successful day. Attending staff meetings is a high priority of the team. Weekly curriculum meetings are held alongside programming, reflection and observation documentation. Agreed protocols have been established to ensure that all staff have the opportunity to contribute to discussions, and feel respected and valued members of the team.

As a team we have a wide range of experiences, interests and skills however as a collective we have shared values, beliefs and philosophies. We have a highly valued positive work culture in which we all have high expectations of ourselves and of our colleagues. As a highly committed team we engage in critically reflective and open conversations, solving issues honestly and together. Our decision-making processes reflect the preschool philosophy, while the DfE Code of Ethics guides our interactions and behaviours. The cohesive and communicative nature of the team enables us to deliver an engaging, educational preschool programme where each individual child's developmental needs can be met through play.

The staff team are critical thinkers and engage in a culture of inquiry and continual improvement and learning. Through a wide variety of professional learning, we are constantly challenging our thinking as we broaden our knowledge base, engage in critical dialogue and access literature that supports the latest theories of thinking, brain development and how children best learn as well as extending on previous professional learning on teaching and learning in the natural play environment. Through data collected both formally and through casual conversations there is a continued high level of community satisfaction regarding the quality of the staff, their professional knowledge and enthusiasm for the children's learning.

All staff have a written Performance Development Plan that guides their work as professionals and is closely linked to preschool and partnership priorities.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 5: Relationships with Children

Developing and maintaining positive relationships with children is a fundamental element of the preschool programme and underpins everything we do. We place a strong emphasis on this from very early on in the enrolment process, pre-entry and continuing long after children exit our service.

Developing strong relationships with the children and their families is a priority of our work in term one. It is these open and honest interactions that support the development of warm and respectful relationships with open communications between staff and families. This ultimately promotes the child's sense of belonging in the preschool community and supports individual children's positive experiences. Subsequently, staff support the children on their learning journey in conjunction with families. The staff reflect on daily structures and believe the daily routine is conducive to the building of positive and respectful relationships. The preschool environment and structure, provide the opportunities for children and adults to develop relationships through inclusion in small groups, large groups and whole group activities. This allows the freedom and the time to explore relationships with a wide range of individual children. Staff carefully monitor children's play patterns and their interactions with others as they engage in socio-dramatic play at their developmental level and by providing guidance and scaffolding as required are able to support individual learning.

Prior to beginning preschool, we encourage our families to attend our playgroup where children can become familiar with the preschool environment and can begin to develop relationships with staff. We offer pre-entry days in the term prior to starting preschool where children and their families can come and explore the preschool. We acknowledge that starting preschool can be a big transition for many children. They are not only learning about the rules and routines and getting to know staff, they are also getting to know other children. With this in mind, in the first week of preschool staff work closely with families to support children's resilience and acknowledge the huge effort required when settling into preschool. We work with families to support children's transition into preschool and working together to develop plans and strategies to support each child's transition into preschool based on their individual needs.

Engaging in genuine conversations and interactions, and our responses to their requests and needs, strengthens relationships with children conveys messages of mutual respect. When children feel safe, secure and supported they feel confident and capable. Staff have become competent users of the positive language around the school's values and dispositions, and are using these to guide their teaching and interactions with children.

The preschool is well resourced with a variety of support equipment enabling all children regardless of skills and ability to engage fully with the curriculum inclusive of their individual needs, including those with special needs and those for non-English speaking backgrounds. The ability to build relationships quickly and read and understand a child's non-verbal cues and reflections daily, has been highly effective in providing a voice for children with speech and language delays and children with additional needs. The ability to communicate and reflect with staff fosters a sense of connectedness and belonging. The extensive use of newsletters, Class Dojo, Facebook, text messaging, notes in pockets and frequent verbal exchanges has been instrumental in developing and maintaining relationships with families.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 6: Collaborative Partnerships with Families and Communities

The relationships we develop with families are as essential as the relationships we develop with the children. We work in partnership with families to ensure children's learning and development is maximised.

A Family Information Book has been developed to provide families with information about the preschool program and the playgroup program. This information is provided to families on enrolment. During the course of pre-entry the children are provided with a pack containing more relevant parent information, chalk, pencils, name tracing, scrap books and other relevant items for the child to use at home.

Staff take the time to share about the preschool and the enrolment process. Families wishing to enrol their child at our preschool are asked to complete a registration. Once enrolment has been confirmed families are invited to attend a parent information session, held prior to the new preschool year, where further information about the preschool is shared and families have an opportunity to ask questions. Families are also presented with a comprehensive information pack which provides information about the preschool; the educational program and summaries of preschool policies and procedures; healthy eating; The Early Years Learning Framework; National Quality Framework; illness and infectious diseases; protective practices.

Enrolment and induction is an essential component in the information sharing and relationship building process, when making initial inquiries families are encouraged to bring their child/children into the centre for a look around and to playgroup. This provides an excellent forum for the child to become familiar with the centre and allows parents to network and support one another.

Over the course of the year families receive regular communication about the preschool, its programs and services and their child's learning and development. Our preschool is built upon community and family participation and families are actively encouraged and supported to be involved at a level that suits them. Many opportunities are provided throughout the year to encourage family engagement in the preschool program, from family acquaintance nights and excursions, to volunteering during the preschool session or simply doing the washing. The preschool plans many experiences as part of the children's entitled preschool hours that promote a sense of community and family participation. The Glossop Community School as a whole has a strong focus on community events that foster family and community connections.

The preschool employs a number of strategies to involve families in the decision-making processes of the preschool and family feedback is sought throughout the year on a range of topics. This includes information about how and what information they want to receive about their child's time at preschool, feedback about preschool policies and procedures, and feedback about events and programs offered. The Governing Council provides families with the opportunity to participate in decision-making that effects the future of the preschool and the educational programs.

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community

Quality Area 7: Governance and Leadership

Glossop Community Preschool believes in a shared leadership approach where each stakeholder has opportunities to genuinely participate in decision-making processes. As a DfE preschool our work is governed by a number of policies and associated documents that ensure specific acts and regulations, and the core business and objectives of the department are adhered to. The principal is responsible for ensuring each participant follows relevant acts, regulations, policies and procedures, and works together with the staff, families and community to ensure they are implemented in a way that is respectful to the preschool community.

The Governing Council works with the principal to set and monitor the direction of the preschool. The Governing Council involves the local community; develops and approves local policies; sets the broad direction and vision of the preschool; monitors and reviews the preschool's quality improvement plan and budget. In 2019 the Governing Council reflected on the high value of the preschool service within the school community and agreed to waive preschool fees, ensuring the service was freely accessible to all parents and families.

Staff meetings are held weekly and focus on administrative and management tasks including, work, health and safety, national quality framework, professional development, and quality improvement planning. Curriculum meetings are held hand in hand with the staff meetings, which provide a structured time to reflect upon the educational program, individual and group learning and to plan for future learning. This also gives staff a forum to discuss their own professional learning in relation to the curriculum and improved outcomes for the children.

The preschool's Raising a Complaint and Concern processes are in line with the DfE policy. Information about raising a concern or complaint is provided in the preschool's information booklet and provided to families again during the year. It is the aim that complaints will be dealt with respectfully at the site level, with issues tabled, conversations documented and confidentiality of utmost importance.

Comprehensive induction processes have been developed for staff, volunteers, students and Governing Council. A site-specific information brochure has been developed to provide temporary relief teachers and support staff with concise information about the site. This information is reviewed annually and updated as necessary. Where possible we employ regular relief staff at the preschool, their knowledge of the centre and the children help maintain a stable learning environment for the children. Staff participate in formal performance development throughout the year, with a formal meeting held at the beginning and end of the preschool year.

Information about the staff team is provided to the preschool community in the parent information booklet. The Annual Report and the Quality Improvement Plan is on display and accessible to the families at all times.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Glossop Community School Based Preschool

Goal 1: To improve children’s speaking, listening and vocabulary skills in order for them to maintain a reciprocal shared conversation.



STEP 2 Determine challenge of practice

Challenge of Practice:

If educators implement intentional, rich and targeted vocabulary learning experiences, we will improve individual oral language development.

Success Criteria (what children know, do, and understand):

Through analysis of formative assessment we will hear and see children;

- Verbally contribute to back and forth conversations (using increasingly sophisticated language and oral sentence structure)
- Communicate their thinking using tier 1 and 2 vocabulary (use language appropriate for purpose)
- Giving cues that they are listening to others
- Interacting with others to clarify and extend their thinking (understand what is being communicated)



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Educators will increase their capacity to collect, analyse and use formative assessment on children’s oral language development and use this to inform teaching and learning in the weekly planning cycle.	1.1.1 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 1.3.3 4.2.1 7.2.3	Throughout 2023, meet with Speech Path Term 1 and then regularly	The Teacher and Principal will refer to Preschool Literacy Guidebook for guidance in understanding oral language development. The Teacher, Principal and Speech Pathologist will review and consider ‘what the research says’ regarding the number of words low SES children are exposed to and the resulting	Speech pathologist Preschool Literacy Guidebook Page 11-16

			number of words in their vocabulary. The teacher will consider the research in planning to immerse students in vocabulary.	
Educators will track each child's oral language development across the year and set and regularly review individual learning goals to help them progress to the next stage.	1.1.1 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 1.3.3	Term 1 and Term 3 – Data collection and Analysis.	Speech path - Cubed data collection and analysis Teacher, principal and speech path – develop tracking method Goal setting -teacher and speech path.	Speech pathologist CUBED data collection and analysis Language screener observations
Educators will increase their understanding and skill in using sustained shared thinking strategies with children.	7.2.3	Revisit PLINK course early Term 1, 2023, continuously refine strategies throughout 2023	Teacher to complete and revise PLINK course and refine strategies.	PLINK-sustained shared thinking Sustained Shared Thinking article - 'What is Sustained Shared Thinking?'
Educators will use sustained shared thinking strategies to introduce and revise vocabulary in their everyday interactions with children.	5.1.1 5.2.1 1.1.2 1.2.1 1.2.2	Daily	Educators identify focus strategy with tier 1 and 2 words for the fortnight. Educators will rotate through Sustained Shared Thinking Strategies	Learning program SST PDF article Observations Vocab recording tool -speech path Preschool Literacy Guidebook Page 12
Educators will embed book based learning in the planning cycle and explicitly explore vocabulary from the texts, which includes books used in PreLit, to build children's word knowledge and use.	1.1.1 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 1.3.3	continuously	The teacher will read texts to children at least twice per day, drawing out vocabulary from the books. The teacher will use this vocabulary to integrate hands on learning tasks to promote	PreLit observation notes PreLit program and texts Preschool Literacy Guidebook Page 13

			oral language development; e.g Singing, finger plays, retelling stories, story tables, small world play and story enacting and retelling.	
Educators will deliver the PreLit program with fidelity and create meaningful follow up learning activities which scaffold vocabulary and oral language development, eg story tables, small world play, story enacting and retell. Educators will intentionally emphasise the identified vocabulary words using word cards and follow these up through daily interactions with children in the learning program.	1.1.1 1.1.3 1.2.1 1.2.2 1.3.1 1.3.2 1.3.3	daily	teacher	PreLit observation notes PreLit program and texts PreLit vocab cards Preschool resources

Goal 1: To improve children’s speaking, listening and vocabulary skills in order for them to maintain a reciprocal shared conversation.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

Actions	 On track	Evidence Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?	What are our next steps? Potential adjustments?
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
Educators will increase their capacity to collect, analyse and use formative assessment on children’s oral language development and use this to inform teaching and learning in the weekly planning cycle.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will track each child’s oral language development across the year and set and regularly review individual learning goals to help them progress to the next stage.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Educators will increase their understanding and skill in using sustained shared thinking strategies with children.	Click or tap here to enter text.	Teacher to complete and revise PLINK course and refine strategies.	Click or tap here to enter text.
Educators will embed book based learning in the planning cycle and explicitly explore vocabulary from the texts to build children’s word knowledge and use. Educators will deliver the PreLit program with fidelity and create meaningful follow up learning activities which scaffold vocabulary and oral	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

language development, eg story tables, small world play, story enacting and retell.			
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Goal 1: To improve children’s speaking, listening and vocabulary skills in order for them to maintain a reciprocal shared conversation.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Learning Improvement Plan – Goal 2



STEP 1 Analyse and Prioritise

Site name: Glossop
Community School Based

Goal 2: Click or tap here to enter text.



STEP 2 Determine challenge of practice

Challenge of Practice:

Click or tap here to enter text.

Success Criteria (what children know, do, and understand):

Click or tap here to enter text.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
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Goal 2: Click or tap here to enter text.

 **STEP 4 Improve practice and monitor impact** - Are we doing what we said we would do? Are we improving children’s learning? How effective have our actions been?

<p>Actions</p>	 On track	<p>Evidence</p> <p>Are we doing what we said we would do? Are we improving children’s learning? How do we know which actions have been effective?</p>	<p>What are our next steps? Potential adjustments?</p>
	 Needs attention/work in progress		
	 Not on track		
	Date your notes to ensure you track and monitor adjustments and progress of your plan		
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>
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<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>	<p>Click or tap here to enter text.</p>

Goal 2: Click or tap here to enter text.

 **STEP 5 Review and Evaluate** - Have we achieved our improvement goal? What have we learned and what are our next steps?

What progress have we made? Have we achieved our goal?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

National Quality Standard priorities

Priority	NQS links	Key steps	Timeline	Resources	Roles & Responsibilities
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.	Click or tap here to enter text.

Progress notes

National Quality Standard priorities

Improve practice and monitor impact - Are we doing what we said we would do? Are we improving practice? How effective have our actions been?

Priority	Implementation (are we doing what we said we would do?) Enter your overall assessment of progress towards implementing actions for improvement.		Impact for children and families (Are we improving practice and learning outcomes?) Enter the evidence of impact of your actions for children and families	Next steps
	 On track			
	 Needs attention/work in progress			
	 Not on track			
	Date your notes to ensure you track and monitor adjustments and progress of your plan			
Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.
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Click or tap here to enter text.	Click or tap here to enter text.		Click or tap here to enter text.	Click or tap here to enter text.

Review and Evaluate - Have we achieved our NQS priorities? What have we learned and what are our next steps?

What progress have we made? Have we achieved our priorities?

Click or tap here to enter text.

Enablers: What factors have been critical for success?

Click or tap here to enter text.

Inhibitors: What factors have impeded progress? How will we work through this?

Click or tap here to enter text.

Recommendations: What are the next steps to take?

Click or tap here to enter text.

Endorsements

Endorsed by director/principal

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by governing council chairperson

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:

Endorsed by education director

Name Click or tap here to enter text.
Date Click or tap to enter a date.

Signature:



Government of South Australia
Department for Education