



ANGLE VALE  
preschool

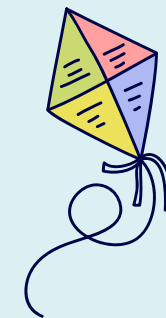
# 2022 Quality Improvement Plan

## Statement of Philosophy

Angle Vale Preschool is proud to promote respectful, consistent, nurturing and responsive relationships. We offer intentional and spontaneous learning opportunities that will empower children, parents, teachers and community to achieve powerful learning outcomes for all of our learners. We are committed to an educational philosophy that is based on informed practice and current educational research. We believe that play is the essential medium for a young child's learning and our aim is to provide a program of experiences and activities that are child centred and flexible, encouraging individual levels of development.

We are passionate about: • **Respect** • **Curiosity** • **Environment** • **Trust** • **Sustained Involvement** • **Relationships**

We believe that, through play, with the teacher as a facilitator in an encouraging and supportive environment, each child will develop self-confidence. Through play, children have the opportunity to engage in the Early Years Learning Framework. It inspires our commitment to quality teaching practices and learning outcomes for children. Our teachers are inspired to celebrate the unique Aboriginal heritage of Australia and commit to weaving this into our daily interactions with children.



## National Quality Framework priorities

- Improve participation and access to the curriculum for children regardless of their ability
- All educators involved in the curriculum planning process (individual focus children/ whole group planning)
- Improve parent and family engagement in the curriculum/ community



## Learning Improvement Plan Goal

To increase children's ability to use and understand tier 2 and tier 3 words to convey meaning and interact verbally and non verbally with others for a range of purposes.

**Challenge of practice:** If we incorporate strategies for vocabulary expansion through quality interactions, targeted small groups and play with children, then we will extend children's ability to use and understand tier 2 and tier 3 words.

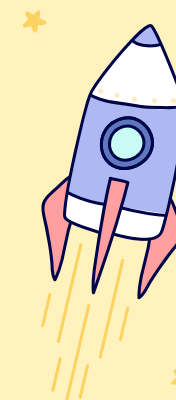
### Actions:

- All educators will engage in daily 'every child every day' reflections to monitor the quality of children's interactions. Collate data from parent surveys to determine strategies to involve families in the planning process. (QA 1.1.2, 4.1.1, 5.1.1)
- Improving educators knowledge and practice in engaging in shared sustained thinking with children. (QA 1.1.3, 4.1.1)
- Targeted and explicit small group experiences daily focusing on tier 2 and tier 3 vocabulary using a book based approach complemented through play. (QA 1.2.2, 1.3.2)
- Educators use a variety of tools to collect data (involvement, RRR, tracking and monitoring, oral language and yakka tracker) and to reflect on findings to change and adapt pedagogy, learning environments and programs.

### Success Criteria:

Through analysis of formative assessment (observations, transcripts, recordings, family information, every child every day data, yakka tracker and reflections) we will see children:

- increase their ability to use tier 2 and 3 words
- increase their ability to comprehend tier 2 and 3 vocabulary



Government  
of South Australia  
Department for Education



*empowering playful learners*



RATED  
**EXCEEDING**  
NATIONAL QUALITY STANDARD