

Quality Improvement Plan Summary

Athelstone Preschool

Goals	Challenge of Practice	Success Criteria
Goal 1: Enhancing children’s wellbeing, executive functioning and pre-literacy skills through interacting a music focussed program	If we continuously and intentionally provide and plan a range of music focused experiences, then we increase children’s emotional wellbeing, cognitive flexibility and application of pre-literacy skills (initial sounds/rhyme/syllables).	Ongoing analysis and reflection of our pedagogical documentation will indicate children’s: <ul style="list-style-type: none">- Developing ability to experiment with familiar sounds and songs in their play- Developing ability to recognise initial sounds- Developing understanding of identifying and creating rhyme- Developing ability to segment words (syllables)- Developing ability to regulate and express their emotions- Developing ability to develop core executive functions

National Quality Framework Priorities	Key steps
Learning environment: Upgrade physical environment to support children to become more actively engaged in sustained learning and have greater opportunity for exploration, wondering and regulation.	Working with Ventia and LCS Landscapes
Deepen engagement with families and community <ul style="list-style-type: none">- Social media- Twilight sessions on music & self-regulation- Curriculum learning opportunities communicated to families- Shared Spotify Playlists- Utilising digital platforms similar to Audiri for digital consent forms / newsletters, etc. Connection with U3A members for intergenerational projects	Invite all families to social media pages via community posts / emails Work closely with Glenda – organiser of U3A and council for intergenerational projects Create shared spotify playlist ready for term 1 with families Start fresh on social media with a clear directive on aesthetic, posts, etc.
Learning program Implementing and communicating intentional music experiences throughout the learning program to support pre-literacy skills and as a self-regulation strategy	Undertake PD opportunities Work with MENFO – Gaby Freer Discussion with Department for Education Speech Pathologist on the pre-literacy skills

Critical reflection on Pedagogical Documentation Review of current processes and adapt accordingly based on needs on 2024 PQIP and EYLF V2.0	Review of current planning cycle and reflection processes EYLF Priorities potentially added as reminders to document How do families have additional input and viewing of these documents
Aboriginal and Torres Strait Islander Perspectives Creating deeper engagement in this learning throughout the year and working with the council	Contact council for contact to local elder and any additional support communities or people

2/02/2024

X
Education Director

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Governing Council Chair Person