

2023

Service approval number: SE  
00010566

# Quality Improvement Plan Summary

Leigh Creek Kindergarten

Goals	Challenge of Practice	Success Criteria
Goal 1: To extend children confidence in representing their ideas through mark making	Educators will provide multiple opportunities for the children to confidently express their ideas through mark-making.	Through ongoing analysis of formative assessment we will see children:  Development of muscle strength including fine motors and gross motors skills. Engaging in mark-making opportunities. Showing developmental progression of mark-making, scribble, letter like formations and letter strings towards conventional writing. Children talk about their mark-making, drawings and letter making.
Goal 2: To improve children's understanding and use of number to quantify	If educators provide purposeful learning experiences on number sense and consistently use powerful strategies in order to quantify.	Through analysis of formative assessment we will see children:  Subitise collections up to five without counting Understand the countable units of one (trust to count) Demonstrate knowledge of numbers 1-10

National Quality Framework Priorities	Key steps
Improve the planning cycle with a focus on reflection	<p>Educators are collecting data, Analysing data, Implementing by embedding in the program.</p> <p>Educators are reflecting, Educators assessing of each child's learning and development is part of an ongoing cycle of planning, documenting and evaluation.</p> <p>Educators using this as an effective process that drives development of the program through weekly meeting.</p> <p>Educators are exchanging and sharing information about the program with families</p> <p>Utilising routine to undertake intentional teaching connected with the program</p>



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Improve the environment purposefully to engage families and children in the learning program

Outdoor and indoor spaces are designed and effectively organised by educators to engage every child in quality experiences involving the built and natural environments, The spaces provide the flexibility to respond to children's individual needs, development, self-initiated play and exploration.

Safe shelving and storage areas from which children and adults can access equipment and resources that are age and capability appropriate, or where finished artworks can be display recognised and seen by families.

Improved focus on the educator's interactions with children


Educators are modelling reasoning, predicting and reflecting processes and language.

Using techniques-sign language, visual cues and resources connected with mark-making.

Additionally, other resources to support the inclusion of children with additional needs e.g. sensory materials.

Responding positively and respectfully to children's comments, questions, requests for assistance e.g. assisting in beginning mark-making and counting

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X   
Education Director

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Governing Council Chair Person



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