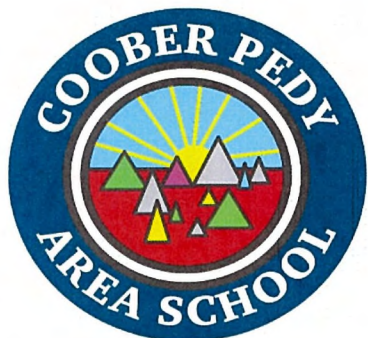


2023

Quality Improvement Plan for Cooper Pedy Area School Preschool

Site number:

1566



Inkanyi- Play
Nintiringa nyi- Learn
Pulkanyi- Grow



Service name

Cooper Pedy Area School Preschool

Service address

17-19 Paxton Road, Cooper Pedy, S.A.

Service approval number

SE-00010272

Acknowledgment of Country

We acknowledge the **Antikarinja Matu- Yankunjatjara** 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.

Service context

The Coober Pedy Area School (CPAS) Preschool is a State Government funded school-based preschool, we are located within the school grounds. Coober Pedy Area School has students from preschool to year 12. The preschool underwent redevelopment in 2017 and both the indoor and outdoor areas have been architecturally designed to offer open well thought out learning spaces. The site capacity is 40, however is capped at 30 children and is under the rural and remote category 1 area of disadvantage which is staffed at a ratio of 1:10. Staffing consists of an Early Childhood Teacher, a diploma trained ECW and an SSO as additional support, also teacher support provided to cover lunch breaks and relief lessons.

Coober Pedy is located 850km north of Adelaide and 680km south of Alice Springs, the town is an opal mining community and relies on tourism as the main employment industry. There is a high level of disadvantage in the community, high unemployment, alcohol and drug related crime, hospitalisations and violence. The town has a high Aboriginal and multicultural population with 45 nationalities represented in a transient population of around 2000 people.

All preschool eligible children- 3-year-old Aboriginal children and children in their eligible year attend our three full day sessions Monday 08:45AM- 15:15PM, Tuesday 08:45AM- 15:15PM and Wednesday 08:45AM- 14:15PM. This is a total of 18.5 hours for all students attending. Our context is diverse and challenging particularly managing child attendance, offering three full days ensures our most disadvantaged can access maximum learning opportunities within the times we offer. A school bus service is available for pick up and drop off of students, fruit and sandwiches are also provided for children in need.

The preschool also offers the premises for use by the local Parent Playgroup, which operates every Friday 9am-10:30am during the school terms.

Preschool parking is located at the front of the school on Paxton Road or at the preschools enclosed rear car park via Cameron drive. The Coober Pedy Area School Preschool follows the South Australian school holiday dates for terms 1-3. Term 4 is an 8-week term due to Coober Pedy's locality in the Far North Region.

Overview of improvement goals:

- To develop children's speaking and listening skills. (To support foundational skills for CPAS SIP priority- reading). Our goal development for literacy has been part of an ongoing four-year process. Due to our low socio demographic a consistent theme with a majority of our preschool starters has been delayed foundational developmental skills for positive literacy learner engagement. In consultation with visiting professional mentor staff, liaising with CPAS leadership and teachers, family feedback, enrolment data and analysing observational outcomes of our current cohort; our literacy goal for 2023 will remain the same. Minor adjustments to areas of actions, timelines, roles and responsibilities and resources have been made. Our preschool literacy goal also strategically aligns with the CPAS site improvement plan priority for reading and supports foundational skill development for children moving into a more formal schooling setting.
- To develop children's understanding in mathematical thinking, processes and concepts. (To support foundational skills for CPAS SIP priority- numeracy). Our numeracy goal is broad with an underlying understanding of the use of correct mathematical language to highlight and identify maths all around us. Our numeracy goal remains unchanged for 2023; reasons contributing to this decision are: the few students remaining with the preschool are inconsistent attenders and have not fully engaged with the current learning programs and current cohort data and CPAS reception teacher feedback showing positive learner outcomes in the area of numeracy. Again, goal development has been the result of consulting with visiting professionals, liaising with CPAS leadership and teachers, family feedback, enrolment data and analysing observational outcomes of our current cohort. Our preschool numeracy goal also strategically aligns with the CPAS site improvement plan priority for numeracy and supports foundational skill development for children moving into a more formal schooling setting.

The goals for Literacy and Numeracy are intentionally broad to suit our diverse and increasingly complex context. We cannot expect each and every child to fit within a one-dimensional focus. We provide for each child by creating individual learning plans that are centred on their personalised goals, for well-being and involvement, literacy, and numeracy. These goals are evolutionary as children move through the competencies highlighted in the success criteria for literacy and numeracy.

PQIP PRIORITIES:

Writing Readiness:

Fine motor focus- correct pencil grip, finger gnosis (sensorimotor skills); bilateral focus- crossing the mid-line, core strength and posture for writing. Early mark making. Increased focus on creation of different patterns, lines, textures and shapes. Progress development from scribbles to controlled writing movements- circles, lines, waves and zigzags. Observational data (preschool, whole site and CPAS NAPLAN) and consultation with CPAS junior primary teachers indicates poor performance in areas of writing. Observations highlight not only cognitive but also physical deficiencies that contribute to writing performance. Some of these deficiencies are, but not isolated to: lack of writing 'stamina', poor posture for writing contributing to writer fatigue, incorrect or strained pencil grip leading to illegible letter formation and lack of controlled writing movements. Our main priority of Writing Readiness has evolved from consulting with visiting professionals, liaising with CPAS leadership and teachers, family feedback, enrolment data and analysing observational outcomes of our current and previous cohorts. Our preschool priority of writing readiness also strategically aligns with the CPAS site improvement plan priority for writing and supports foundational skill development for children moving into a more formal schooling setting.

Wellbeing focus:

Support children to express and manage emotions accordingly. Family and community connections for learner wellbeing. Maintain consistent and predictable routines. Wellbeing for children's engagement into the learning environment has always and will continue to be a major focus in the CPAS Preschool. Our complex and challenging community faces many challenges on a daily basis, isolation, poverty, high unemployment, alcohol and drug related crime, hospitalisations and violence. A large portion of our attending children experience trauma on a daily basis, with many coming from situations in which families do not have the capacity to adequately support their children through these times. We believe it is our responsibility to advocate for our children and our first priority is to provide social/ emotional stability for the children whilst attending the preschool.

Multimodal Masteries: CPAS preschool extension for literacy/ numeracy resource and observation development. Multimodal Masteries focus to support our resource and observational materials development for educators, children and families. Children and staff to explore modalities through a digital format: LINGUISTIC/ALPHABETIC — written and spoken words, VISUAL — images (moving or still) AURAL — sound, music, GESTURAL — movement, expression, body language and SPATIAL — position, physical arrangement, proximity. The content developed is site specific, relevant to our context and reflects the children's individual and group learning.

Statement of Philosophy

VISION

To empower our children to flourish in their self, relationships, community and learning

Self

- I want to play, I want to learn everything, I want to ride bikes, I want to learn lots of stuff, I want to be strong, I want to play with my friends, I want to dig, I want to run, I want to climb the tree, I want to play with the trucks, I want to talk with my friends, I want to play the iPads, I want to cook malu, I want to play with the water, I want to dress- up, I want to paint, I want to make things, I want to be outside (Preschool group 11/2022).

Relationships

- We value and recognise parents and caregivers as children's first teachers and aim to build on learning each child brings from their home/ family context.
- We strive to maintain respectful, supportive and responsive relationships with our students, families and community members by creating an environment which is welcoming and encourages interactions and positive partnerships.
- We encourage a sense belonging and support individual identity by building nurturing and supportive relationships with each child, for positive social development and self-empowerment.

Community

- We value and honour our community and believe our cultural diversity empowers the preschool environment and each child's cultural backgrounds are recognised and respected.
- We acknowledge and respect Australia's rich indigenous history in particular that of the Antikirinya Matu- Yankuntjatjara people of our munda and believe in learning from our community elders.

Learning

- The National Early Years Learning Framework provides the basis of our curriculum.
- We foster learning through a multiple range of experiences and believe children are competent learners that take risks, make mistakes and are free to explore.
- In partnership with families and caregivers we strive to create a learning environment that is intentional, unique and inclusive that fosters a sense of belonging.
- We encourage children to be independent learners by giving them opportunities to make choices, explore their own ideas, wonder and discover.
- We encourage and advocate for nature play and our connections to country and our environment, we believe learning outdoors is as important as the indoor learning environment and support the Reggio philosophy of the environment as the third teacher.

Review: November 2022.

Strengths

Quality Area 1: Educational Program and Practice

Practice is embedded in service operations

- The programme is written into the Weekly Programming and Reflection Diary, the diary format is designed by staff and is site specific to our documentation needs. The diary incorporates the pre-planned experiences and spontaneous activities as they happen. Pre-planned activities and experiences are planned at a minimum week in advance to allow for collection of materials and resources. Spontaneous learning opportunities are documented and are followed up or extended where possible.
- Spontaneous play is encouraged and children are supported by all staff members. Children are provided with long periods of uninterrupted play, where educators are engaged through scaffolding and providing deeper meaning through open-ended questioning.
- Weekly home learning packs are provided for each child as an extension of learning, these take on various forms such as stories, songs, memory cards, puppets etc. The purpose of these is for children to share activities with family members. Related content is shared via SeeSaw to ensure parents and caregivers know how the resource is used and to support the children for home learning. These home learning packs also provide a resource bank for our children to keep.

Practice is informed by critical reflection

- Children's observations are documented using class iPads, children have access to these and are encouraged to self-document their thinking and learning, using various applications- voice recording, photo, video and other apps such as Movie Maker. We believe encouraging children to be multi modally literate is particularly relevant in modern society and exposes our most vulnerable who have limited access to technological devices to have another platform for communication. These are also used as a reflective tool for the children to revisit their ideas, thinking and work. The observations taken by staff and children are shared with families and carers via the SeeSaw App. Parents are also encouraged to comment and reflect on their child's learning and documentation. Staff also have access to the observations, and these are used as a reflective tool to share during staff meetings and inform further planning.
- All educators are involved in informal daily reflection discussions throughout the day and at the end of each session. Preschool staff team meetings are held every Wednesday afternoon. This gives educators the opportunity to share observations, ideas and to inform each other on general school /preschool activities. This information is used to plan further activities and experiences that reflect the children's learning and makes clear connections to the Indicators of preschool literacy and numeracy and the Early Years Learning Framework. Twice a term (Week 5 and 10) the NQS/PQIP is on the agenda to delve deeper into the requirements of each standard, what it looks like in our setting? Is compliance addressed? And are our learning goals towards numeracy and literacy improvement being actioned?

Practice is shaped by meaningful engagement with families and/or the communities:

- An enrolment meeting is offered to families prior to starting this gives families the opportunities to share relevant information. Families are also given a 'Getting to know your child' sheet, families are asked to complete the survey/ questionnaire about their child's strengths, challenges, interests and significant family traditions. This survey is handed out again mid-year, this information is used to inform individual learning plans, experiences and for staff to better understand their children.
- Service programs are displayed for families to see and they are encouraged to contribute through our suggestion box, family feedback sheets, phone calls, formal and informal conversations and the information sharing app SeeSaw.
- Aboriginal language is used throughout the day, during group times and in everyday conversations. We consult regularly with our Aboriginal Education Team and community elders to ensure correct pronunciation and holistic approaches.

Strengths

Quality Area 2: Children's Health and Safety

Practice is embedded in service operations

- The 'Keeping Safe: Child Protection Curriculum' is a compulsory requirement under the DfE. This is presented throughout the year, following a sequence of themes that are planned for term by term. Parents are informed by letter, including explanations of the sensitive component of the curriculum. Teachers are trained in the delivery of the KS: CPC.
- Due to the nature of our community record keeping can prove challenging and parents do not always provide compulsory documentation, an example of this is the DfE No Jab No Play policy. To ease the process for parents and caregivers, on enrolment we offer a release of information form for signing and we deal with immunisation providers in our community direct for immunisation history records. This insures compliancy and eases processes for some families who may find it difficult gathering this information.
- A daily yard checklist is completed to ensure our outdoor area is clean and clear of rubbish, unwelcome wildlife and hazards. An annual workplace inspection checklist is completed at the beginning of each year for indoor and outdoor learning areas.
- Identified hazards are reported to the CPAS WHS committee and dealt with accordingly.

Practice is informed by critical reflection

- It is imperative that at the beginning of the year with a new group of children to assess and adapt routines to meet individual needs. There is a range of opportunities within our routine for active and quiet activity. Children who are very tired are offered cushions, rest mats and comfortable places during the day.
- We conduct two emergency drills per term, one inactivation and one evacuation. These are evaluated and discussed to ensure best practice in emergency situations.

Practice is shaped by meaningful engagement with families and/or the community

- Parents provide snacks and lunch for their children; we cannot tell families what to provide but we regularly send information in newsletters about healthy eating and encourage parents to provide healthy food. The service has also developed a 'Healthy Eating Booklet' that is available for parents to take home.
- Food and supply support for our most vulnerable is provided by CPAS wellbeing team, Remote School Attendance Strategy Team (RSAS), Aboriginal Family Support Services (AFSS) and United Care Country SA (Wesley). AFSS and Wesley also provide outreach family support which families can be referred to through the preschool.
- With support of the CPAS ASO team home visits are conducted to 'touch base' with families and to assist with completion of forms and other relevant documentation, which can frequently present as a challenging task for both families and educators.

Strengths

Quality Area 3: Physical Environment

Practice is embedded in service operations

- Daily inspections are performed to ensure the cleanliness and tidiness of the indoor and outdoor locations. The service's outdoor space has plenty of shade thanks to trees and shade sails. Our outdoor area has been carefully planned from an architectural standpoint, with a variety of textures and chances for sensory investigation.
- Our routine allows children to access both indoor and outdoor learning areas for extended blocks of uninterrupted play.
- The children are encouraged to tend to our garden area.
- We offer a food/chicken scrap bucket for the children to put their own leftovers into as part of our sustainability measures, these are given to the local garden club for their compost bins. For use in construction projects, we recycle boxes. In the kitchen, there is a recycling container where you can store any cans and bottles. Bins are labelled for staff and kids' convenience in identification.

Practice is informed by critical reflection

- We have small world play, a construction/block area, a home corner, a sensory area, an art/craft space, and a literacy/math room inside. We frequently combine the play areas, bringing the outside in and the inside out. Through the use of recycled, repurposed, and open-ended items for students to explore in all settings, we seek to inspire wonder, enthusiasm, and push children in play. To make sure that it is warm, engaging, and offers opportunities to push kids' thinking and learning, we continuously evaluate, reflect on, and make changes to our environment.
- Children, families, and educators are asked to consider what we want the interior and outdoor spaces to look like at the beginning of the school year. Families and caregivers are given a "mud map" of these places to help plan and expand our play spaces.

Practice is shaped by meaningful engagement with families and/or the community

- Staff have created a resource collection handout that is distributed to parents and community members for donations of various art/craft supplies, building materials, and dress-up items. Parents are encouraged to participate in the resource collection.
- We keep a sustainable year calendar which highlights the six R's of sustainability- Reduce, Reuse, Recycle, Repair, Respect and Reflect. We focus on a monthly sustainable topic and engage in activities and experiences that highlight awareness for that particular topic. Sustainable conversations are had throughout the day in general interactions.

Strengths

Quality Area 4: Staffing Arrangements

Practice is embedded in service operations

- Our service is classified under the rural and remote category 1 area of disadvantage which is staffed at a ratio of 1:10 and where possible, exceeded. This consists of one teacher and two support staff members and one support worker funded through Inclusive Education Support Program. A permanent relief teacher also has a shared role in the preschool.
- An induction process is given to all school staff on employment, in addition staff employed in the preschool are provided with a preschool induction

Practice is informed by critical reflection

- Preschool staff members are involved in weekly staff meetings. These are opportunities for staff to reflect on best practice, our interactions, relationships with children, families and the wider community. Minutes are recorded at all meetings for staff to review. During these meetings staff have the right to express themselves and each staff member has input into children's learning, the weekly program and WHS issues.
- Staff are involved in 'Quality Improvement' self-review process discussions during staff meetings, twice a term (weeks 5 and 10) we ensure we are on track, working toward and implementing agreed actions identified in our PQIP

Practice is shaped by meaningful engagement with families and/or the community

- Preschool staff are also involved in weekly school staff and hub group meetings, these are opportunities for the preschool staff to collaborate with school staff, programs and professional development opportunities.
- As a team we work closely with the school's Aboriginal Education team and the Remote Schools Attendance Strategy team to follow up attendance, support home visits and to discuss ways to approach and engage Aboriginal families within our service. And to ensure culturally sensitive practice.

Strengths

Quality Area 5: Relationships with Children

Practice is embedded in service operations

- Transition sessions for pre- entry children run between weeks 2 and 7 of Term 4 of every year. This is an opportunity for students to experience preschool life and to allow for open dialogue between families and educators regarding their children's strengths, interests and needs.
- The digital application SeeSaw is used to communicate between the preschool and families, this is an on-line space in which photos, student learning, newsletters and notices are shared. This platform is also used to support our remote learning during COVID.

Practice is informed by critical reflection

- At weekly team meetings all staff are involved in gathering and sharing information regarding individual children's learning and interactions throughout the week. This is used to inform further planning to meet individual needs and to adjust the environment, activities and routines if needed.
- Children contribute to decision making through our group time discussions, floor book discussions and general day to day interactions.

Practice is shaped by meaningful engagement with families and/or the community

- The preschool staff are in the final draft stages of our site Wellbeing and Engagement Agreement, once completed this will be given to families and caregivers for consultation to ensure consistent best practice around child wellbeing and engagement for learning.
- Aboriginal Family Support Services (AFSS) provide the preschool with resources in the form of children's literacy activity packs, health and wellbeing packs for children and families. Referrals to AFSS can be made through the preschool.

Strengths

Quality Area 6: Collaborative Partnerships with Families and Communities

Practice is embedded in service operations

- When parents are interested in enrolling their child the preschool teacher is available after 3:30 pm daily and all-day Thursday and Friday introduce them to the preschool and answer any questions they may have. Before children start, both the child and a carer come in and meet with the teacher for an enrolment meeting. To help the transition into preschool, we encourage parents to spend time with their child in the centre to allow both parents and child/ren to feel comfortable.
- New enrolling families are given a parent information pack which contains information about the preschool and school.
- Parents are invited to share their hopes and aspirations for their children in the new preschool year, these inform our planning and development of individual learning goals.

Practice is informed by critical reflection

- We have good working relationships with the early childhood services, Mini Gems Childcare and Umoona Childcare, the junior primary department of the school and OSHC. This allows us to share our knowledge of each child's development for smooth transitions, into preschool and school.
- We are involved in all school activities and events. We also use the school facilities regularly this includes the oval, gym, library and playgrounds.

Practice is shaped by meaningful engagement with families and/or the community

- The preschool provides newsletters for parents on a monthly basis and relevant information when needed. Every child has a communication pocket that all their notices go into for parents to collect. Information regarding children's learning and notices is shared via the information sharing app SeeSaw.
- Families are encouraged to participate in their children's learning and daily activities through posting their own home learning, contributing information or adding general comments to our SeeSaw page.
- We have strong working relationships with various health and welfare organisations in town and regularly network and liaise with these services to work towards better outcomes for the children attending the preschool. Support between the services takes many forms, for example: general child background information, donations of art/ craft, clothing and food, local culture group resources, and individuals visiting the service who run programs such as: playgroup.

Strengths

Quality Area 7: Governance and Leadership

Practice is embedded in service operations

- All preschool staff employment decisions are made by the CPAS Principal in conjunction with the Personnel Advisory Committee (PAC) these reflect the current staffing needs of the whole school site.
- A weekly staff newsletter is produced by the school principal and includes information on staffing, meetings, professional development schedules and general school happenings to ensure all staff are up to date with school events for the week.
- All staff employed at Coober Pedy Area School are given an induction upon employment. Educators at the preschool are given a preschool staff pack which includes copies of relevant policies, protective practices booklet, the philosophy, the code of ethics and an outline of expected roles and responsibilities.

Practice is informed by critical reflection

- Regular meetings between the preschool staff and their respective line managers is held at least twice a term (weeks 4 and week 8 or when required) to discuss preschool operations, programs and to touch base on preschool obligations, all other correspondence/ communication is done when the need arises through email, phone calls and impromptu meetings. These meetings offer an opportunity to reflect on and evaluate preschool programs.
- The preschool coordinator emails a progress report for the Principal to present to Governing Council, this informs the principal and GC on preschool activities and assists with providing information for the Annual School Report.

Practice is shaped by meaningful engagement with families and/or the community

- The school has a governing council, predominantly parents, a school leader and a school staff representative. The governing council meets monthly to discuss directions and make decisions about the future of the school (preschool included) and monitors and reports back to the community.

Learning Improvement Plan – Goal 1



STEP 1 Analyse and Prioritise

Site name: Cooper Pedy Area School Preschool

Goal 1: Develop children's speaking and listening skills. (To support foundational skills for CPAS SIP priority- reading).



STEP 2 Determine challenge of practice

Challenge of Practice:

If we implement a consistent whole site approach to promote children's oral language and communication and the ability to listen, then we will improve the children's capacity to produce increasingly complex language, extend their vocabulary and engage in high quality reciprocal conversations.

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

Children show improved oral language proficiency skills, increased vocabulary and engage in frequent shared reciprocal conversations. Children will exhibit the following receptive and expressive communication competencies:

- Comprehension of a situation or conversation
- Understanding of and appropriate use of words
- Engage in verbal and non- verbal communication: body language, facial expression, eye and eyebrow 'talk', gestures and signs, auditory discrimination of environmental sounds, making symbolic noises, visual or sensory expression, vocalisations, spoken words and sentences, narratives and stories.

Evidence from formative, summative, observational and pedagogical data documented and analysed demonstrates this.




STEP 3 Plan actions for improvement




Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Data collection:</p> <p>All educators will contribute to the collection of data on all children. Bench mark data collection, ongoing observational data collection and assessment data collection and evaluation.</p>	1.3.1, 1.3.2, 1.3.3,	<p>WK 5-11, Term 1, Baseline data WK 2-6, Term 4, assessment data ongoing language/ conversation Observation samples throughout the year.</p> <p>Preschool Mapping Project Screeners week</p>	<ul style="list-style-type: none"> • Preschool coordinator to ensure Oral Language Project language sample and articulation screens are completed for each attending child. • Preschool coordinator to provide PL opportunities on use of iPad applications for observation during staff meetings • All educators to contribute to observation collection and reflection/ Evaluation. 	<ul style="list-style-type: none"> • DFE Speech pathologist • Oral Language Project ✓ Language sample ✓ Language articulation screen • iPad ✓ Recording conversations, ✓ written observations ✓ photographs

		<p>5 Term 1, Developmental screeners: week 5 of Term 1& 2</p>	<p>Preschool co-ordinator to ensure completion of preschool mapping screeners and identify next steps for children with additional needs.</p>	<ul style="list-style-type: none"> • Preschool Mapping Project: Team around site (Port Augusta/ Whyalla office). ✓ TEAMS meeting place and E-resource library.
<p>Planning and Programming:</p> <p>All educators will contribute to shared intentional planning and provision of experiences that offer opportunities for children to engage in sound play, talk, extend vocabulary and participate in high quality reciprocal language</p>	<p>1.1.1, 1.1.2, 1.1.3 ,1.2.1, 1.2.2, 1.2.3, 1.3.2, 1.3.3, 4.1.1, 5.2.1</p>	<p>Term 1 establish how this will look, design observation and planning templates Term 1-4- ongoing reflection and planning during staff meetings</p> <p>Term 1 investigate aspects of UK Phase 1 phonics program; ongoing.</p>	<ul style="list-style-type: none"> • Preschool coordinator to coordinate staff and PQIP meetings for reflection/ evaluation and further planning. Document accordingly. • Preschool coordinator and educators to reflect on observational data and plan environmental changes. scaffold 1:1, small and large groups. • Preschool coordinator to develop observation and planning templates • Coordinator to further investigate and incorporate aspects of UK Phase 1 phonics program into term plans 	<ul style="list-style-type: none"> • Programming and planning reflection diary • Observation and planning templates • iPad for multi-modal teaching and learning opportunities ✓ self-created content • environment layout ✓ picture books ✓ labels ✓ props ✓ 5x5 exchange ✓ think aloud • Deslea Konza site visits • UK Phase 1phonics program
<p>Implementation: Educators will:</p> <ul style="list-style-type: none"> * model sustained reciprocal conversations and scaffold children's attempts to engage in verbal conversations through open- ended question prompts and extend using more complex words and sentences * determine sequence of activities and experiences, that focus on auditory discrimination of sounds: environmental, instrumental, body percussion, alliteration, voice sounds, oral blending * program nursery rhymes, songs and rhyme-based experiences * establish a daily "story time" session which incorporates the Big 6 components of reading * incorporate strategies for non-verbal communication 	<p>1.1.1, 1.1.2; 1.1.3; 2.1.1; 3.2.1; 5.1.1; 6.2.2; 7.1.3.</p>	<p>Term 1 establish resources, programs and routines Term- 1-4 ongoing</p>	<ul style="list-style-type: none"> • Preschool coordinator to develop: <ul style="list-style-type: none"> ○ Review and simplify open ended question prompt poster ○ observation quick books ○ nursery rhyme program ○ develop daily routine • All staff to contribute to teaching and learning strategies: <ul style="list-style-type: none"> ○ daily reading and rhyme time ○ open ended questioning and scaffolding/ extension ○ sound play ○ non-verbal communication strategies 	<ul style="list-style-type: none"> • open ended question prompt posters • observation quick books for educators ✓ IPL ✓ DfE Literacy Guidebook 2.2 • CPAS CPC literacy agreement • Term Plans ✓ sequential nursery rhyme, song and finger play program • UK Phase 1 phonics: <ul style="list-style-type: none"> ✓ environmental sounds, ✓ instrumental sounds, ✓ body percussion, ✓ rhythm and rhyme, ✓ alliteration, ✓ voice sounds, ✓ oral blending and segmenting. • DfE Speech Pathology ✓ Key word Sign (KWS) online PD an resources

				<ul style="list-style-type: none"> • MES online ✓ TEAMS online Portal and resources
<p>Ongoing Staff PD:</p> <p>Deepen educators' knowledge and understanding of oral language learning, conversation and vocabulary. Identify intentional teaching strategies for pedagogical improvement.</p>	<p>1.3.1, 1.3.2; 4.2.1, 4.2.2; 7.2.2, 7.2.3</p>	<p>Term 1 establish staff meeting times Term 1-4- ongoing reflection and planning during staff meetings</p>	<ul style="list-style-type: none"> • Preschool coordinator to deliver PL focused on oral language learning- staff meetings. • PL session with DFE speech pathologist- all staff. • Reflect and evaluate iPad documentation for further planning 	<ul style="list-style-type: none"> • Preschool Coordinator share resources and information from Online PD sessions: ✓ Online PD- UK Phase 1 phonics ✓ PD MES online • PL session with DFE speech pathologist- all staff. ✓ OLP strategies. ✓ key word sign. KWS Australia. • iPad and essential documents • Preschool Position Statement ✓ Literacy Guidebook ✓ EYLF ✓ RRR ✓ Intentional Teaching ✓ Supporting purposeful play

Goal 1: Develop children's speaking and listening skills. (To support foundational skills for CPAS SIP priority- reading).

 **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>	<p>  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 </p>	<p>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?</p>	<p>What are our next steps? Potential adjustments?</p>
<p>Data collection: All educators will contribute to the collection of data on all children. Bench mark data collection, ongoing observational data collection and assessment data collection and evaluation.</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>Planning and Programming: All educators will contribute to shared intentional planning and provision of experiences that offer opportunities for children to engage in sound play, talk, extend vocabulary and participate in high quality reciprocal language</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>Implementation: Educators will: * model sustained reciprocal conversations and scaffold children's attempts to engage in verbal conversations through open- ended question prompts and extend using more complex words and sentences * determine sequence of activities and experiences, that focus on auditory discrimination of sounds:</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>environmental, instrumental, body percussion, alliteration, voice sounds, oral blending * program nursery rhymes, songs and rhyme-based experiences * establish a daily "story time" session which incorporates the Big 6 components of reading * incorporate strategies for non-verbal communication</p>			
<p>Ongoing Staff PD: Deepen educators' knowledge and understanding of oral language learning, conversation and vocabulary. Identify intentional teaching strategies for pedagogical improvement.</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 1: Develop children's speaking and listening skills. (To support foundational skills for CPAS SIP priority- reading).

 **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: Cooper Pedy
Area School Preschool

Goal 2: To develop children's understanding in mathematical thinking, processes and concepts. (To support foundational skills for CPAS SIP priority- numeracy).



STEP 2 Determine challenge of practice

Challenge of Practice:

If we extend children's use of correct mathematical language during play and model a range of numeracy practices such as identifying and describing attributes, matching, sorting, reasoning, visualising, comparing and ordering then children will develop increasingly sophisticated understanding of mathematical thinking, processes and concepts.

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

Children use increasingly complex mathematical language and numeracy practices during play. Children have an increased knowledge and understanding of:

- Comparing and combining sets of objects
- Familiarising themselves with written numerals (0-10)
- Connecting set sizes to their symbolic representations
- Engaging with pattern skills: fixing- filling in a missing item in a pattern, copying- duplicating a pattern, extending- adding items to a repeating pattern, abstracting- duplicating a pattern using different materials
- Enhancing spatial skills: spatial visualisation- Transforming and reproducing mental images of objects, form perception/Shape knowledge- recognising and creating shapes/figures and distinguishing them from other shapes, figures, and symbols, visual-spatial working memory- the ability to remember and actively reproduce the locations and direction of objects.

Evidence from observational data demonstrates this.



STEP 3 Plan actions for improvement

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Data Collection:</p> <p>All educators will contribute to the collection of data on all children. Bench mark data collection, ongoing observational data collection, assessment and evaluation.</p>	<p>1.3.1, 1.3.2, 1.3.2, 1.3.3</p>	<p>WK 5-11, Term 1, Baseline data WK 2-6, Term 4, assessment data Mathematical observation samples throughout the year</p>	<ul style="list-style-type: none"> Preschool coordinator to develop data collection tools for each area of focus, (number, pattern, spatial) ongoing and evolving Preschool coordinator to provide PL opportunities on use of iPad applications for observation during staff meetings All educators to contribute to observation collection and reflection/ evaluation 	<ul style="list-style-type: none"> iPad ✓ Recording conversations, ✓ written observations ✓ photographs Essential Documents ✓ Numeracy Guidebook: 1.3; 2.1 ✓ IPN ✓ EYLF ✓ RRR ✓ Intentional Teaching ✓ Supporting purposeful play
<p>Planning and programming:</p> <p>All educators will contribute to shared intentional planning and provisions that offer opportunities for children to engage with complex mathematical conversations, activities and experiences</p>	<p>1.1.3, 1.2.1, 1.2.2; 4.2.1, 6.2.2; 7.2.3</p>	<p>Term 1 establish how this will look, design observation and planning templates Term 1-4- ongoing reflection and planning during staff meetings</p>	<ul style="list-style-type: none"> Preschool coordinator to oversee staff planning, provision and collection of materials for provided experiences. All staff to contribute to planning. 	<ul style="list-style-type: none"> Programming and planning reflection diary- site specific template/ format assorted concrete materials, manipulative's, picture books etc. Self-created content, iPads for multi-modal teaching and learning opportunities Numeracy Guidebook: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3. ✓ IPN: I quantify my world Maths/ numeracy PL- Week 0, Term 1; ongoing PL TBA from Early Years Education Leader
<p>Implementation: Educators will:</p> <ul style="list-style-type: none"> * model and highlight mathematical language during everyday play conversations and scaffold children's attempts to engage with a variety of mathematical words and sentences How many? more, less, same etc. * program number/ counting nursery rhymes, songs and number-based finger play experiences * establish a daily "mathematician" session which incorporates the Big Ideas in number, pattern and spatial learning 	<p>1.2; 2.2; 3.2; 5.1; 6.2; 7.1</p>	<p>Term 1 establish resources, programs and routines Term- 1-4 ongoing Weeks 1- 4 home learning resource collection and creation</p>	<ul style="list-style-type: none"> Preschool Coordinator to develop: review and simplify open ended question prompt poster -observation quick books- add IPN examples for SSO for better understanding numerical nursery rhyme program Develop daily numeracy session within routine for current cohort All staff to contribute to teaching and learning strategies. 	<ul style="list-style-type: none"> open ended question prompt posters observation quick books for educators CPAS CPC numeracy agreement sequential nursery rhyme, song and finger play program Helen Booth (AMSI) site mentor

<p>* share weekly focus content with families via SeeSaw and home learning packs</p>			<ul style="list-style-type: none"> open ended questioning and scaffolding/ extension, noticing and using mathematical language 	
<p>Ongoing Staff PD:</p> <p>Deepen educators' knowledge and understanding. Identify intentional teaching strategies for pedagogical improvement.</p>	<p>4.2.1, 4.2.2; 7.2.2, 7.2.3</p>	<p>Term 1 establish staff meeting times Term 1-4- ongoing reflection and planning during staff meetings</p>	<ul style="list-style-type: none"> Numeracy PL (TBA) deliver information to staff team at meetings Reflect and evaluate iPad documentation for further planning 	<ul style="list-style-type: none"> Numeracy Guidebook: 1.1, 1.2, 1.3, 1.4; 2.1, 2.2, 2.3. Curriculum Support PL and on-line resources Essential Documents: Preschool Position Statement ✓ Numeracy Guidebook: 1.3; 2.1 ✓ IPN ✓ EYLF ✓ RRR ✓ Intentional Teaching ✓ Supporting purposeful play

Goal 2: To develop children's understanding in mathematical thinking, processes and concepts. (To support foundational skills for CPAS SIP priority- numeracy).



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>	<ul style="list-style-type: none"> ● On track ● Needs attention/work in progress ● Not on track <p>Date your notes to ensure you track and monitor adjustments and progress of your plan</p>	<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>
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<p>Planning and programming:</p> <p>All educators will contribute to shared intentional planning and provisions that offer opportunities for children to engage with complex mathematical conversations, activities and experiences</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>Implementation: Educators will:</p> <ul style="list-style-type: none"> * model and highlight mathematical language during everyday play conversations and scaffold children's attempts to engage with a variety of mathematical words and sentences How many? more, less, same etc. * program number/ counting nursery rhymes, songs and number-based finger play experiences * establish a daily "mathematician" session which incorporates the Big Ideas in number, pattern and spatial learning * share weekly focus content with families via SeeSaw and home learning packs 	<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>Ongoing Staff PD:</p> <p>Deepen educators' knowledge and understanding. Identify intentional teaching strategies for pedagogical improvement.</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>