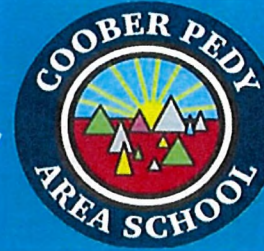


2023

# Quality Improvement Plan Summary

## Cooper Pedy Area School Preschool



*Inkanyi- Play  
Nintiringanyi- Learn  
Pulkanyi- Grow*

Service approval number: SE-00010272

Goals	Challenge of Practice	Success Criteria
<p>To Develop children's speaking and listening skills. (To support foundational skills for CPAS SIP priority-reading).</p>	<p>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.</p>	<p>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:</p> <ul style="list-style-type: none"> <li>• Comprehension of a situation or conversation</li> <li>• Understanding of and appropriate use of words</li> <li>• 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.</li> </ul> <p>Evidence from formative, summative, observational and pedagogical data documented and analysed demonstrates this.</p>
<p>To develop children's understanding in mathematical thinking, processes and concepts. (To support foundational skills for CPAS SIP priority- numeracy).</p>	<p>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.</p>	<p>Children use increasingly complex mathematical language and numeracy practices during play. Children have an increased knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• Comparing and combining sets of objects</li> <li>• Familiarising themselves with written numerals (0-10)</li> <li>• Connecting set sizes to their symbolic representations</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Evidence from observational data demonstrates this.</p>



## National Quality Framework Priorities

## Key steps

To develop children's conceptual, procedural and generative skills for writing through a focussed approach.

### Writing Readiness:

- Behaviour
- Self- esteem
- Academic performance
- Self-care
  
- Hand and finger strength
- Crossing the mid-line
- Pencil grasp
- Hand-eye coordination
- Bilateral integration
- Upper body strength
- Object manipulation
- Visual perception
- Hand dominance
- Hand division
  
- Drawing
- Scribbling
- Wavy scribbles and mock handwriting
- Letter- like forms and mock letters
- Letter strings
- Transitional writing
- Invented or phonetic spelling
- Beginning word and phrase writing
- Conventional spelling and sentence writing

(To support foundational skills for CPAS SIP priority- writing)

- Baseline developmental screen developmental checklists
- All staff- increasing bilateral skills, yoga and music and movement sessions
- Arts/ craft set routine time to exercise fine motor skills. Investigate high impact exercises for fine motor development
- Purchase of resources relevant to writing readiness

To develop and implement a strategic approach to support children's wellbeing

Maintain consistent and predictable routines. Support children to express and manage emotions accordingly. Family and community connections for learner wellbeing

- Next steps in development on site Wellbeing (Social Emotional) agreement
- Family, Parent/Carer, Educator, student engagement policy and procedure.
- Develop home contact routine/ schedule. Home visits, SeeSaw, Phone/ email, Newsletters, Parent/ teacher information sessions.
- development of individual and group learning plans
- investigate roles versus rituals- staff meeting reflection

To develop educator, child and families' capacity in Multimodal Masteries, digital content development to play, learn and grow.

Site extension for literacy/ numeracy resource development, engagement and observation.

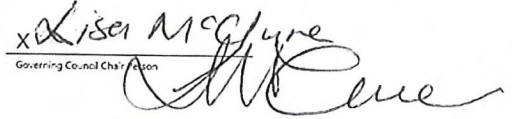
- Determine expectations, strategies, and routines for documentation 2023.
- Investigate digital support materials
- PUP TEAM upgrade- site IT to support app purchase, installation



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Education Director

- iPad PD sessions to ensure familiarity with applications for documentation, recording, editing, presentation.
- Involve families, educators and school staff in planning creating and supporting multimodal literacies.
- Creating own learner content to support individual and PQIP learner goals.
- Purchase of relevant resources:
  - ✓ Apps
  - ✓ Books
  - ✓ Online PD content

  
Governing Council Chair Alison



