

Quality Improvement Plan Summary

Fulham Park Preschool Kindergarten

Goals	Challenge of Practice	Success Criteria
<p>Numeracy: To improve children’s ability to understand and explore measurement in their world, with a specific focus on attributes of measurement, comparative language, and concepts.</p>	<p>If we increase our intentionality to plan for and provide numeracy experiences and opportunities specific to improving children’s understandings of measurement, then we will see an increase in children’s recognition and use of measurement, concepts and comparative language.</p>	<ul style="list-style-type: none"> • Children notice measurable attributes in the world around them. • Children explore a range of tools and strategies for measurement attributes. • Children use comparative language to describe their understanding of measurement concepts.
<p>Literacy: To improve children’s ability to effectively communicate their ideas and understandings through oral language.</p>	<p>If we increase our intentionality to plan for and provide rich language experiences and environments specific to improving children’s oral language skills and dispositions, then we will see an increase in children’s use of words and language to effectively communicate their ideas and understandings.</p>	<ul style="list-style-type: none"> • Children interact with others to explore concepts, clarify and challenge their thinking, and negotiate new or shared understandings. • Children use oral language to describe experiences and express ideas. • Children use increasingly sophisticated language to connect and communicate.

National Quality Framework Priorities	Key steps
<p>Improve parent and family engagement in the learning program.</p>	<ul style="list-style-type: none"> • Provide opportunities for families and extended caregivers to participate in and contribute to the learning program, eg – ‘Stay and Play’ sessions, Special Visitors Week, excursion volunteers, parent-teacher catch-ups etc. • Improve and highlight accessibility to the learning program (prominent display on site, Seesaw) and documentation (Seesaw, artist journals, Conversation Books) with opportunities to respond or provide feedback, and clear links to the site’s PQIP. • Share resources and conversations with families about what children’s ‘learning’ can look like, eg – developmentally appropriate expectations, cultural sustainability, parent feedback.
<p>Strengthen educators’ understanding, reflective practice skills and sense of ownership when contributing and analysing evidence for our site’s NQS Framework documentation of evidence folder.</p>	<ul style="list-style-type: none"> • All educators to continue implementing and embedding reflective practices such as, programming cycle reflection, staff meetings, children and family voice. • Increase leadership opportunities for educators, eg – preparing resources to share with colleagues or families, chairing staff meetings, allocating areas of responsibility for NQS self-review, contributing documentation to evidence folder



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Education Director

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Governing Council Chair Person

