

# Preschool Quality Improvement Plan Summary

## Napperby Preschool

Goals	Challenge of Practice	Success Criteria
To improve children's ability to use mark making, scribble and drawing to communicate their thinking.	If educators strengthen their knowledge and understanding of using mark making, we will improve children's written communication abilities.	Through analysis of formative assessment we will see children: <ul style="list-style-type: none"> <li>• using written expression to convey meaning: mark-making, scribble, letter-like formations, random/strings of letters and drawings (moving towards conventional writing) (GB p36)</li> <li>• Retelling stories represented in mark making/drawings. (EYLF, pg 35)</li> <li>• Use symbols in play to represent meaning (EYLF, pg. 43)</li> <li>• Begin to be aware of the relationships between oral, written, and visual representation.</li> </ul>
To extend children's ability to describe attributes of objects and collections to explain mathematical ideas	If we use SST alongside children and model mathematical language then we will extend children's ability to describe attributes of objects and collections to explain mathematical ideas.	<ul style="list-style-type: none"> <li>• Use language to communicate thinking about quantities to describe attributes of objects and collections and to explain mathematical ideas. (EYLF)</li> <li>• using language to compare quantities or collections e.g. more / same / less (GB)</li> <li>• describing the similarities and differences between objects (GB p31)</li> <li>• describing, comparing and ordering attributes e.g. longer/shorter, bigger/smaller, wider/narrower/taller, heavier/lighter, 'not as big as' etc (GB)</li> </ul>

National Quality Framework Priorities	Key steps
Check and update policies, procedures and risk assessments and ensure laws and regs up to date/displayed as required	check policies/procedures and laws/regs requirements
Programming and planning	2 week planning Focus children – 2 a fortnight included in program Individual goals Documentation