

2023

Service approval number: SE-00010366

# Quality Improvement Plan Summary

## Roxby Downs Kindergarten

Goals	Challenge of Practice	Success Criteria
To improve children's understanding of early number sense to quantify	If we plan for and provide intentional, scaffolded number learning experiences through thoughtful, open-ended questions during sustained shared thinking to promote patterning, estimating, subitising, then children's early number sense and use of number to quantify will improve.	<ul style="list-style-type: none"> <li>engage in sustained shared thinking with educators and peers on a daily basis, to explore their wonderings and noticings relating to number</li> <li>develop their knowledge about numbers 1-10</li> <li>develop an understanding that a small collection of objects will not change when they are re-arranged</li> <li>engage in creating, copying and extending patterns</li> <li>estimate small quantities to describe attributes of objects and collections</li> <li>make connections between number names, numerals and quantities</li> <li>develop a beginning understanding for trusting the count</li> <li>understand the countable unit of ones and engage in 1:1 correspondence with small quantities</li> <li>make connections between letters, speech, drawings/illustrations, and print</li> <li>explore the role of shapes and symbols when writing</li> <li>improved oral language to verbally convey meaning</li> <li>use a range of symbols to convey meaning</li> <li>create texts for a range of purposes (badges, tickets, lists, signs)</li> <li>children immersed in a variety of meaning making behaviours (painting, drawing, writing)</li> </ul>
To strengthen children's knowledge and use of drawing and mark making to convey meaning.	If we provide structures and opportunities for children to represent their world symbolically, and purposefully engage with a range of mediums and text types, then we will strengthen children's knowledge and use of drawing and mark making to convey meaning.	

National Quality Framework Priorities	Key steps
Develop educator capacity to implement inquiry based approaches that support children to engaged in projects and learning opportunities that develop over time.	Develop educator capacity and understanding of an inquiry approach and facilitate learning
Develop the outdoor kindy/JK yard to increase aesthetics and provide additional, intentional learning areas for children.	In collaboration with children and families, educators work together to develop an outdoor space that is inviting and responsive to the children's needs and interests. Time allowed in staff meetings to discuss progress Educators/Director liaise with GC/MC about children's wish lists, plans and funding.

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Education Director

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Governing Council Chair Person

