



# West Lakes Kindergarten and Early Childhood Centre

## Quality Improvement Plan 2024

Our Quality Improvement Plan for 2024 focuses on how to achieve our site goals aligned with the Flinders Park 3 Portfolio and the Department for Education.

West Lakes Kindergarten and ECC was last rated in 2015 as "Exceeding" in the Quality Areas. The 2024 plan focuses on building on current great practice and identifying key areas for improvement this year.

### Goal 1: Literacy

**Children are effective communicators - To extend upon children's understanding of symbols and text.**

*Challenge of Practice:*

If we plan for and provide opportunities for children to be exposed to a range of symbols and texts then we will strengthen children's ability to gain meaning from these symbols and text.

*Key Actions:* **Professional Learning** -Build upon educators understanding of symbols and texts to convey meaning for preschoolers.

*Key Actions:* **Intentional Teaching** -Provide a range of play and learning opportunities for children to be exposed to a range of books, stories and text to support them to understand that symbols and texts convey meaning.

*Key Actions:* **Resources**-Provide a range of resources to support children to engage with various symbols and texts, to support them to expand their skills, knowledge and meaning of symbols and texts.

*Key Actions:* **Pedagogical Documentation** -From our Pedagogical Documentation, we will see children engaging in a range of experiences that build upon their knowledge of symbols and text, to support them to make meaning.

### Goal 2: Numeracy

**I quantify my world – To improve children's understanding and use of subitising.**

*Challenge of Practice:* If we plan for and provide scaffolded subitising learning experiences then children's use of subitising will improve.

*Key Actions:* **Professional Learning** -Deepen educator's knowledge of subitising to support children to build upon their knowledge and ability to recognise number of objects.

*Key Actions:* **Curriculum Planning** - Educators will intentionally plan and provide a numeracy learning environment that supports children's learning in subitising.

*Key Actions:* **Learning Growth Across Time** To support children's understanding and use of subitising, educators will share children's learning growth across time, with their families and school.

### NQS priorities: Wellbeing

**Self-Regulation** Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

*Key Steps*

Educators to complete **professional learning with the Self-Regulation Team (SRT)** to provide the sensory knowledge and strategies to support children with their regulation needs.

Use the **Zones of Regulation** to support children with the knowledge and understanding of their feelings, common use of language and to share this information with families.

*Key Resources:*

- (SRT)– Self Regulation Team – professional learning for all staff on site, environmental observations, parent workshops, mentoring and coaching.
- Site funds to provide for staff to access to professional learning.
- Zones of Regulation resources, professional learning and sharing information with families.