

Rostrevor Quality Improvement Plan Summary 2024



PRIORITY: LITERACY—ENGAGE CHILDREN IN MEANINGFUL WRITING

If we provide opportunities to engage in interactive and scaffolded writing, within play based learning (including bookmaking), then children will be engaged in meaningful writing experiences.

Challenge of Practice

If we provide opportunities to engage in interactive and scaffolded writing within play based experiences then children will be engaged in meaningful writing experiences.

What strategies will we employ?

- Explicit Teaching Practices - Intentionally provide spaces where children have time to practice literacy skills and build their confidence as writers. Scaffolding learning, giving children timely feedback and set learning goals based on individual children's needs (Assessment for learning)
- Educators will provide multiple opportunities to encounter, engage with, and elaborate on new knowledge and skills.
- Partnership Teacher and Director PLC's - Educator Professional Collaboration with mutual respect and collaboratively challenge and learn from each other, recognising each others strengths and skills.
- Build family awareness to build effective partnership to support children's access, inclusion and participation in the program.

Success Criteria

Each child will show writing progress through the bookmaking samples and writing samples we collect over the year. Children will use a range of spoken and written symbols to convey meaning.

National Quality Standards

- Foster partnerships with families and carers; in culturally responsive ways; to engage confidently in language, reading and literacy activities with their children.
- To improve children's confidence and ability to represent their thinking symbolically through bookmaking.
- Promote the importance of bookmaking as a strategy for continuity of learning from preschool to school.

OTHER SITE PRIORITIES:

SUSTAINABILITY –Animal Sponsorship – Orangutan Inquiry, Vegetable Garden – Collaborating with Greenhill Living, Composting, Worm Farm, Working with KESAB and UniSA Student encouraging Nude Food and Recycling.

INIDGENOUS CULTURE –The site Reconciliation Action plan actions include:

- Engaging Aboriginal and Torres Strait Islander people in our learning activities. Having Aboriginal and Torres Strait Islander voices in learning environments is vital when teaching about Aboriginal and Torres Strait Islander histories and cultures.
- We seek out ways to connect our reconciliation vision and plans and Early Years Learning Framework principles, practices and outcomes. Our efforts mean reconciliation is embedded in everyday early learning environments.
- Provide opportunities for Aboriginal and Torres Strait Islander students to celebrate their cultural identities. These opportunities enhance the wellbeing of Aboriginal and Torres Strait Islander students and children, and create shared pride for Aboriginal and Torres Strait Islander cultures, contributions, identities and histories in the wider early learning service community.

COLLABORATIVE PARTNERSHIPS – With Families, Stradbroke School (continuity of learning/ transition) Uni SA and the local community.