

Preschool Quality Improvement Plan Overview 2022



Our goal

To strengthen children's phonological awareness skills, vocabulary and concepts of print by engaging with peers, educators and texts in a meaningful context.

Challenge of practice

If we provide structures and opportunities for intentional, explicit, and sustained interactions through play and small group experiences, then we will strengthen children's concepts of print, phonological awareness skills and vocabulary to engage meaningfully with peers, educators and texts.



Action 1

Implement Pre- Lit program targeting concepts of print, vocabulary and phonological awareness skills in daily small and large group sessions.



Action 2

Intentionally teach concepts of print, phonological awareness skills and vocabulary using a bombardment approach across the curriculum including sustained interactions according to each child's individual cycle of learning.



Action 3

Engaging families in children's oral language and phonological awareness learning through information sessions, role modelling of skills through play group/videos and access to a book-based program through Newsletter and Class Dojo aligned with the preschool program. Families to be provided with online links to the story and activities they can engage in at home.



Success Criteria

Children will demonstrate increased vocabulary, concepts of print and phonological awareness skills in everyday play experiences and conversations as evidenced by pedagogical documentation, Concepts of Print assessment in term 1 & 4 and Phonological Awareness Skills Mapping tool in term 1 & 4.



Swallowcliffe Preschool

Statement of Philosophy 2022

At Swallowcliffe Preschool we view children as competent and capable learners who are active citizens and curriculum decision makers. We value and respect children's voice. We give children opportunities and the tools to develop their independence and support them to develop their self-help and personal skills. We provide children with a consistent safe, secure and supportive environment that respects children's voice and creates a sense of being and belonging. This includes the use of the Berry Street Education Model, Zones of Regulation, explicit teaching of the Child Protection Curriculum and our Green room (sensory diet space) to support children to develop confident self identities and the tools to self-regulate.

We view families as the first teachers and strive to support families in many ways including providing fresh produce and healthy options through our harvest trolley, providing books and resources available to borrow to support children's learning & wellbeing and connecting families with local agencies and support services such as Grow Wellbeing. We work in partnership with families and the community through providing opportunities to connect through community events, open mornings/afternoons and regular communication through a range of methods including phone calls, meetings & Class Dojo updates. We encourage families to input into our program and strive to reflect on our current practice in order to include diverse family values into our programming.

Our program is based on the Early Years Learning Framework, Literacy and Numeracy Indicators and current pedagogies and frameworks providing a holistic teaching and learning approach. Our program celebrates the importance of learning through play and inquiry, developing independence and interdependence and managing risk. We acknowledge that the land we play on is the traditional lands of the Kaurna people and we are committed to taking care of and learning more about the land together including caring for plants and animals at preschool and supporting children to develop respect for their environment. We ensure children are provided with a comfortable and safe environment, promoting active and curious learners who are supported to investigate, problem solve and take risks. It is through play that children construct their understanding, build confidence and curiosity and the skills required to actively contribute to shared learning experiences. We also understand the important links between oral language and phonological awareness and literacy success we support children to develop these skills through specialised programs such as targeted small group times and implementing the PreLit and Heggerty programs in line with Swallowcliffe school. We provide explicit teaching of speech, language and phonological awareness skills through targeted programs and play based activities.

This statement of philosophy has been developed as per our review process conducted in term 2 and 3 2021.

This process will be conducted again in term 2 and 3 of 2022.

This statement is reviewed as part of our self-review process in weekly staff meetings using a range of data from children, families and educators. These include family and DfE surveys, family information sheets, observations of children and families and ongoing reflection around improvement goals.