

Learning Improvement Plan – Goal 1

Communication is crucial to belonging, being and becoming.

Being literate is the capacity, confidence and disposition to use language in all its forms through written, oral, visual and auditory. (EYLF V2 2022)

Goal 1:

To enhance children’s language and communication skills by fostering their ability to express thoughts, understand and use new vocabulary, and engage in meaningful conversations with peers and adults.

(aoi) Effective Learners, Equity and Excellence

Challenge of Practice:

If educators intentionally plan for and build upon children’s receptive and expressive language and communication, then they will increase their skills in expressing their thoughts and ideas and engage in meaningful conversations and interactions with their peers and educators.

(ao) Trust and Verify, Tight and Flexible


Success Criteria (what children know, can do, and understand):

Through ongoing observations, assessment, planning, implementation, and evaluation children will:

- Demonstrate improved ability to communicate needs, express ideas clearly, share what they no, can do and understand and engage in collaborative and meaningful conversations with ALL.

Plan actions for improvement – How we are going to get growth in (aoi) Effective Learners and Equity and Excellence

Actions	NQS Links	Timeline	Roles & Responsibilities	Resources
<p>Educators will use the Zones of Regulation with our learners to ensure they are in a position for optimal learning opportunities, <u>growth</u> and stretch.</p> <p><i>(<u>aoi</u>) Wellbeing</i></p>	<p>1.2 Practice 1.2.1 Intentional teaching of <u>ZoR</u> within program 1.2.2 Responsive teaching and scaffolding of <u>ZoR</u> in situations where children need support</p> <p>2.1 Health 2.1.1 Wellbeing and Comfort is provided where educators identify and support the need for comfort and regulation</p> <p>5.2 Relationships between children 5.2.2 Self-regulation – each child is supported to regulate their behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts</p>	<p>Term 1 – Group Learning, then ongoing throughout the year.</p>	<p>Educators to use visual supports on lanyards as well as cosy space to support children if they are experiencing difficulties connecting with the program and others. All educators to use the language of the <u>ZoR</u> to support self-regulation for optimal learning opportunities.</p>	<p><u>ZoR</u> visual posters for quiet space. Use of tools for space to help with regulation when heightened Using books and songs to reinforce feelings and strategies to deal with these. Berry Street?? EYLF V2</p>

<p>Educators will be intentional when planning learning experiences based on Language and Sound Patterns that will support children’s learning trajectories. Educators will use the ‘cycle of inquiry’ process on an ongoing basis, collecting specific individual and group learning data on the different trajectories and use this to determine group in whole staff analysis. Including planning for further intervention and stretch.</p> <p>gp: Learning System</p>	<p>1.1 Program 1.1.2 Child centred program where educators are deliberate in using the planning cycle, knowing what children know, can do and understand and planning effective expressive and receptive language opportunities to extend and stretch. 1.1.3 Program learning opportunities where all aspects are considered for growth on receptive and expressive language and communication opportunities.</p> <p>1.2 Practice 1.2.1 Intentional teaching of language and sound patterns and expanding on children’s current learning trajectories including word awareness, syllable awareness, rhyme awareness and phonemic awareness. 1.2.2 Responsive teaching and scaffolding of children’s receptive/expressive and communication skills where children’s ideas and play are utilised to extend this. 1.2.3 Child centred learning where educator knowledge of each child is used when promoting agency and choice making within the learning environment.</p> <p>1.3 Assessment and Planning 1.3.1 Ongoing use of the assessment and planning cycle to assess children’s expressive and receptive language and communication skills using multiple sources of data (observations, Yakka Trakka??, Screeners, Language and Sound Patterns Learning Trajectories) 1.3.2 Critical reflection on children’s learning and development within trajectories which drives planning and implementation. 1.3.3 Information for families is provided throughout the year through Class Dojo, conversations and learning stories. Connect with families to transfer learning to the home.</p>	<p>Ongoing throughout 2025</p>	<p>Educators to be deliberate when planning these learning experiences to cater for all learners (indoor and outdoor experiences) and detailed outcomes are in the program and transparent for all educators understand and implement.</p> <p>How will we ensure learners of all identities and abilities are demonstrating growth? Being deliberate in our approach to different learners and their needs. (aoi) Equity and Excellence</p> <p>Make agreements on how we will track and monitor children’s growth. (Determine what is going to be effective)</p> <p>gp: Evaluate for Impact</p> <p>Director to deliver professional learning and direct educators to PLINK to engage in the Language Sounds and Patterns Curriculum Resource and Support Materials</p> <p>gp: Collective Responsibility</p>	<p>DfE – Language Domain Resources including Language Sounds and Patterns Supporting Materials and Curriculum Resource. Utilising Speech Pathologist for support and guidance</p>  <p>Yakka Trakka???? *Educator professional learning required.</p> <p>EYLF V2 Indicators of Preschool Literacy Talk, Read, Play</p>
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<p>All Educators will build on their capacity to support and scaffold children’s learning of language sounds and patterns through continued learning and training provided by internal and external providers.</p>	<p>4.2 Professionalism 4.2.1 Professional collaboration where all educators work with mutual respect and collaboratively and challenge and learn from each other, recognising each other’s strengths and skills.</p> <p>7.2 Leadership 7.2.1 Continuous improvement and growth is embedded in practice for children but also educators where knowledge and skills are always supported and built upon. The director supports each and every educator to build their capacity and skills – particularly to reach the PQIP goal of expressive and receptive language and communication. The director will engage educators in professional learning and development that supports the PQIP focus – using the DfE support materials as well as external sources such as the DfE Speech Pathologists.</p>	<p>Ongoing throughout 2025</p>		<p>DfE Curriculum and Support Materials, DfE Speech Pathologist, PLINK, Yakka <u>Trakka??</u></p>
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Effective learners

Education must develop children and young people who can learn, not only when they are being taught. At preschool and school and throughout their lives, learners need to develop the skills to be effective learners so that they can make the most of future opportunities and respond to changes in their worlds.

Curiosity

Learners ask questions to 'get to the bottom of it' and are less accepting of received wisdom until it is evidenced.

Creativity

Learners think 'outside the box', take chances, use imagination and intuition and are receptive to hunches and inklings.

Meaning making

Learners make connections between past information and/or experiences and new knowledge.

Strategic awareness

Learners know what to do when you don't know what to do.

Metacognition and self-regulation

Learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.



Equity and excellence

We strive for excellence including foundational capabilities such as literacy, numeracy and digital in all learners, by providing varied, challenging, and stimulating experiences. As well as opportunities that enable all learners to explore and build on their own abilities, interests, culture and experiences. We seek out inequity, eliminate barriers to opportunities and support all students to learn and thrive.

Knowledge, skills, competencies and capabilities

Learners develop foundational knowledge, capabilities including literacy, numeracy and digital literacy, skills and values. All learners have the opportunity to develop mastery in their chosen areas of interest.

Aboriginal learners

Aboriginal children and young people build on their cultural identity and pride, and develop the knowledge, skills, confidence and resilience needed to achieve their goals and thrive in society.

Inclusion

Learners from all social, cultural, community and family backgrounds, and of all identities and all abilities are able to access and fully participate in learning experiences.

Breaking the link between background and excellence

Our education system helps to overcome barriers to learning and empowers all children and young people.