Key Improvement Priorities Overview

Priority/ Goals	**Responsive Relationships** Increase children's oral language	**Collaborative Critical Reflection** Children's voice will influence curriculum
Challenge of Practice	If we intentionally teach & role-model through reciprocal conversations focusing on vocabulary & oral narrative, children's oral language will improve.	If we equip the children to articulate the how, the what and the why of their learning experiences then we enable the children's voice to inform the program and guide our practice
Targets	♦70% of children will have Increased back & forward exchanges in conversations using Strive for Five strategies from T1 to T3 ♦EPOP Data—70% of children show improvement in Oral Language from T2 to T4 ♦Using Tell a Story 70% of children use increased vocabulary & oral narrative from T1 to T3	♦ 60% of children will be able to articulate their concepts, ideas and opinions to influence curriculum decisions.
Connections	**Department for Education Key priorities:** Fairness for All; Great Start, High Achievement **Partnership Strategic Plan:** EPOP & Speech Project, Big 6, **EYLF Principles:** Secure, respectful and reciprocal relationships, Partnerships, Respect for diversity, High expectations and equity, Respect for diversity **EYLF Practices:** Cultural Competence, Continuity of learning and transitions Holistic approaches, Responsiveness to children, Learning through play, Intentional teaching, Learning environments, Cultural competence, Assessment for learning **NQS:** 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 1.3.3, 4.2.1, 5.1.1, 5.2.1, 6.1.1, 6.1.2, 6.1.3, 6.2.2, 6.2.3	**Department for Education Key priorities:** High Achievement, Fairness for All **Partnership Strategic Plan:** LDAR, We Matter, You Can Do It, EPOP & Speech Project, **EYLF Principles:** Secure, respectful and reciprocal relationships, Ongoing learning and reflective practice **EYLF Practices:** Holistic approaches, Responsiveness to children, Learning through play, Intentional teaching, Learning environments, Continuity of learning and transitions, Assessment for learning **NQS:** 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 1.3.1, 1.3.2, 5.1.1, 5.2.1, 7.2.2
Success Criteria	♦Back & forth conversations evident in play & interactions ♦Play a story, tell a story, write a story sequencing evident in play experiences.	♦ Displays and learning stories incorporate children's voice ♦ Program, Floorbook and children's voice have clear connections ♦Children's voice evident in all documentation