

# Flying Start for kids

## Preschool Boost planning and quality improvement

Quality Improvement Plans (QIPs) identify areas of strength, as well as opportunities and goals for improvement, to support high-quality practice aligned with the National Quality Standard (NQS).

The QIP plays an important role in supporting decision-making within Preschool Boost planning by providing a structured and focused approach to selecting programs and allied health supports that align with the service's quality improvement strategies. This helps enhance the overall quality of early education and care while addressing developmental vulnerabilities.

### Using the QIP to support Preschool Boost planning

The QIP, informed by Australian Early Development Census (AEDC) data, supports Preschool Boost planning by:

- ▶ using AEDC data to assess quality of practice against the NQS
- ▶ identifying service areas of strength and areas for improvement
- ▶ identifying strategies that specifically address the developmental needs of children
- ▶ ensuring programs and supports chosen from the Preschool Boost menu meet the needs of all children.

You can use the QIP in Preschool Boost planning in the following ways:

- ▶ **Link:** Connect your focus AEDC domains to the NQS:

#### AEDC domain

#### NQS areas

Physical health and wellbeing

Quality areas 1, 2, 3, 5, 6

Social competence

Quality areas 1, 5, 6

Emotional maturity

Quality areas 1, 2, 5, 6

Language and cognitive skills

Quality areas 1, 5, 3, 6

Communication skills and general knowledge

Quality areas 1, 5, 6

- ▶ **Identify:** Determine quality improvement strategies to address the quality areas for improvement.
- ▶ **Plan:** Use this information to guide the selection of relevant supports from the Preschool Boost menu.



## Connecting QIP and Preschool Boost to broader long-term goals

Using the QIP, informed by AEDC data, fosters a continuous cycle of reflection and improvement to ensure that children continue to receive high-quality support as they move through their early childhood education and care setting.

When selecting programs and allied health services from the menu to support the identified quality improvement strategies, services are encouraged to reflect on the following questions.

### Linking AEDC and data to the NOS

- ▶ How does our AEDC data highlight areas of strength and areas for improvement in child development within our service?
- ▶ Which AEDC domains have the highest percentages of vulnerability in our area, and how do they align with the NOS?
- ▶ What trends in our data should inform our focus areas for quality improvement?
- ▶ How can we use our data to ensure our practices meet the diverse needs of all children, including those who are developmentally vulnerable?
- ▶ Which NOS Quality Areas need further attention based on our AEDC findings, and how can we align improvement strategies with these areas?

### Choosing programs and supports from the menu

- ▶ Which programs and supports on the menu directly address the focus developmental domains identified through our service's AEDC data?
- ▶ How do the program or support's expected outcomes relate to our service's improvement strategies?
- ▶ How do the programs and supports we've chosen meet the diverse needs of all children in our service?
- ▶ What professional development might our educators need for our service's improvement strategies to succeed?
- ▶ How do we measure the success of our program and support choices?

### For more information

Use the [Linking the AEDC with the National Quality Standard](#) factsheet developed by Early Childhood Australia and the Queensland Government.

Read the [Quality Improvement and Policy](#) information on the AEDC website.

Access the [Using AEDC Data to Inform Education and Care](#) article on the ACECQA website.

### Contact the OECD

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