Our commonly agreed school values and beliefs about learning revitalise curriculum and pedagogy across the school...

Staff work collaboratively to –
• provide experiences to meet the needs of all Children, through the Centre Program and Individual Learning Programs.
• learner achievement is monitored and evaluated through data collection to ensure continuity of the Children’s learning achievements

VALUES:
Respect, honesty, trust, empathy & tolerance
independence, creativity, engagement,
curiosity, cooperation and individual growth

BELIEFS about LEARNING:
• Learning is enhanced when the curriculum provides a range of experiences to meet the individual needs of children.
• Children are more involved in their learning when the curriculum is challenging and relevant to their life experiences and connected to their world around them.
• Learning is enhanced when children have positive and secure relationships with their peers, staff and families.

3 YEAR VISION:
Education is a life long experience & involves parents & teachers working together to form a partnership to develop an holistic approach for the optimum development of Children

Naracoorte North Kindergarten
SITE IMPROVEMENT PLAN

LITERACY
Staff working collaboratively to –
• Ensure children experience a wide range of literacy experiences, encompassing the written, oral and visual forms of literacy, through the Centre Program and Individual Learning Programs

BEHAVIOUR LEARNING and ATTENDANCE
Staff work collaboratively to:
• foster an interest in learning, through encouraging regular attendance and support learner achievement
<table>
<thead>
<tr>
<th>Priorities:</th>
<th>Targets:</th>
<th>Strategies:</th>
<th>Evaluation Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The two or three key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</td>
<td>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</td>
<td>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</td>
<td>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</td>
</tr>
</tbody>
</table>
| **Children are Effective Communicators** | • All Children will have increased opportunities to use more effective conversational dialogue. | • Troll Data  
• Anecdotal recording of Children’s work  
• Small group experiences  
• Increasing opportunities for staff to interact with all children on a more individual level [ routine]  
• Principals of Phonological Awareness [POP]  
• Stephen Graham  
• Print Knowledge  
• Early Intervention for Children at risk  
• ILP’S & Centre Program in response to children’s needs and skills  
• Disseminate relevant Information to Parents  
• Pictorial roll Sheet for Children to take turns to call & mark  
• Social Skills Program | • Troll Data Term 1 & 3  
• Ability to speak more confidently in front of a group  
• Children will to share information  
• Children able to take turns in a conversation  
• Children able to give appropriate responses to questions |
| Base line data indicated a need for a focus on conversational dialogue | | | |
### Children have a strong sense of physical well being

Base line data indicated a need for physical Well being [JP Staff]

- All Children will have opportunities to gain confidence in both Gross and Fine Motor Skills
  - Proprioception
  - Balance
  - Co ordination
  - Tripod grip
  - Scissor grip

### Skills Check list Term 1 & 2
- ‘Funky Kids Program’ Parent involvement
- Training and Development as necessary [OT]
- Budget – equipment, tables -, chairs, grips pencils.
- Early Intervention for Children at risk
- Disseminate relevant information to Parents.
- ILP’S & Centre Program In response to Children’s needs
- Sign in sheets

### Data from Skills Check list Term 2 & 4
- Displays
- Sign in sheets

### LITERACY PLAN

#### Written Literacy

Base line data indicated the level of written literacy was low.

- All Children will have increased opportunities to participate in the area of written literacy
- Provide opportunities for Children to develop the written literacy skills. [grips – control]

### Early Years Literacy and Numeracy Grant to provide funds for T&D & recourses

- Staff to access appropriate Training and Development when available.
- Stephen Graham Training and Development / information.
- Emergent Literacy
- Hand Writing Myth Busters
- Provide pencil grips, thick pencils, triangle pencils, chunky chalk
- Provide written Literacy opportunities through out

### Troll data Term 1 & 3
- Skills Check list
- Summative Reports
- Sign In Sheets [photo copy 1st week and last week of each Term for learner achievement
- Written evaluations on ILP’S & Group Work
- Children keen to write their name on their work and transfer this skill to other areas of the curriculum as necessary.
- Children’s stories
<table>
<thead>
<tr>
<th>Centre Program</th>
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</thead>
<tbody>
<tr>
<td>• Staff research and reading</td>
</tr>
<tr>
<td>• Access other professionals [OT]</td>
</tr>
<tr>
<td>• Children’s stories scribed by Staff</td>
</tr>
<tr>
<td>• Relevant information disseminated to Parents</td>
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<tr>
<td>• Early Intervention for Children at risk</td>
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<tr>
<td>• Staff to familiarize themselves with the Reflect. Respect Relate Involvement</td>
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<tr>
<td>scale in relation to Written Literacy</td>
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</tbody>
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