1. STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1:

Improving Children’s Performance & Engagement with Literacy and Numeracy

Target/s: Improved Outcomes for all children in Literacy and Numeracy

A Rich Oral Language Environment

In 2009 we continued to use the Literacy and Numeracy Boxes & Kurlo to promote rich experiences for learning for all children.

The boxes were designed to encourage
- Listening skills
- Prediction
- Guessing
- Extending, and gaining new language and consolidating language skills
- The ability to talk in front of a group as well as to be a listener in an audience.
- Extend their, and others, vocabulary
- Acknowledge that the written word has meaning and is transferable
- That the written word can be read by others to give meaning

The children had the opportunity to report to their peers, develop conversation skills, and to extend their vocabulary. It also added to our design element to involve parents in the education of their children. The children and parents worked together, often as a family. The boxes were also successful as they involved the input of the children, parents (and siblings). We also noted that cultural ideas could be addressed as articles provided often related to the home cultural backgrounds, and this added a cultural rich extension to our kindergarten. Often these ideas could be extended and resourced further to enhance our educational programme.

The children’s vocabulary was extended and they gained confidence in speaking in front of others. This was particularly important as 40% of our children have speech/language issues.

Over the year, 83% of the children had a turn at either the Boxes or Kurlo. It was very encouraging for staff as the children and parents were very positive and involved in the Boxes and Kurlo. Data collected confirmed that all children had developed greater communication skills in their year with us.

Due to the success and enthusiasm of children and parents it was decided to continue this process in 2010.
The kindergarten also has Literacy/Numeracy Kits available for borrowing. The kits and extension materials provide a basis for the parent to develop the children’s literacy, language and numeracy skills. In 2009 added 5 kits over the year and a large number were directly related to increasing the numeracy category.

**We will work toward adding another 10 in 2010, particularly in the Numeracy category, and work toward increasing the number of borrowers.**

Over the year, staff attended various in-service conferences to gain new insights and information on literacy/numeracy.

Staff also started to attend in-services involving numeracy development. Both teachers attended an 8 week PMA training and started to purchase resources that would enhance the children’s development in this area.

**We have decided that we will continue to seek relevant numeracy in-service and to further resource our site to further develop staff knowledge and to our children’s numeracy in 2010.**

It was decided in 2008 we would give out homework sheets at least twice per term (instead of one per term) as it was felt that the return rate showed a good interest level of parents and children. The parents, particularly, enjoyed being involved with their children’s education. In some terms we have done 3 sheets with an excellent return rate.

**Targets: Improved early identification and intervention processes.**

2009 saw approx 90% of children being assessed in their first term at kindergarten. The other 10% were children who enrolled at other than the beginning of their eligible year and therefore missed the age cut off date for assessment with the preschool screen. Children identified as needing help were referred to DECS or private professional services for assessment and programme suggestions, to ensure an ILP was accurate for each child.

In 2009 we used a standardised assessment to gather as much information as possible on which to base each child’s ILP. We reassessed termly, and had interim discussions as needed.

**In 2010 we need to look for a further standardised assessment tool that is suitable for these older children, to enable us to provide data that backs up progress made when writing their Summative report and for reporting to parents.**

**Targets: Improved Outcomes for Targeted Groups.**

2009 saw our global budget funds pay for extra ECW staff time to work with ATSI children and to supplement children who from assessment were needing extra support to reach their potential and did not qualify for Pre-school Support. This was above funds provided by DECS, from Early Intervention Assistance Grants however we again supplemented with our global budget, for increased outcomes for the children. All children showed improvement in their targeted areas.
Target/s: Engage All Children in Inquiry Based Learning.
Our Programme provided opportunities for the children to engage in inquiry based learning. We structured the environment to challenge the children's learning in all areas, specifically targeting individual children's specific needs as determined by observations and data collected through Preschool Screen Tool. Data later collected saw gains in all areas.

Strategic Direction 2:

Individual children achieving their best and being successful in their educational and care experiences

Target/s: Learner wellbeing and engagement is embraced by all at the site.
Wellbeing
1. Improving Gross Motor Skills - Exercise Program
From data gathered over the previous two years, it was evident that greater than 60% of children need developing in the area of gross motor development. From this, we devised a program incorporating a chiropractic-approved and designed body-strengthening exercise called “Straighten Up” which we continued to use.

From our readings and information gathered in the Pre-school Assessment Tool and discussions with Support Services staff we had discovered that before children could have fine motor skills, they needed to have strong trunk muscles, and that is why we went back to the baseline skills required for fine motor development.
2. Health and Nutrition
Combined with the “straighten up” program ethos to develop strong bodies, we concentrated on foods that help our body’s development. We continued to encourage healthy eating snacks at kindergarten and for the large percentage of children who bought lunch as part of their full day attendance.

We adjusted our snack and lunch suggestions and recommendations in line with the new Government guidelines for a health eating program.
**In 2010 we need to develop a better Policy in conjunction with the Governing Council.**

3. Values Education
As part of our emotional wellbeing, teacher resources that introduced values education to children were used.

Over the four terms we covered:
- Cooperation
- Helpfulness
- Caring
- Kindness
- Respect
- Responsibility
- Persistence

We read stories that incorporated these values to, again, use these as a teaching point. Children were given “Homework” sheets that reflected the values to incorporate Literacy and Wellbeing together. As we have at least 85% return rate we feel this is a worthwhile exercise, to be repeated next year.

2.0 REQUIRED DATA
2.1 ENROLMENT
Term 1 - 45
Term 2 – 44
Term 3 - 48
Term 4 - 56

Enrolment remained steady over the year. Of particular note is the increase in the number of Aboriginal/TSI students, which increased over the year. Recommendation and acknowledgement of culture have been the reasons given for this increase.

2.2 ATTENDANCE

A high percentage of families required full day care as part of their allocated four sessions. (They combine this with local childcare) The increase has been from 43% in term 1 to 53% in term 4. To accommodate this increase we have increased our daily quota of lunchtime care numbers and increased the number of ECW’s employed for Lunch care Programmes.

The centres positive image in the community has been reflected by the number enrolments at the centre as a direct result of referrals from our families and others within the community including past enrolments. Information gathered from the 2009 parent surveys indicate that the satisfaction level is very high.

Statements made include:
- My child is happy at kindergarten – she doesn’t want to go to child care any more
- I’m so thankful that I chose this kindergarten, the staff are wonderful and you really know my child
- I appreciate the full day options – my child would not be able to attend otherwise
- Thank you for being so flexible
- I appreciate your understanding, and caring toward our family
- I thank you for your sensitivity towards our cultural beliefs
- Your values education areas in the curriculum fits nicely with our religious beliefs

It is hoped that with improved staff stability teacher/parent relationships will provide a more positive rapport enabling the lines of communication to be established and sustained.
2.6 FINANCIAL REPORTS
Attach required financial information.

- Balance Sheet and Profit and Loss
- Funds expended against site priorities
- Financial Commitments Report