# SITE IMPROVEMENT PLAN WEST LAKES SHORE KINDERGARTEN 2011

## Priorities

### Improved Literacy and Numeracy outcomes for all learners

- Conversations – “Are you Listening? Lisa Burman
- Using Oral Language Framework techniques
- More frequent use of small groups
- Respect, Reflect, Relate Ass Tool
- Transition program – 2 visits to the school each week, giving children the opportunity to be exposed to further literacy enriched programs as offered by the school

### Improved Learner Engagement and Wellbeing

- You Can Do It (YCDI)
- Being, Belonging Becoming EYLF
- Introducing a booklet to all Kindergarten children and families about their time at kindergarten
- Child Protection Curriculum
- Recognise parents as partners in children’s learning
- Weekly Journal for children and families to share regarding their daily activities

### National Quality Standards

- Ensuring that access to current documentation relating to the National Quality Standards (NQS) is put into place
- Identifying Policies past and present that may need further development as well as identifying new policies not currently held at the kindergarten. Work very closely with Governing Council in the development of these Policies/initiatives as well as ensuring close alignment with existing DECS policies and protocols

## Key Strategies

- Baseline literacy and numeracy data will be collected using specific formats developed by the staff in accordance with DECS requirements to aid in the assessment process. Regular use of the Respect, Reflect, Relate Assessment Tool will be in evidence and Early Years Framework is embedded in Curriculum and daily programming. Children will understand that print/numbers have purpose and relevance
- Providing an enriched kindergarten program that provides opportunities for literacy/numeracy through play, action songs, stories, visits to school. Reception teacher conducting Literacy/Numeracy workshops for parents and children etc. Using both small and large groups as well as through play to enhance teaching, learning and understanding.
- Developing inquiry based question and implementing Active Based learning environment and enhancing this through the Reggio Emilio philosophy

## Evidence

- Children are confident in themselves, they are able to articulate how the feel about themselves and believe that they can do it!
- Children are able to show social initiative.
- When a child’s well being is sound they are open and receptive, find pleasure in exploring and are alert and aware (Respect, Reflect, Relate Observation Tool).
- Intrinsic application of the You Can Do It program with application of the 5 dispositions for all children.
- Children freely using and applying dispositions in their play
- Utilising the key principles and Key ideas for helping children keep safe through the Child Protection Curriculum
- Staff will be trained in the use and application of this Preschool Screening Tool
- Use of the Tool for all Referrals to DECS and to aid in identification for children with developmental delay to other agencies. Preschool support will be provided for children with Additional Needs. Appropriate and relevant programs of support will be monitored each term

- All children will be provided with an Assessment tool to ensure that specific and relevant information can be compiled for each child. Individual Learning Plans will reflect a deeper understanding of the child’s capabilities.
- Identifying the Policies that need to be developed, and once developed in conjunction with Governing Council – send to RO for endorsement. Compilation of a folder reflecting key issues and Policies as identified by NQS will be available for every parent to access
- Continue to work on identified indicators that may not be evident at this kindergarten and work towards NQS Assessment.

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Intrinsic to WLSK Site Improvement Plan is the following Key Priorities embedded into the daily and fortnightly programming: Transition, Aboriginal and Torres Strait Islander and Multiculturalism dimensions, and Science.