



## Naracoorte North Kindergarten SITE IMPROVEMENT PLAN

**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

**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.

**CURRICULUM AND PEDAGOGIES FOR ENGAGEMENT**  
*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

**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

<p><b>Priorities:</b></p> <p>The <i>two</i> or <i>three</i> key areas for specific focus over the next 12 months, as determined from analysis of learner data and Self Review processes</p>	<p><b>Targets:</b></p> <p>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</p>	<p><b>Strategies:</b></p> <p>The major actions that staff – teachers, SSOs, leaders – commit to do so that learners are supported at classroom level to achieve the Targets</p>	<p><b>Evaluation Measures:</b></p> <p>The data, evidence, processes and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets and/or effectiveness of Strategies</p>
<p style="text-align: center;"><b><u>Children are Effective Communicators</u></b></p> <p>Base line data indicated a need for a focus on conversational dialogue</p>	<ul style="list-style-type: none"> <li>• All Children will have increased opportunities to use more effective conversational dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>• Troll Data</li> <li>• Anecdotal recording of Children’s work</li> <li>• Small group experiences</li> <li>• Increasing opportunities for staff to interact with all children on a more individual level [ routine]</li> <li>• Principals of Phonological Awareness [POP]</li> <li>• Stephen Graham</li> <li>• Print Knowledge</li> <li>• Early Intervention for Children at risk</li> <li>• ILP’S &amp; Centre Program in response to children’s needs and skills</li> <li>• Disseminate relevant Information to Parents</li> <li>• Pictorial roll Sheet for Children to take turns to call &amp; mark</li> <li>• Social Skills Program</li> </ul>	<ul style="list-style-type: none"> <li>• Troll Data Term 1 &amp; 3</li> <li>• Ability to speak more confidently in front of a group</li> <li>• Children will to share information</li> <li>• Children able to take turns in a conversation</li> <li>• Children able to give appropriate responses to questions</li> </ul>

<p><b><u>Children have a strong sense of physical well being</u></b></p> <p>Base line data indicated a need for physical Well being [ JP Staff]</p>	<ul style="list-style-type: none"> <li>• All Children will have opportunities to gain confidence in both Gross and Fine Motor Skills</li> <li>• Proprioception</li> <li>• Balance</li> <li>• Co ordination</li> <li>• Tripod grip</li> <li>• Scissor grip</li> </ul>	<ul style="list-style-type: none"> <li>• Skills Check list Term 1 &amp; 2</li> <li>• 'Funky Kids Program' Parent involvement</li> <li>• Training and Development as necessary [OT]</li> <li>• Budget – equipment, tables -, chairs, grips pencils.</li> <li>• Early Intervention for Children at risk</li> <li>• Disseminate relevant information to Parents.</li> <li>• I LP'S &amp; Centre Program In response to Children's needs</li> <li>• Sign in sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Data from Skills Check list Term 2 &amp; 4</li> <li>• Displays</li> <li>• Sign in sheets</li> </ul>
<p><b><u>LITERACY PLAN</u></b></p> <p><b><u>Written Literacy</u></b></p> <p>Base line data indicated the level of written literacy was low.</p>	<ul style="list-style-type: none"> <li>• All Children will have increased opportunities to participate in the area of written literacy</li> <li>• Provide opportunities for Children to develop the written literacy skills. [ grips – control]</li> </ul>	<ul style="list-style-type: none"> <li>• Early Years Literacy and Numeracy Grant to provide funds for T&amp; D &amp; recourses</li> <li>• Staff to access appropriate Training and Development when available.</li> <li>• Stephen Graham Training and Development / information.</li> <li>• Emergent Literacy</li> <li>• Hand Writing Myth Busters</li> <li>• Provide pencil grips, thick pencils, triangle pencils, chunky chalk</li> <li>• Provide written Literacy opportunities through out</li> </ul>	<ul style="list-style-type: none"> <li>• Troll data Term 1&amp; 3</li> <li>• Skills Check list</li> <li>• Summative Reports</li> <li>• Sign In Sheets [ photo copy 1<sup>st</sup> week and last week of each Term for learner achievement</li> <li>• Written evaluations on ILP'S &amp; Group Work</li> <li>• Children keen to write their name on their work and transfer this skill to other areas of the curriculum as necessary.</li> <li>• Children's stories</li> </ul>

		<p>Centre Program</p> <ul style="list-style-type: none"><li>• Staff research and reading</li><li>• Access other professionals [OT]</li><li>• Children's stories scribed by Staff</li><li>• Relevant information disseminated to Parents</li><li>• Early Intervention for Children at risk</li><li>• Staff to familiarize themselves with the Reflect. Respect Relate Involvement scale in relation to Written Literacy</li></ul>	
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