Kalangadoo Kindergarten’s
Site Improvement Plan 2010-2012

**Purpose:**
Kalangadoo Kindergarten works in partnership with families and the community in a learning environment that is play-based and provides opportunities for all children to develop to their full potential, promotes a desire to learn and a positive sense of community.

**Vision:**
At Kalangadoo Kindergarten we strive to develop in children; the love of learning, the confidence to have a go and a sense of belonging through the provision of a safe, caring, high quality and stimulating learning environment.

**Values:**
At Kalangadoo Kindergarten we value:

- Independence
- Respect
- Community Spirit
- Enjoyment
- Responsibility
- Learning
- Optimism
- Empowerment
**Context:**

Kalangadoo operates three sessions of Kindergarten a week. Kalangadoo is a rural centre with a low number of enrolments. It is predicted/projected that the number of children enrolled should remain at a similar level for some time. We have an Occasional Care Service for children 2-5 years of age in site that this currently fully utilised. Most children who attend Kalangadoo Kindergarten go on to attend Kalangadoo Primary School. A small- parent run, playgroup also operates on site on Monday mornings.

**Rationale/ Site Improvement Priorities**

Site Improvements Priorities that have been selected are:

1. Oral Literacy- “To develop all children’s oral literacy skills.
2. Numeracy – “To improve the numeracy development of all children”.
3. Wellbeing and engagement – “To develop and enhance the wellbeing, engagement, social and emotional growth of children”.

These have been selected for a number of reasons including:

1. New staff team – establishment of common understandings, roles etc required.
2. Reflected in previous site leaders future directions as part of sites annual report the need to continue to develop:
   - Data collection in oral literacy methods, etc
   - Numeracy – Knowledge of staff team, children’s parents and community – to increase self reflection on current practice and attendance at T&D.
   - To continue to develop children’s wellbeing and engagement, eg. Improving social skills, use Respect, Reflect and Relate document, Child Protection Curriculum, etc.

3. It was also noted in parent opinion surveys in 2009 that an improvement in sharing curriculum and child progress and development was required.
**KALANGADOO KINDERGARTEN**

**Site Improvement Plan- 2010-2012**

<table>
<thead>
<tr>
<th>Improvement Priorities</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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</thead>
<tbody>
<tr>
<td><strong>Target</strong></td>
<td><strong>Strategies</strong></td>
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<td><em>All staff to undertake and share training development in oral literacy development.</em></td>
<td><em>To continue to inform parents about oral literacy development in Kindergarten context.</em></td>
<td><em>To collect and analyse oral literacy data</em></td>
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<td><em>To use Acacia Kindergartens literacy rubric and TROLL document to track development of skills in children.</em></td>
<td><em>To continue to develop oral literacy knowledge of staff.</em></td>
<td><em>To review and refine practices, what works, what needs improvement, what is most effective etc.</em></td>
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<td><em>To develop an agreed upon whole site definition of oral literacy and how it can be implemented successfully.</em></td>
<td><em>To implement oral language and literacy rich learning programs and environments.</em></td>
<td><em>To continue to use TROLL as data collection tool.</em></td>
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**Improvement Priority 1:**

**To develop all childrens oral literacy skills.**

*What is the data telling us:*

*Increasing numbers of children are having difficulties clearly/verbally communicating their needs and ideas.*

*Many children have difficulty in listening to others and following instructions.*

*75% of children will have an increase in vocabulary and language as measured by an agreed tool e.g: Acacia’s Literacy Rubric, TROLL document.*

*To develop a greater knowledge, a common understanding of and a consistant approach to the development of oral literacy.*

*To inform parents and develop their understanding of oral literacy.*

*To continue to inform parents about oral literacy development in Kindergarten context.*

*To continue to develop oral literacy knowledge of staff.*

*To collect and analyse oral literacy data.*

*To review and refine practices, what works, what needs improvement, what is most effective etc.*

*To implement oral language and literacy rich learning programs and environments.*
| Improvement Priority 2:  
To improve the Numeracy development of all children. | Oral literacy in the Kindergarten context.  
*To research and decide on an effective method of collecting and analysing oral literacy development of children. | literacy.  
*To provide an environment rich in oral language. |  |  |  |  |  
| What is the data telling us: | *Children are becoming increasingly interested in numeracy in every day life/routines. |  |  |  |  |  |  
| *Children have difficulty in using mathematical language and vocabulary. | *75% of children will have an increased understanding of Number and Space.  
*75% of children will be assessed as being in the "exploration" band of the SEA document in their final term of kindergarten.  
*Targetted small group work in Numeracy.  
*Parents and Governing Council informed through Newsletters, displays and  | *To develop a means to gather Numeracy data that is agreed upon by all staff eg: Numeracy quilt.  
*To provide a learning environment rich in numeracy based experiences.  
*75% of children will be assessed as being in the "exploration" band of the SEA document in their final term of kindergarten. | *75% of children will have an increased understanding of Patterning and Chance and Data.  
*75% of children will be assessed as being in the "exploration" band of the SEA document in their final term of kindergarten. | *To continue to develop, review and explore various numeracy data collection tools, and data analysis, teaching methods and current practice and using it to inform future planning. |  |  |  
| *75% of children will have an increased understanding of Measurement and Number. |
Improvement priority 3:  
To develop and enhance the wellbeing, engagement, social and emotional growth of children.

**What is the data telling us:**

- Many children are experiencing difficulty with basic social skills such as turn taking, listening to others, including other children in play, describing their feelings etc
- That children will be aware of and able to use the “Thumbs Up and Thumbs Down” strategy as a means to regulate their own behaviour and behaviour of others.
- The Child Protection Curriculum will be investigated, implemented and reviewed.
- Explicit social skills teaching using appropriate language to describe feelings etc.
- To introduce, implement and review the “Thumbs Up and Thumbs Down” strategy to guide children’s behaviour.
- Introduce, Child Protection Curriculum to families, Governing Council and new staff team.
- Staff to become more familiar with “Respect, Reflect and Relate” document and use as a tool to guide

| Discussions about Numeracy development in the Kindergarten context. | *75% of children will show an increase in their recognition and use of language to describe their feelings as noted on the Literacy rubric by the end of their final term of Kindergarten. | *To introduce, implement and review the “Thumbs Up and Thumbs Down” strategy to guide children’s behaviour. | *Introduce, Child Protection Curriculum to families, Governing Council and new staff team. | *Staff to become more familiar with “Respect, Reflect and Relate” document and use as a tool to guide | *To continue to refine the data collection techniques to track children’s progress. | *Develop a means of identifying both group and individuals difficulties in social and emotional skill development. | *To increase opportunities for social interactions with greater |
**Improvement Priority 4:**

**To explore, refine, review and implement the Early Years Learning Framework curriculum.**

- Children will develop a greater sense of well-being as indicated by the Respect, Reflect and Relate observational scales.
- To explore possibility of increasing the children’s social opportunities in a larger group setting by joining in with Reception class, and visiting other Kindergartens.
- Use of “Box of Feelings” resource kit from Acacia Kindergarten.
- That EYLF will be implemented, reviewed etc at Kalangadoo Kindergarten in 2010.
- Introduce EYLF to parent community Via: Newsletters, displays, and discussions.
- Develop more structured curriculum evaluation tool.
- To develop new Summative Report using EYLF.
- To continue to review, reflect and implement EYLF.
- To continue to evaluate curriculum using evaluation tool developed in 2010.
- Refine and adapt implementation of EYLF as needed through, discussion, observation, data collection etc.
- Refine and adapt summative Reports as required.
adequate time for staff discussion during planning sessions.