**Stansbury Kindergarten**  
**Site improvement Plan 2010**

### Purpose

We want to optimize learning through building and supporting the development of children’s wellbeing, involvement and their dispositions for learning.

### Our Vision and what we Value

We value the 4 principles for growing up children are derived from traditional aboriginal child rearing practices and we find them as relevant and important as they ever were for both aboriginal and non aboriginal communities. (bear in mind that these are very broad and inclusive principles, not as exclusive and narrow as western analytical concepts):

1. **Ngarna**: we want our children to know how things are. The structure of everything. The dreaming, culture, stories, traditions and beliefs of communities. A sense of awe and wonder, spirituality, belonging and connectedness. This also includes the structure of things, how things are put together and how the world is made (science)

2. **Waltja**: we want our children to be connected to people. Family and relationships. Sense of belonging, communication, talking and listening, identity, responsibility, respect, love, friendship, openness, togetherness.

3. **Yarda**: we want our children to be connected to the land, the planet, everything. To have a sense of place, a sense of nature, taking care, feeling ‘at home’

4. **Kanyini**: we want our children to know how they are in the world. To develop empathy, emotion, hope, an ethical sense. To understand health, happiness, self esteem, confidence, a sense of responsibility for others, sustainability.. To have a sense of the future and what we can all contribute to making the world a better place.

### Context

Demographic changes in the community mean that the source of our enrolments is drying up. Presently (term 1 2010) we have 6 children enrolled. 1 child is a temporary enrolment from Taiwan leaving at the start of term 2. 3 children are leaving at the end of term 2 which leaves us with 2 enrolments for the remainder of the year. These numbers are critical for the sustainability of the preschool service. Governing Council are currently investigating the implications of closing the service. See context statement.

### Rationale

Validation of self review threw up some issues:
- Further improving wellbeing and involvement
- Improving literacy and numeracy
- Using the evidence from data: parent opinion, annual report to improve our service.
- DIAf principles needing attention: making data count; listen and respond; focus on learning

### Priorities

- Improve children’s wellbeing and involvement
- Improve children’s oral language
- Improve children’s numeracy
## Site improvement Plan 2010

<table>
<thead>
<tr>
<th>2010 Priorities</th>
<th>Key strategies</th>
<th>Evidence</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What do we want to do this year?</strong></td>
<td><strong>What will it take to get there?</strong></td>
<td><strong>How will we measure/evaluate progress?</strong></td>
<td><strong>Key indicators of learner success</strong></td>
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<tr>
<td>Restate the key direction from your strategic learning plan and list the key priorities for this year</td>
<td>List 3 broad strategies related to each of these priorities</td>
<td></td>
<td>Targets should focus on learner performance and should be SPECIFIC, MEASURABLE, TIME BOUND (SMART)</td>
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<tr>
<td>Improve children’s Wellbeing and Involvement</td>
<td>Use of the RRR observation tools: Analysis of the active learning environment to improve the richness of the preschool environment</td>
<td>Children will achieve an improvement in wellbeing and involvement as measured by the Reflect, Respect Relate wellbeing and involvement scales.</td>
<td>Improvement of at least one scale point or to a general level 4 whichever is the greater in both wellbeing and involvement</td>
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<tr>
<td>Improve children’s oral language skills</td>
<td>Use of the Emergent literacy resources to improve core language competencies including phonemic awareness, vocabulary and Syllabification.</td>
<td>Use of TROLL and SEA indicators</td>
<td>All children will improve by at least 1 scale point or to a level 4 on the TROLL oral language scale</td>
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<tr>
<td>Improve children’s numeracy skills</td>
<td>Use of emergent numeracy resources from Gowrie T&amp;D Baseline assessment of numeracy Specific ILP numeracy targets Use of specific numeracy vocab. Embed numeracy activity in everyday preschool activities.</td>
<td>SEA indicators as a method of evaluation.</td>
<td>All children will be able to use lang such as 'more' or 'less', 'greater' or 'smaller', 'heavier' or 'lighter', to compare two numbers or quantities; use language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes; use everyday words to describe position; use developing mathematical ideas and methods to solve practical problems. say and use number names in order count reliably up to 10 everyday objects recognise numerals 1 to 9 in practical activities and discussion begin to use the vocabulary involved in adding and subtracting; begin to relate addition to combining two groups of objects, and subtraction to 'taking away'; talk about, recognise and recreate simple patterns;</td>
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