### SITE VALUES:
At the Streaky Bay Children's Centre we value respect, care, trust, confidence, and a sense of community.

### PURPOSE/MISSION:
To provide high quality education and care of children 0-5 years.

### VISION/SUPERGOAL:
A shared vision for the centre which enables children to become highly engaged learners in a caring, safe and stimulating play environment.

### Connecting with communities:
Valuing relationships, individuals, families, access, participation and diversity.

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<th>STRATEGIC PRIORITIES</th>
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<th>IMPROVEMENT STRATEGIES</th>
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<tr>
<td>Priority Areas</td>
<td>Goal 1.</td>
<td>Success in oral literacy</td>
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<td>Data collected when children enter and exit preschool will reflect areas of physical, social, learning and play skills, with an emphasis on literacy and social skills.</td>
<td>• Within a play based program data will be collected on children’s involvement levels (using RRR), rating children’s levels of energy, concentration, persistence and communication within the environment.</td>
<td>Observations will be taken of children in their first and 3rd term of kindergarten using various methods of data collection such as the RRR involvement level scales and specific literacy data to assess levels of involvement, including communication with particular attention to social and oral literacy skills.</td>
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<td>Staff will use the RRR observation scales and the SPA (screening for phonological awareness) learning tool, to improve teaching and learning practices.</td>
<td>• Staff will regularly provide teaching and learning in emergent literacy to engage and support children to achieve success and build thinking and learning skills. Staff will use resources from the “talking literacy project” and the SPA document to support their teaching and learning.</td>
<td>Children when exiting preschool will be able to initiate a conversation, provide an oral recount of familiar stories and experiences, use conversations in play and use a varied vocabulary.</td>
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<td>Children beginning school will display emergent literacy skills in phonological awareness and oral language.</td>
<td>• Teaching and learning will occur through play, conversations, explicit teaching, individual and group work.</td>
<td>Children in their first term of kindergarten in term 2 will have SPA data collected and again their last term of kindergarten.</td>
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<td>Data collected when children enter and exit preschool will reflect areas of oral literacy including vocabulary knowledge, syntactic knowledge and narrative understanding.</td>
<td>• Staff will plan programs and learning experiences that ensure powerful, engaging and meaningful literacy experiences for children.</td>
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| **Goal 1: Success in Oral Literacy** | • Data collected when children enter and exit preschool will reflect areas of phonological awareness, including rhyme, initial sounds and syllables.  
• Focussed areas in literacy and social development each term will show increased knowledge and development of the targeted area.  
• The Early Years Learning Framework will be embedded in staff programming and planning.  
• Children are challenged and supported to build their language skills to share information and ideas in their play and every day interactions.  
• Children are... | • Staff as learners will seek professional learning through targeted t &d, by accessing current research and theories in early childhood and engaging in regular dialogue about best practice in literacy.  
• Using an enquiry process, questions are posed, data and observations collected and programs adjusted accordingly.  
• The relevance and effectiveness of activities and programs are continually reviewed and questioned.  
• Regular planning and programming as a staff team occurs with a shared vision and identified focus areas.  
• Data collected through observations, checklists and referrals will highlight areas of need, targeting children with additional needs. Children will be supported through individual programs, programs from allied health professionals and targeted support.  
• A range of experiences will be promoted through play to promote oral literacy.  
• Children will be exposed to a language rich environment using music, stories, rhyme, talking and listening to promote oral language. | • Children when exiting preschool will be able to give and follow simple instructions and sequence simple scenarios.  
• Children in the very early years( occasional care and playgroup) will use increased oral language in their play and communication with others.  
• All children with additional needs will have individual learning plans, children with disabilities will have negotiated education plans and regular review meetings will be held to assess and plan for children’s learning and progress. |
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| Goal 2: Improve children’s social development. | • Children’s social skills such as confidence, persistence, getting along with others, emotional resilience, organisation, and respect for others and the environment will increase.  
• An environment will be planned and provided for encouraging and supporting imaginative and collaborative play. The environment will support children’s active engagement, supporting them to make sense of their social worlds by stimulating and increasing communication, modelling of social skills, thinking and problem solving skills.  
• Children will have increased access and participation to a range of experiences that support environmental understanding and participation, health and nutrition.  
• The centre will reflect a caring, fair and inclusive learning community. Children will have a respect and appreciation for identity and diversity. | • Staff will be responsive to children and regularly plan for a learning environment that fosters children’s interactions, relationships and attachments, supporting high level thinking and learning skills.  
• We will increase resources that facilitate imaginative play, emotional awareness, and healthy physical development.  
• Staff will extend their learning about the Early Years Learning Framework and will use this for planning, implementation and assessment.  
• Intentional teaching will focus on shared thinking and problem solving that extends children’s thinking and learning.  
• Children identified with social, emotional or physical needs will be supported through support agencies and the preschool support program, with specific targeted programs.  
• Staff will use thinking and learning language with children/parents and community, articulating our practice to a variety of audiences. A range of strategies are used and developed to share with families using supporting data.  
• A funded playgroup leader will support families with parenting and EC development. | • Children when exiting preschool will display increased skills in confidence, persistence, organisation and emotional resilience.  
• Children will have developed positive relationships with staff and children by their first term of kindergarten.  
• Children when exiting preschool will have an increased appreciation of the environment.  
• Children when exiting preschool will have an understanding of health, nutrition, and body awareness.  
• Children when exiting preschool will have an increased understanding and appreciation of identity and diversity.  
• All parents will receive parenting information in each newsletter such as parenting programs available or literature about children’s development. |