MOANA KINDERGARTEN
STRATEGIC LEARNING PLAN 2009 – 2011
(The Strategic Learning Plan has a ‘big picture’ focus and sets the direction for where your site is heading over the next 3 to 5 years)
LEARNING, CARING AND ACHIEVING EVERYDAY

INTRODUCTION
This plan has been developed by the staff and the community to support the continuous improvement of children’s learning outcomes.

OUR VISION:
The vision for Moana Kindergarten is to provide a quality learning environment which is inclusive, accessible, and play based. Children are encouraged to develop a positive self-concept and the skills and enthusiasm for learning while being supported in their individual learning. We encourage and support the involvement of families and the community, while respecting and valuing their needs and expectations.

OUR PURPOSE:
To provide quality teaching and learning experiences for all children which are current, that is early childhood research based and authentic.
To provide a learning environment which fosters learning and caring for children, their families and staff
To provide a quality service which is accessible and equitable to our community of learners

OUR VALUES:
Centre on respectful relationships with children, parents, staff and the community
This includes:
- trust
- honesty
- caring
- responsibility
- commitment

OUR GUIDING PRINCIPLES:
Adopting the following:
Guiding Principles of our work with young children developed at Our Children the Future Conference as a guide for all early childhood educators
Code of Ethics for the South Australian Public Sector

CONTEXT
Moana Kindergarten is a full time DECS service in the community of Seaford located adjacent to the Moana Primary school and next to the Moana Neighbourhood centre. The kindergarten is located near the beach and our families have a strong beach culture. Moana Kindergarten is part of the River Hub Group of education services consisting of 2 child care centres, 3 preschools, 4 primary schools and a 6 – 12 school. Most children from this site continue their education at Moana Primary School, with the others attending All Saints Catholic School, Tatachilla, or other private schools in the southern area. An increasing number of children also attend the local child care centres, both government and private. The kindergarten has a growing number of blended and single parent families and an increasing number of parents working full or part-time, or returning to study. Our families are mainly Australian with many coming from the United Kingdom and, New Zealand with a small number from Aboriginal, European and Asian backgrounds.
**KEY (STRATEGIC) DIRECTIONS FOR 2009 – 2011**

**Key (STRATEGIC) Direction 1**
To improve children’s life long learning in literacy and numeracy

**INTENDED OUTCOMES:**
- Children will have input into the child initiated curriculum.
- Children will be actively engaged in their learning.
- Children’s learning at home and at kindergarten will be connected

**Key (STRATEGIC) Direction 2**
To foster and further develop learner well being through parent and community partnerships.

**INTENDED OUTCOMES:**
- Flexible arrangements for accessing kindergarten including a full day are available to all children.
- All children will be attending on a regular basis.
- Child protection curriculum will be implemented to ensure learner well being.

**Key (STRATEGIC) Direction 3**
To provide an effective learning environment and early childhood curriculum

**INTENDED OUTCOMES:**
- All children are valued learners.
- Evidence and data of children’s learning is used to inform program delivery
- The Early Years Learning Framework for Australia Belonging, Being and Becoming (EYLF) and The DECS observation instrument Assessing for learning and development using observation scales Reflect Respect Relate (3 R’s) will be used to effectively assess learner achievement, effective learning environment and effective relationships with children
## MOANA SITE IMPROVEMENT PLAN 2011

**LEARNING, CARING AND ACHIEVING EVERY DAY**

<table>
<thead>
<tr>
<th><strong>2010 Priorities</strong> (What do we want to do this year?)</th>
<th><strong>Key Strategies</strong> (What will it take to get there?)</th>
<th><strong>Evidence</strong> (How will we measure / evaluate learner progress?)</th>
<th><strong>Targets</strong> (Key indicators of learner success)</th>
</tr>
</thead>
</table>
| **Excellence in Learner Achievement:** To improve children’s life long learning in literacy and numeracy (see Early Years Literacy and Numeracy Plan) | Staff use DECS recommended resources to collect, analyse data including:  
- The Early Years Learning Framework for Australia Belonging, Being and Becoming (EYLF)  
- Assessing for learning and development using observation scales Reflect, Respect, Relate  
- The Multiliteracies Map | Staff uses a combination of DECS recommended resources to report to parents and the community on literacy and numeracy learning These include:  
- The Early Years Learning Framework for Australia Belonging, Being and Becoming (EYLF)  
- Assessing for learning and development using observation scales Reflect, Respect, Relate  
- The Multiliteracies Map | More than 75% children reach a well developed level using EYLF Learning Outcomes  
- Children are confident and involved learners  
- Children are effective communicators |
| Key priorities for this year. All staff can connect their literacy and numeracy knowledge with current and research based practice | Continue the Motor Stars Program  
Staff compile and use play boxes with children. They record and analyse their learning in oral language and communication | Children are observed to be confident in oral communication, expressing their needs and successes when using fine and gross motor equipment.  
Children use play boxes and there is an increase in children’s oral language and communication in play. Intentional teaching with the play boxes increases children’s confidence in their use of oral language  
Parents give positive feedback about these meetings through parent questionnaire | More than 80% of children who are part of the Motor Stars Program and use play boxes reach a well developed level in the EYLF Learning Outcomes  
- Children are confident and involved learners  
- Children are effective communicators |
| | | More than 90% of the parents who receive formative and summative reports give positive verbal and or written feedback | |

All staff can present effective literacy and numeracy experiences to children and articulate the subsequent numeracy and literacy development for all children.
**Improved Learner Engagement and Wellbeing:**

To foster and further develop learner well being through parent and community partnerships.

Key priorities for this year.

- Promote the value of attending kindergarten and the links to learner achievement to all parents
- Continue with lunch care program and offer full day sessions to those families who have irregular attendance
- Meet with parents/caregivers who have difficulty in maintaining regular attendance each term to discuss children’s learning and strategies for attendance
- The Child Protection Curriculum is implemented for learner well being and make this more explicit to the parent community
- Develop a brochure of agencies and services parents/families can access in the community with the Moana /Seaford Neighbourhood House, Moana Primary School and DECS state and regional office staff
- Promote project based learning opportunities for parents/caregivers to

| Improve attendance | Non attending children use the lunch program and link with other services like child care to have a continuity of education and care services | Raise the attendance rate of children to kindergarten higher than 85%

Evidence and data of children’s engagement and involvement from the DECS Observation Instrument, Reflect Respect, Relate in particular the four tools on:

- Wellbeing
- Involvement
- Relationships
- Active Learning Environment

More than 75% of irregular attendees reach the well developed level in the following EYLF Learning Outcomes in their Summative Report:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing

More than 75% of children reach well developed level in the following EYLF Learning Outcomes in their Summative Report for

- Children have a strong sense of wellbeing

More than 20% of the parent community access services from this brochure

More than 20% of the parent community volunteer their time for project based learning

All Children and parents are aware of children’s learning from the Child Protection Curriculum

Parents give positive feedback in a parent questionnaire about the brochure

Parents volunteer for projects initiated by children’s interests and initiate their own projects

Children have a strong sense of identity

Children are connected with and contribute to their world

Children have a strong sense of wellbeing

More than 20% of the parent community access services from this brochure

More than 20% of the parent community volunteer their time for project based learning

| More than 75% of irregular attendees reach the well developed level in the following EYLF Learning Outcomes in their Summative Report: * | The Child Protection Curriculum is implemented for learner well being and make this more explicit to the parent community |

| More than 75% of children reach well developed level in the following EYLF Learning Outcomes in their Summative Report for | Parents volunteer for projects initiated by children’s interests and initiate their own projects |

| More than 20% of the parent community access services from this brochure |

| More than 20% of the parent community volunteer their time for project based learning |
| Improved Community Learning Opportunities:  
**To provide an effective learning environment and early childhood curriculum**  
**Key priorities for this year.**  
Implement Universal Access to Early Childhood Education (15 hours of preschool for 4 year old children in their eligible year) |

|  
| Children offered combination of sessions to access up to 15 hours of preschool per week |
| Inform parent/caregiver community of the requirements of this initiative on enrolment to ensure all eligible children have the opportunity to participate |
| All staff continue training and development in EYLF through out the year |
| Staff use their knowledge, experience and skills alongside the DECS Assessment and Reporting Guidelines as a basis to report to parents on children’s learning. |
| All staff contributes evidence and data for ILP, Formative and Summative reports to parents, childcare centres and feeder schools. Specific times are allocated to discuss these reports with all stakeholders |
| Staff discuss the framework and implement it throughout the program and in assessment and reporting procedures. Also examining ways to balance based learning and intentional teaching in the program |
| Parents’ comments on the reporting process are collated and inform practice. These comments come from a site based survey and the client opinion survey. Children’s voice on their learning is apparent through a revised children’s questionnaire and informs practice |
| All data from ILP, Formative and Summative reports is used to substantiate and moderate children’s learning. Children’s voice is reflected in the Summative and Formative reports |
| Attendance rate is **higher than 86%** |

| More than 20% of parent community volunteer their time for focus group meetings |

| Parents attending fill in a questionnaire with constructive feedback on site directions, children’s learning and attendance |

| More than 75% of children reach the well developed level in all Learning Outcomes. The content and implications for learning in the Formative, ILP and Summative reports are understood by parents, child care centres and schools |

| More than 20% of parent community volunteer their time for focus group meetings |