Goals for 2016......What do we want to achieve in 2016

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The Preschool Numeracy & Literacy Indicators will guide educators in their numeracy focus with children, inform & plan for children’s current & future learning

To develop children’s numeracy understanding and skills with a focus on play. Educators to actively seek opportunities that will enrich children’s mathematical understandings in every day interactions with children

Review our documentation processes: How does our documentation assist in planning effectively for children’s current & future learning & progress?

To ensure children understand about the correct and safe handling of chicken produce and allowing chickens access to the garden if correct protocols are in place.

To ensure children have an understanding of healthy food-eating ‘nude food’ and its benefits in preference to consuming pre prepared packaged food (muesli bars…)

Policies regarding children’s health & safety will be reviewed /developed as per DECD Policy requirements.

Upgrade or replace current cubby. A cubby that is well designed and functional for children’s use

Children have a strong sense of ownership of our outdoor learning area and an understanding of environmental responsibility at the kindergarten and in their broader world.

To increase children’s respect and care for their learning environment- indoor and outdoor as well as resources

To ensure children’s safety by replacing soft fall and a clean sandpit for children’s play

Duty of care ratios maintained in all play spaces and during periods of transition

To form a professional learning team that shares practice and supports each other’s professional learning for best learning outcomes

Our enrolments figures are variable at the start of the year & due to changes in the funding formula for 2016 based on child enrolments we need to ensure we are adequately funded to maintain child/teacher ratios.

To ensure that all children are establishing friendships with the caregivers/peers of choice and learning to work collaboratively with them

To ensure group time is used to build relationships with children and increase their engagement level.

To ensure that all children are establishing friendships with the caregivers/peers of choice and learning to work collaboratively with them

To implement a strong transition programme that encourages Continuity of learning & supports learners transitioning

Build relationship with the local Salisbury East Community House & increase participation in our programme

A concise and comprehensive induction process for new staff & volunteers is in place

To ensure all procedures are well documented and reviewed in line with DECD policies & Policy requirements are met
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**Quality Area 1: Educational Programme & Practice**

Next step: All Educators will have their own copy of the Numeracy & Literacy Indicators to assist with the familiarisation & implementation process. Educators will observe children’s play through a numeracy lens, engage with Numeracy Indicators with a focus on Learning Stories and using the language in their observations. Educators will have regular meetings to discuss Learning Stories & observations, drawing out numeracy concepts & analyse the learning evident in children’s play. Educators will engage in professional dialogue with educators within the Salisbury Partnership and undertake professional development to further learning- accessing Leading Numeracy Improvement Modules, ECA webinars & pedagogical research. Educators will review & explore strategies that will support children’s numeracy learning & dispositions – through open ended questions, preparing an environment for children to engage in authentic numeracy & natural maths strategies.

Educators to review current documentation methods and streamline processes used: We will review documentation methods used last year – what worked, what didn’t & why. Set common goals for collecting observations of children: refine analysis of children’s learning. In educator meetings we will share & reflect on our observations to determine if our methods are effective in monitoring and tracking children’s learning

**Quality Area 2: Health & Safety**

Next step: Explicitly teach children via small group work and visual reminders of how to collect eggs safely. Establish protocols for children to follow in the outdoors when chickens are free ranging. Consider ways of promoting lifelong healthy eating habits with children by talking to children at meal times about the food we eat and how it is packaged and the benefits of eating ‘nude food’. Involve children in experiences that help them identify ‘nude food’ as well as promoting non packaged food in cooking experiences.

All Policies will be reviewed by educators and Governing Council prior to implementation.

**Quality Area 3: Physical Environment**

Next step: Ensure that children are involved in planning & designing the location for the new cubby- invite the builder to come along to the kindergarten and discuss his plans with them and consider their input. Ensure facilities comply with DECD standards - order soft fall replacement & remove the current sandpit cover and replace with a workable cover & through daily inspections monitor sandpit cleanliness. Educators will model explicit practice of caring for our belongings and the environment into our everyday routines. Involve children in daily sustainable practices such as watering, feeding chickens & worms.

**Quality Area 4: Staffing Arrangements**

Next step: Regular staff meetings to be scheduled to strengthen collaborative practice, peer modelling and reflection on children’s learning. Release funding so that part time educators can attend a minimum of 3 meetings a term in scheduled non-contact time. The minutes are to be recorded and referred to by all educators if needed. The Director to negotiate with staffing officer to ensure that the 1:11 educator to child ratio is met at all times given the staffing formula for the year and uncertainty of enrolments at start of the year.
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Quality Area 5 :Relationships with children

Next step: Look at ways to establish learning environments that encourages collaborative play – incorporating play spaces and time for children who need to play happily alone. Programme specific times to enable educators to discuss children’s progress at staff meetings to identify, track and monitor children’s learning. Introduce the PALS (Play & Learn Social) skills script with children in play situations to foster & build on social skills. Supply educators with digital voice recorders to use in small group work in order for teachers to focus on relationship building rather than handwritten annotations.

Quality Area 6 :Partnerships with families

Next step: Explore ways of increasing parent involvement in the programme. Invite parents to comment on a visual display on ‘What is important to them?’ using sticky notes eliminating lengthy written responses. Encourage parents to contribute ideas to the Behaviour Policy via Governing Council as well as verbally asking all parents for feedback when they arrive in the morning.

To undertake ‘the transition to school rubric’ document with site educators in order to identify areas for improvement. To work collaboratively with our Salisbury Partnership peers to determine the best pathways for our learners – transition programme, information sharing, & reporting protocols. Approach the Salisbury East Community Neighbourhood House Quilting Group/Embroidery group for their input in a joint quilted art project.

Quality Area 7: Leadership & Management

Review of staff handbook and procedures to ensure that all staff –relief have a comprehensive induction of site processes & procedures. Undertake the review of daily procedures and protocols to ensure that policies developed are workable and involve input from Governing Council.
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