Outcome 3: Children have a strong sense of well-being.

Outcome 5: Children are effective communicators.

Outcome 1: Children have a strong sense of identity.

Outcome 4: Children are confident and involved learners.

**National Quality Framework: Standard 1: Educational Program and Practice**

- Each child’s current knowledge, ideas, culture & interests provide the foundation for the program.
- Each child’s learning & development is acknowledged as part of an ongoing cycle of planning, documenting & evaluating of children’s learning, using EYLF & the Indicators of Preschool Numeracy & Literacy (DECD) in planning, documenting & reporting.
- Critical reflection & evaluation of children’s learning & development is used to improve effectiveness of program & teaching strategies: Use concepts from “Reflect Respect, Relate” Document to reflect on our practice.

**Standard 2: Children’s Health & Safety**

- Promote healthy life choices- sunsafety, nutrition, exercise, relaxation, well-being, mindfulness
- Encourage a culture that is supportive of everyone’s health & safety- friendly behaviour & words; respectful interactions.

**Standard 3 Physical Environment**

- Outdoor space designed to engage every child in quality experiences in natural environments- outdoor Kindy sessions. Sustainable practices are embedded in our Kindergarten.

**Standard 4 Staffing Arrangements**

- Staffing arrangements enhance children’s learning & development & ensure their safety & wellbeing – small group & ratios maintained at all times
- Educators work collaboratively to affirm, challenge, support & learn from each other to further develop their skills to improve practice & relationships – inquiry project where educators are constantly reflecting on their pedagogy

**Standard 5: Relationships with Children**

- Relationships are responsive, respectful & promote children’s sense of security & belonging as educators and children learn together and share decisions, respect and trust.
- Each child’s behaviour, interactions & relationships are guided effectively- “You Can Do It” program & Restorative Practise principles

**Standard 6: Collaborative Partnerships with Families & Communities**

- Collaborative partnerships with families, schools, child care centres and local community.

**Standard 7: Leadership & Service Management**

- An ongoing cycle of planning & review – review parent & community feedback
- Educators to continue to work collaboratively across Greenhill South Partnership with their inquiry project – Deb Lasscock
- Continue to review site policies and ratify at Governing Council
- Quality Improvement Plan for 2017

**Outcome 1: Children have a strong sense of identity**

- Focus on developing a sense of Belonging with our new cohort of children through authentic relationships & engagement in learning. VIP Week- Children share their learning environment with their families during Week 5
- Support positive relationships with others & exploration of different identities through socio-dramatic play
- Pedagogy of Listening- spend time interacting & conversing with each child. Support children in developing autonomy, inter-dependence, resilience & sense of agency through authentic relationships & engagement in learning

**Outcome 2: Children are connected with and contribute to their world**

*Children respond to diversity with respect*

- Celebrate the diversity within our community- acknowledge & include children’s home language & culture in the curriculum; Kaurna awareness; Celebrations: (Chinese/ Tet (Vietnamese)/ Lunar New Year 28/1 (Year of the Rooster); Australia Day; Harmony Day (21/3); Easter (14-16th April)/ Greek Easter(16/4) & Shrove Tuesday (Pancake Day- 28/2). Bi-Lingual workers support cultural perspective of curriculum.

*Children become socially responsible and show respect for the environment*

- Connect with our Natural Environment-play, cubbies, weather, Village Green; Nature Education Centre Borrowing, chooks visiting.

**SUSTAINABILITY** Rebecca Mumford Seasonal Food Garden Project, Nude Food Project; “no plastic, that’s fantastic”, Worm Farm, water wise play (World Water Day 22/3- theme: Wastewater); Clean Up Australia Day (5/3) 2017: International Year of Sustainable Tourism for Environment.

**Outcome 3: Children have a strong sense of well-being**

*Children become strong in their social and emotional well-being*– “You Can Do It” program developing resilience, getting along, persistence, organisation, and confidence. Opportunities to “Grow our Brain”

*Children take increasing responsibility for their own health & physical well-being*

- Reinforce Sun Smart Policy- Check UV levels
- Review Unley Kindergarten Charter- rules to keep us safe & healthy
- Reinforce Healthy Lifestyle choices- relaxation- meditation & mindful breathing, hydration, healthy snacks, exercise, Sammy Strong Bones visit...

**Outcome 4: Children are confident and involved learners**

*CHILDREN’S VOICE* Pedagogy of Listening; inquiry based learning; stories of learning; “notice, recognise & respond”- staff plan, document & evaluate with children.; Children’s active use of Learning Portfolios; talking & thinking floorbooks & circle meetings; taking the lead from children; Encourage dispositions for learning: confidence, commitment, persistence, enthusiasm, imagination, curiosity; High yield intentional teaching focus- listening & imagining.

**Executive Functioning and Make Believe Play:** Utilise role play in developing skills- planning & sequencing play, working in roles, working memory, flexibility, self-regulation, higher order thinking & reasoning, and oral language.

**Outcome 5: Children are effective communicators**

- Literacy Focus: Read Aloud and reading comprehension strategies (e.g. phonological awareness, rhyme and starting sounds), fine motor skills; Oral literacy circle meetings; BOOK MAKING: opportunity to extend children’s literacy learning & explore concepts of print.
- Numeracy Focus: Results Plus- high yield intentional teaching practices (Listening & Imagining), executive functioning skills, intellectual stretch & being good noticers; Preschool Indicators to guide our planning & documentation

**Information & Communication Technologies:** engage learners through ICT including devises for documenting children’s learning & research, Interactive Television