INTRODUCTION
Our Strategic Learning Plan includes our vision, purpose, values and guiding principles. It ascertains the key areas which will steer our improvement planning and programs.

OUR PURPOSE
- We believe in providing a play based curriculum which takes into account individual needs, strengths and interests.
- Making a positive contribution to the wellbeing and identity of the children, families, staff and the community.
- A constant focus on providing quality and continuous improvements.

OUR VISION:
- Uninterrupted play
- Skills for life
- Promoting diversity
- Resilience / persistence
- Confidence
- Self esteem
- Independence
- Social skills

OUR VALUES
- Showing innovative, creative and responsive in the way we think and learn to achieve success, improvements and outcomes
- We value children’s prior knowledge and skills
- Fairness and social justice
- The importance of relationships
- Pedagogy: learning through play

OUR GUIDING PRINCIPLES
- Early Years Learning Framework
- Respect Reflect Relate
- DECS Improvement
- Accountability Framework DIAF
- Strategic Directions
- Play based learning
- Pedagogy

CONTEXT
Norrie Stuart Childhood Services Centre, average enrolment of students in 2010 was 38. The centre operates Monday to Wednesdays in the mornings and all day on a Thursday. Our children come from a culturally and socially diverse community, and 69% of our children continue their schooling at Long Street Primary School. Occasional Care programs are offered 3 times a week. They are funded through the Federal Government. Playgroup operates after the kindergarten session on a Monday. Norrie Stuart has been operating for 31 years.
## Priorities
(What do we want to do this year?)

## Key Strategies
(What will it take to get there?)

## Evidence
(How will we measure / evaluate learner progress?)

## Targets
(key indicators of learning success)

### Literacy
To ensure children have access to a rich literacy curriculum. To achieve successful literacy outcomes for all children. Key priority areas:
- Writing/drawing
- Speaking and listening
- Reading and viewing

<table>
<thead>
<tr>
<th>Involvement in the SPA project</th>
<th>Data sets for:</th>
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<tbody>
<tr>
<td>- Phonological awareness</td>
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<tr>
<td>- Print awareness</td>
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<tr>
<td>- Oral language</td>
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Baseline data will be carried out on each child in their 1st and 3rd term. Measure the distance of learning travelled and areas requiring further development.

Intentional teaching times embedded in play and in setting up the environment.

Develop staff skills in literacy through attending T&D, reflective conversations and professional readings.

All children in their first term of kindergarten attending in second term will be screened using the SPA assessment tool.

Data sets for:
- Phonological awareness
- Print awareness
- Oral language

Collection of work samples

Collect data from the use of EYLF and belonging, being and becoming.

The SPA assessment tool will be used. Calculating results then sending them to the appropriate destination.

By the end of their 4th term at kindergarten 88% of children will have achieved a highly competent in the baseline data components.

Staff will be using the RRR documents the assessment and observations will enable staff to view interactions and teaching practices. T&D - SPA training

Language and literacy focussing on the area of oral language with Long St Primary School.
**NUMERACY**
To ensure all children have access to a carefully planned numeracy curriculum

Key priority areas:
- Number
- Spatial Sense
- Measurement
- Patterning

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<thead>
<tr>
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<th>Numeracy quilting outcomes will be carried out on each child in their 1st and 3rd term. Measuring the distance of learning travelled and areas requiring further development</th>
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<td>Each child to complete numeracy activities corresponding with quilting - record progress.</td>
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