**Contextual Information**

- Rural service providing education and occasional care for children from 2 years to 5 years.
- Families come from a range of geographical situations—rural, and urban—servicing an area of up to 20km from the centre.
- Majority of families are Anglo/Australian.
- Wide range of family occupations with some working full time, casually or being unemployed/stay at home parents.

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**DECS Vision**

Young people

In South Australia

achieve a positive

and economic future.

*DECS—Department for Education & Children’s Services*

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**Y&MN Improvement Strategy**

Leading Learning

To increase effectiveness & depth of leadership and quality teaching

Literacy

To improve child and student literacy achievement

Aboriginal Education

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**We Believe**

- Children learn through play and the learning involved in the activity is of higher importance than the completion of the product.
- In recognising and valuing the individuality of all children and the diversity of their families.
- Programs should cater for the developmental needs and interests of all children.
- Children and staff have the right to feel safe and secure all times.
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children,
ls and
secure at
Aboriginal Education

To improve Aboriginal and Torres Strait Islander attendance and achievement

**Y&MN—Yorke & Mid North (Region)**
**What we want to improve**

**Literacy—Children’s Oral Language skills**

**What we know now**

- Research shows that children who are read to each day from an early age develop literacy skills more readily.
- Speaking assists children in becoming purposeful communicators in the context of daily life.
- The frequency of children presenting with a speech and/or language delay is increasing.

**What we will do**

- All children will have stories read to them and be encouraged to borrow books each time they attend kindy.
- Families will be informed about the value of emergent literacy and encouraged to assist in the development of oral language skills in their young children.
- Provide varied experiences for children to ‘practise’ speaking. Staff model appropriate skills to children. ‘Strive for 5’, stop and engage with children for 5 exchanges.
- Use Teacher Rating of Oral Language & Literacy tool (TROLL) to measure language development of kindy children.
- Staff will engage in Emergent Literacy T&D.
- Obtain support from other services to assist children with speech and/or language delays.

**What we will achieve**

- All children will borrow books from the kindy library.
- All children will be more proficient and confident at speaking; particularly in a group situation.

**Target**—Each child will move up at least one level on the *TROLL scale during his/her time at kindy (unless already at highest

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**Wellbeing of Everyone at HBK**

**What we know now**

- Children who feel safe and secure in their environment, and attend regularly are more successful in their learning.
- Research connects good health, physical fitness and well being with better learning outcomes for children.
- With a strong sense of wellbeing, children are able to maintain their involvement and have a sense of hope and an ‘I can do it’ feeling.

**What we will do**

- Continue to promote the value of consistent attendance to families.
- Continue to promote the Healthy Food policy and regular physical activity.
- Collect data on children’s well being (happiness & satisfaction) using the Reflect, Respect, Relate document

**What we will achieve**

- All children are involved in the programs on offer and achieve success in their learning.
- All children will continue healthy eating and physical fitness practices.
- All children will show happiness and satisfaction at HBK

**Target**—All children will achieve Medium or High on the **RRR wellbeing scale during their time at kindy.**
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Target—Each child will move up at least one level on the TROLL scale during his/her time at kindy (unless already at highest level).

- Children will receive extra support when necessary.

*TROLL—Teacher Rating of Oral Language & Literacy

**RRR—Reflect, Respect, Relate—Assessing for Learning and Development in the Early Years using Observation Scales
and