

THE EARLY YEARS

THE EARLY LEARNING CENTRE

Highlights

- ❖ *Outstanding staff team.* The recruitment of quality staff has led to a high performing, committed and energetic staff team.
- ❖ *Partnerships with parents* have increased significantly through their contributions to the Learning Journals.
- ❖ Higher level of engagement of a number of *Culturally and Linguistically Diverse* families
- ❖ Four staff members begin studying towards a *higher level qualification*
- ❖ Progress has been made towards the implementation of the National Quality Standard through *the self-audit*.

Quality 21st Century Learning

Targets:

- To extend the children's natural curiosity through inquiry based learning
- Learning outcomes to be extended through more targeted group work.
- Children's development is optimised through access to a high quality learning and care environment

Comment:

Young children learn best when they are supported by sensitive, responsive adults who provide a sensory rich environment. Parents are the child's first and most influential teacher and where a partnership of shared knowledge and understanding between home and the preschool exits, learning will be maximised.

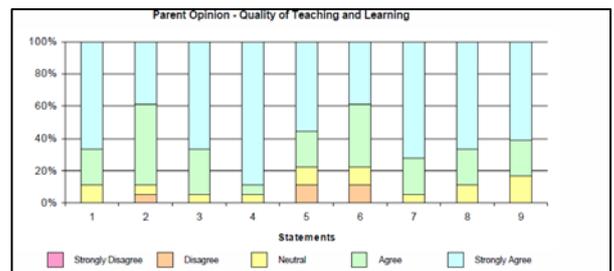
Outcomes:

Relationships with families and the community have deepened. A number of parents are contributing to their child's Learning Journal. A higher number of families from culturally and linguistically diverse backgrounds have willingly shared their knowledge.



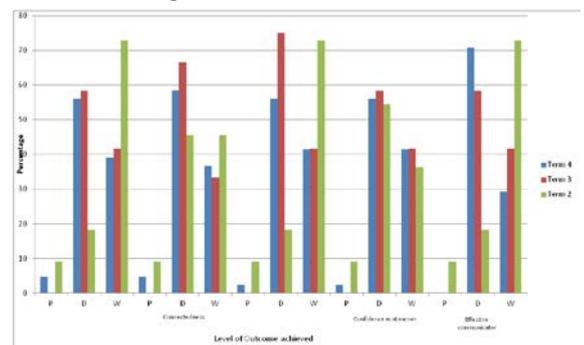
Children constantly read their Journal and return to an activity to further develop their ideas. A deep level of engagement, during the periods of *planned play*, indicates that the majority of children spend a large percentage of their day learning through their personal inquiry projects.

The Parent Opinion Survey 2011 gave us positive feedback across all the domains. The survey indicates that parents would appreciate being more informed and having more input about the programs being offered.



Recommendations:

- Children develop skills in expressing ideas, negotiating roles and collaborating to achieve group goals.
- Stronger linking of observations of learning through play to focussed planning and programming.
- Children develop enabling dispositions for learning.



21st Century Literacy

Targets:

- Children communicate verbally and non-verbally for a range of purposes
- Children read for pleasure and information
- Children demonstrate an emerging understanding of the concepts of print and phonological awareness

Comment:

Oral literacy is the foundation of all literacy skills. Developing skills that will enable them to convey a message to others by using the conventions of print will further enhance the child's level of learning in all areas of the curriculum.

Outcomes:

Most children are confident to communicate both verbally and non-verbally. Many



children use rich oral language to develop their play and to express and exchange ideas. There have been increases in the number of children using more complex language to describe their world.

Just over two thirds of children indicate a good understanding of phonological awareness. A few children demonstrate confusion over some of the concepts of print when asked to respond to questions out of context; however their play indicates a higher level of knowledge and understanding.

Recommendations:

- Children convey and construct deliberate conversations
- Children begin to understand the relationship between the oral and written representations.

21st Century Numeracy

Targets:

- Children choose mathematic skill development activities
- Children use mathematical language to describe processes in their play

Comment:

Learning mathematics is an active and productive process. Numeracy in the preschool program involves concrete materials that are engaging and can be manipulated.

Outcomes:

Many children choose to use concrete mathematical materials to experiment with

and deepen their understanding of their world. There has been an increase of children using more specific mathematical language to describe the attributes of their equipment and activities. More children are taking on roles of numeracy users and using



mathematical processes and equipment to achieve their desired outcomes. Weekly cooking sessions have contributed to a significant rise in contextual language used for socio-dramatic play. Most children recognise and identify the patterns of the day.

Recommendations:

- Children begin to explore the connections between the real and relevant purpose of numeracy and their play
- Children begin to understand how mathematical symbols and patterns work.

THE CHILDREN'S CENTRE

Highlights

- ❖ *Parent and family development* support programmes initiated
- ❖ *Occasional Care* both implemented and increased in the number of sessions offered
- ❖ *Australian Breastfeeding Association* located at the Children's Centre
- ❖ *Playgroup transitioned* to the Children's Centre

Families

Targets:

- Families in the community have knowledge of the Children's Centre and are comfortable in accessing the Centre.
- Parents and caregivers perceive themselves as partners in developing a connected community.
- Parents have access to parenting information and services.

Comment: Parents and caregivers are a primary support for the growth and development of children but are also valued

contributors to identification of community need and response. Community involvement and access to relevant information and support to families leads to positive outcomes for parents and children.

Outcomes: Parents and caregivers have accessed a family friendly environment and a range of programs in the Children's Centre. Parents and caregivers have provided input into centre and program operation and facilitated activities at the Children's Centre including playgroup, children's singing group and doll making workshops.



There have been increased connections between families, the children's centre and the wider community.

Recommendations:

- Continued development of connections and involvement with increased number of families in the wider community.

Children

Targets:

- Children's development is optimised through access to a high quality learning and care environment.
- Children's development and wellbeing are supported through appropriate physical and social environments.
- Early detection and intervention takes place.

Comment:

During the early years significant child development takes place. Children require access to appropriate environments with a wide range of activities and experiences which promote physical and cognitive development and social competence.

Outcomes:

Quality responsive relationships have been central to engaging and understanding children. Children of various ages have accessed care, learning and social environments which have assisted in promoting language and communication skills, emotional development and social skills. The centre has hosted developmental health assessments for preschoolers conducted by child and family health practitioners.

Recommendations:

- Policies procedures and processes are established to support the implementation of the National Quality standard.
- All programmes use the Early Years Learning Framework to support curriculum decisions.

Building quality partnerships

Targets:

- Partnerships are effectively established and strengthened with a range of agencies, organisations and members of community.

Comment:

Purposeful partnerships with agencies, organisations and community members are important to support children and families achieve optimal learning, health and wellbeing outcomes.

Outcomes:

Several partnerships have been established and have contributed to information, service development and program delivery to respond to local needs. This includes parenting programs and evening information sessions, infant health groups and targeted audiology assessments for Aboriginal preschool children living in the Eastern region.

Recommendations:

- Advocacy with local partners regarding access to services including allied health i.e. speech pathology and occupational therapy.
- Continue to build and expand relationships with local partners.

