### Priorities

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| Oral Comprehension  
Children become effective communicators  
Extend children’s vocabulary through various mediums. | By the end of their 4th term at preschool all children will have achieved an increase in one level of oral language development, which includes phonological awareness, vocabulary development Tiers 1, 2 & 3, conversation & narrative skills. | Staff to attend workshops & extend literacy skills. Eg Steven Graham.  
Increase children’s vocabulary awareness & usage. Write up words children say, make displays of words & pictures, at group time present vocabulary to children. | TROLL evaluation tool.  
Relevant learning stories.  
Scribing on children’s work.  
Photo’s & displays of children's work.  
Children’s conversations both verbally and non verbally.  
Parent feedback about their child’s learning.  
Outcome: 5 Children are effective communicators. |
| Children become confident and involved learners.  
(Becoming, Being & Belonging) | By the end of their 4th term all children will develop dispositions for learning such as curiosity, cooperation, confidence, creativity, risk taking, enthusiasm, persistence, imagination & reflexivity. Children develop a range of skills & processes – problem solving, enquiry, experimentation, hypothesising, researching & investigating. Children resource their own learning through connecting with people, place technologies & natural & processed materials. | Staff will implement EYLF planning cycle to achieve success for every child.  
Staff will reflect, implement and revaluate the learning environment  
Provide performers – develop visual, dramatic arts arena. | Observe & write about photo’s/display photo’s  
Graphing of children’s progress Tm 1 & Tm 4.  
Acknowledging children’s capabilities/skill beyond the EYLF scales.  
Individual Learning Plans.  
Parent Feedback. Summative Reports.  
Conversations & observations of children when performers present. |
| Sustainable learning environment for the kindergarten.  
(Project) | Develop a sustainable environment and lifestyle.                                                                                           | Apply for grants. Join AuSSI. Develop healthy eating program. For example: cooking, shared fruit, growing own fruit & vegetables.  
Staff attend workshops develop knowledge & skills. Kesab to visit centre/do workshops. Bin audit. Parent involvement Bush garden- school link with community garden.  
Care & respect of animals – Nature Education Centre.  
Children’s behaviour of care and respect interacting with the environment.  
Observation of animals & insect life  
Observation of fruit & vegetable growth.  
Photo’s, drawings, learning stories, feedback from parents. |

1 Developed March 2011