<table>
<thead>
<tr>
<th>PRIORITIES</th>
<th>STRATEGIES (What are the key elements?)</th>
<th>PROCESS INDICATORS (Key indicators of success)</th>
</tr>
</thead>
</table>
| Effective teaching and learning | **CURRICULUM Implementing EYLF with focus on:**  
   1. **Literacy**  
      - Using the EYLF to inform literacy practise.  
      - Oral Literacy: Use **Oral Language Framework**  
   2. **Wellbeing**  
      - Social functioning  
      - Resilience | **Oral Literacy**  
   - Children have the opportunity to practise oral literacy skills  
   - Vocabulary: use a wide a variety of common words (descriptive text stories)  
   - Grammar and sentence structure: encourage complete sentences. Support staying on topic, asking questions, using correct pronouns.  
   - Taking part in conversations: Oral recount and narrative.  
   - Sentences to talk in the ‘here and now’. Staff to provide good modelling. Practise phonological awareness.  
   **Early Screening Tool**  
   - Use Early Literacy Screening Tool to identifying needs for early intervention in language/literacy  
   **RRR**  
   - Apply the **RRR** resource as an assessment tool to inform practise. Social Functioning focusing coping, flexibility and negotiation skill development. | By using:  
   - Observations/check lists  
   - Children/parent interviews/questionnaires to evaluate children’s oral literacy skills and measure distance travelled.  
   **Persons Responsible**  
   **TEACHING STAFF**  
   **Persons Responsible**  
   **ECW – SITE FUNDED** |
### 3. Involved Learners

**Math**

- Connections in EYLF

- **Identify inquiry question**
  
  ‘Are children demonstrating effective social problem solving strategies.’

- **Interview/observations for selected children to determine,**
  
  ‘How many strategies did they know and apply?’

  ‘Frequency of use?’

  - Identify timeline of assessment tool.

- **Developing dispositions such as curiosity, cooperation,**
  
  confidence, creativity, persistence.

- **Promoting problem solving, inquiry,**
  
  experimentation, hypothesising and investigating.

- **Support children to construct solutions to problems. Draw children’s attention to patterns.**

- **Wellbeing checklist/observation to be implemented in Term 1 and Term 3 with identified 6 children using comparative data informing distance travelled.**

  *Literacy funding used to fund staff to record and assess RRR data*

**Persons Responsible**

ECW - RECORDING TEACHER - TO COLLATE DATA

**Persons Responsible**

ALL STAFF

- **Record children’s involvement in learning**
  
  photo’s, observations

- **Learning Stories**

- **Children use mathematical knowledge concepts, language.**

- **Children observing maths in their everyday environment**

**Persons Responsible**

ALL STAFF