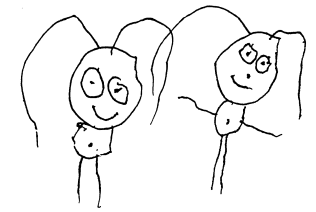


Ellendale Kindergarten



2010 Operational Plan

Priorities	Data	Possible Strategies	Resources	Outcomes
<p>Attendance</p> <p>Focus on children who are not attending regularly.</p>	<p>Attendance Data</p>	<p>In accordance with the <i>2010 Attendance Plan</i> the following strategies will be put in place.</p> <p>Employ an ECW to work closely with the director to implement, analyse and organise the following..</p> <ul style="list-style-type: none"> - Identify students that are regularly not attending and develop Individual Attendance Plans (IAP's) in collaboration with parents targeting specific identified social skills as well as attendance improvement. The intent is to engage the children and parents more highly and to show parents the skills the children have gained during their time at kindergarten. - Conduct a social skills checklist on 'at risk' children and place the targeted children in 'Like' or social groups and work on specific skills the children need. - ECW to collaborate with school & Early Learning team to support parents/ children to help increase their attendance. - Review attendance data in wk 5 & 10 of each term. Children with low attendance will be followed up by phone and letter. Certificates for 	<p>Attendance Data</p> <p>ECW – 7.5hrs(@\$33/hr)/week -</p> <p>2 TRT days to release Director to work with ECW (1/2 per term)</p>	<p>For all children to improve attendance and be attending 90% of the time. This will be measured using the attendance data collated in weeks 5 and 10 of each term.</p>

		<p>improved attendees and 100% attendance. Follow up interviews/home visits for children with IAP's.</p> <p>ECW support of playgroup session to build parent relationships and to promote understanding of the importance of Pre school education. This may also include guest speakers.</p> <p>Signage and personalised invitations to promote Playgroup</p> <p>The whole staff team will work together and meet once a term to discuss targeted intervention for individual children who are not regularly attending.</p> <p>Monitor attendance of Aboriginal children and work closely with families to support their child's attendance at Kindy.</p>	<p>ECW – 2.5 hrs/week (40weeks)</p> <p>ECW x3, 2hr/term</p> <p>To be included in childrens ILP's</p>	
<p>Learning Environment</p> <p>Literacy - Oral Language</p> <p>Oral language us the foundation of learning to read and write. The speaking and listening skills learned in the preschool years are crucial to future reading achievement and school success. (2004) Roskos, Tabors & Lenhart.</p>	<p>Oral Language is the region's Early Years focus for 2010.</p> <p>Evidence indicates low achievement in this area throughout the district. (NAPLAN results)</p> <p>TROLL Oral Language Screen. (by</p>	<p>Staff will programme specific learning experiences using various teaching techniques for all children to improve their oral language skills.</p> <p>All children will be screened using the TROLL Oral Language Screen in their first and last terms of Kindy.</p> <p>Staff will access any available training and development around this area.</p> <p>For staff to continue to use oral language boxes and to develop resources which families can access and take home to use.</p> <p>Include an oral language focus in newsletters</p>	<p>Early Years Learning Framework (Belonging, Being & Becoming).</p> <p>TROLL Oral Language Screen. List of children to be assessed each term.</p> <p>3 days of T&D funding for Teaching staff.</p> <p>Oral Language Boxes ECW time to develop resources for families</p>	<p>All children will move up at least one stage on the TROLL Language Scale by their last term of kindy.</p>

	<p>week 7 each term)</p> <p>Anecdotal Records (specific to oral language)</p>	<p>including tips, hints, quotes and ideas to support the development of children's oral language.</p> <p>Develop IEP's for Aboriginal students with an Oral Language focus. Work closely with families to implement and maintain IEP's.</p>		
<p>Wellbeing</p> <p>Focusing on Social functioning as this will support the improvement in both attendance and oral language priorities, and will help to ensure Ellendale Kindy is a positive learning environment.</p>	<p>'Flinders District Social skills Checklist'</p> <p>Reflect, Respect, Relate (RRR) Wellbeing Scale :Social Functioning</p>	<p>Staff will programme specific learning experiences using various teaching techniques for all children to improve their wellbeing and the development of social skills.</p> <p>Staff will program for experiences which will promote social skill development through play.</p> <p>Staff will model desirable behaviour and problem solving strategies and support children to use a range of strategies to enter and exit play situations and solve problems.</p> <p>Staff will discuss focus children in relation to the RRR Social Functioning Checklist and work on specific outcomes with these children</p> <p>ECW will assess children using the 'Flinders District Social Skills Checklist' and place targeted children in 'Like' or social groups and work on specific skills the children need.</p>	<p>Flinders District Social Skills Checklist.</p> <p>Early Years Learning Framework (Belonging, Being & Becoming).</p> <p>ECW</p>	<p>For all children to reach a suitable level on the Social Skills Checklist.</p> <p>Children will be more engaged, relate more easily to others and face less conflict while at kindy.</p>

Director : _____
Cammie Gale

Date : _____

Governing Council : _____
Chairperson Darlene Shultze

Date : _____

Teacher : _____
Terry Williams

Date: _____

