Due to only focusing on two areas in 2010, staff noticed a drop in children’s numeracy knowledge in other areas of mathematics. This is a continuing DECS priority.

To increase our fulltime equivalent to 18.5 by the end of 2011, financial budget 2010 displayed a deficit. Small drop in FTEs over the 2010 calendar year.

### IMPROVEMENT PRIORITY 1
**- Children’s Mathematical Knowledge**

<table>
<thead>
<tr>
<th>Available Data about the Outcome</th>
<th>Smart Target</th>
<th>Strategies</th>
<th>Measuring Tool</th>
<th>Monitoring Time Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due to only focusing on two areas in 2010, staff noticed a drop in children’s numeracy knowledge in other areas of mathematics. This is a continuing DECS priority.</td>
<td>An identified cohort of children who start fulltime kindy in term 1, 2011. 80% of children will demonstrate a mathematical understanding at the ‘inquiry’ stage in Spatial Sense and Geometric Reasoning of shape.</td>
<td>Staff T&amp;D around numeracy. Specific planning for numeracy in particular ‘shape’. Explicit numeracy based small group work. Expansion of numeracy packs. Numeracy concept of the week. Play Boxes for each term. Numeracy trolley for outside. Explicit teaching of language for all areas concepts.</td>
<td>Preschool Numeracy observation tool. Becoming, Being and Belonging. Observation learning quilt. General observations of children.</td>
<td>First term fulltime. Last fulltime term.</td>
</tr>
</tbody>
</table>

### IMPROVEMENT PRIORITY 2
**- Children’s Attendance**

<table>
<thead>
<tr>
<th>Available Data about the Outcome</th>
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<th>Monitoring Time Line</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial budget 2010 displayed a deficit. Small drop in FTEs over the 2010 calendar year.</td>
<td>To increase our fulltime equivalent to 18.5 by the end of 2011.</td>
<td>Market the centre. Continue to work towards high quality in accreditation. Recruit parents to the Governing Council. Continue with grant application writing for resources and developments needed on site. Close monitoring of staffing rosters and child ratios to minimise excessive over expenditure on staffing. Continue analysis of the survey done 2010 and of parent feedback.</td>
<td>Each week fulltime equivalent data is collected using the Spike record management system. Survey the families twice a year for feedback on the service quality and if we are meeting the stakeholder needs.</td>
<td>Monthly monitoring of fulltime equivalent children presented to the Governing Council at each meeting.</td>
</tr>
</tbody>
</table>
### Literacy Plan 2011

<table>
<thead>
<tr>
<th>Available Data about the Outcome</th>
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</thead>
<tbody>
<tr>
<td>There was an increase of speech and language referrals in 2010. Eleven identified early in 2011, that have been referred.</td>
<td>A small cohort of children starting full-time kindy in term 1, 2011. These children will be our sample group. 90% of children will have demonstrated improved oral language and communication at the 'well developed stage' using the TROLL observation scale.</td>
<td>POP Specific programming, Training and development, Me Box, Show &amp; Tell, Language bags, letter and word of the week, literacy packs. Target teaching in small groups allocation of 1 TRT per term for data collection. Display levels of questioning for specific play areas. More scribed stories from children's voice. Read and share a range of books and texts daily. Talk explicitly about concepts such as rhyme, syllabification and sounds. Print rich environment to build vocab and acknowledge that print has meaning.</td>
<td>TROLL language and literacy observation scale/tool.</td>
<td>First term of kindy and last full-time term of kindy for our sample cohort of children.</td>
</tr>
</tbody>
</table>

### Numeracy Plan 2011

<table>
<thead>
<tr>
<th>Strategy</th>
<th>What will we do</th>
<th>Led by</th>
<th>Resources</th>
<th>By when</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record children's learning using the preschool Numeracy Observation Tool.</td>
<td>Data collection/observation for term 1 and then in term 4.</td>
<td>All staff</td>
<td>1/2 day TRT per teacher per term $1360</td>
<td>Term 1 &amp; term 4</td>
</tr>
<tr>
<td>Explicit program planning for spatial sense and geometric reasoning 'shape'.</td>
<td>Using the strategies and training from T&amp;D and specific activity preparation purchase recommended materials.</td>
<td>All staff</td>
<td>$500</td>
<td>Fortnightly</td>
</tr>
<tr>
<td>Curriculum Newsletter for parents</td>
<td>Explicit newsletter for parents around mathematics and ideas for learning mathematics at home. Pamphlets sourced in regards to numeracy and literacy from Napcan etc.</td>
<td>Teachers</td>
<td>$50</td>
<td>Monthly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sarah</td>
<td>$20</td>
<td>twice a year</td>
</tr>
</tbody>
</table>
Two Wells Community Children’s Centre 2011  
Children are effective communicators  
*Operational Plan 2011*

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<th>Resources</th>
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<tbody>
<tr>
<td>Specific oral language training for new staff.</td>
<td>Train staff in articulation screening. Attend up-to-date T&amp;D on oral language development continuum and strategies.</td>
<td>Sarah for all of our teachers.</td>
<td>$0</td>
<td>Term 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>$200</td>
<td></td>
</tr>
<tr>
<td>Target teaching</td>
<td>Teachers to observe, monitor, report, extend, what next in children’s oral language and literacy from these recommendations implement strategies for small group explicit teaching with children at similar needs.</td>
<td>Sarah, Narelle, Denise.</td>
<td>$1360 - 2 days TRT for teacher or 3 days experienced ECW.</td>
<td>Term 1, 2, 3, 4</td>
</tr>
<tr>
<td>Language bag development</td>
<td>Staff will develop 5 language based bags for staff and children to use. Children with specific language / speech / literacy needs will use these at home.</td>
<td>Sarah, All staff, external expert - Katheryn Robson / Gianna Parente</td>
<td>$680 - 2 days TRT for teacher or 3 days for an experienced ECW</td>
<td>Term 2</td>
</tr>
</tbody>
</table>