Craigmore Kindergarten
Annual Report 2012

Our Values:

Confidence, Respect & Happiness

Our Vision:

“Enriching, Empowering and Supporting Young Learners”
Craigmore Kindergarten is a large Preschool in the Northern Adelaide Region, with high numbers and a significant percentage of children with special needs. Enrolments have remained steady this year, with approximately 90 sessional kindergarten children in 2012. We service a diverse clientele with families from a broad range of socioeconomic backgrounds. Craigmore Kindergarten provides children with two full days of kindergarten each week, and to complete the universal access, 30 hours per fortnight, offer a 3 hour session for each group on alternate Wednesdays.

Quality Improvement Plan

Quality Area 1: Educational Program and Practice

Strengths:

- The Early Years Framework: Belonging, Being, Becoming, along with a term focus; forms the basis of our program.
- Staff are responsive to children’s needs and suggestions allowing the program to evolve.
- The day is planned to allow children to be involved in both structured and unstructured activities.
- Many activities are open ended to allow children to experience success at their own level while also encouraging challenge.
- Children participate using their preferred learning style while also being challenged to develop skills in other areas.
- Assessment processes are clearly documented with each staff member being aware of their individual responsibilities.
- Documentation and evaluation are available to parents and carers through discussion and individual profile folders.

Improvement Plan - Greater child involvement

Action

- Term 1, teachers attended training in ‘Mind Stretchers’ methodologies recommending the use of ‘Floor Books’.
- Relevant resources purchased
- Floor books have been introduced with varying success, as these are time consuming.

Outcome

- A version of the floor books, adapted to site needs, are now in use. These link planned curriculum experiences and children’s interests with the Early Years Learning Framework.
- Children participate readily in the production of these books and regularly revisit them.
- All children have the opportunity to be involved.

Recommendation

- That Floor Books are continued as a strategy for improved engagement.
- That Floor Books continue to evolve to meet centre needs and National Quality Standard (NQS) requirements.

Further development of comprehension skills with a primary focus on oral language.

Action

- Continue to use a term overview, engaging in forward thinking and providing a scaffold for future planning and learning.
- Staff will encourage children to initiate their own literacy activities through the provision of a stimulating environment.
- Staff use reflective practise to determine how best to adjust the environment to optimise learning.
- Staff actively look for ‘teachable moments’ and act upon these.
- Promote literacy at home by promoting the Scholastic Book Club.
- Encourage parents to enrol their child with the mobile library. All children have access.
- Oral language data to be collected using the Teacher Rating of Oral Language and Literacy (TROLL).
- The fortnightly program will reflect a strong literacy component.
- Include children’s interests in planning.
- Staff will engage in a variety of professional development opportunities jointly or individually with information & learning passed on to other staff during staff meetings.
- Children considered ‘at risk’ will be supported through the Preschool Support program or receive Early Intervention.

### Data Analysis


Rhyme is indicated as an area for further development.
One Aboriginal child is reflected in the cohort. That child moved 1 level, from developing to well developed.
Data collected indicates an improvement of two levels for 4 children with 5 children reaching the accomplished level in the target group. All children demonstrated improvement in oral language.
Data indicates that strategies to improve oral language have been successful.

### Recommendation

- Participation in the ‘Northern Adelaide Region Comprehension Strategy’ to continue.
- Further explicit teaching of rhyme is required.

### Further development of numeracy skills

#### Action

- Continue to use a term overview, engaging in forward thinking and providing a scaffold for future planning and learning.
- Staff will encourage children in initiating their own numeracy activities through the provision of a stimulating environment.
- Staff use reflective practice to determine how best to adjust the environment to optimise learning.
- Staff actively look for ‘teachable moments’ and act upon these.
- The fortnightly program will reflect a numeracy component.
- Include children’s interests in planning.
- Children considered ‘at risk’ will be supported through the Preschool Support program or receive Early Intervention.

#### Outcome
Data Analysis:

In all but one indicator, all children in the focus group have reached the developing or established levels, displaying a marked improvement in numeracy skills.
One Aboriginal child is reflected in this cohort. That child moved from predominantly ‘emerging/developing’ to predominantly ‘developing/established’.
Greatest areas of improvement were in touch counting and numeral recognition.

Future Directions:

- Term overviews will continue to be developed to provide direction and inform parents.
- The numeracy focus will be maintained

Quality Area 2: Children’s Health and Safety

Strengths

- Each child’s health is promoted through our policies and procedures. These include our ‘Sick Children’ policy,’ UV’ policy and our ‘Health and Allergy Friendly Food’ policy. We are accredited as both’ Asthma Friendly’ by the Asthma Foundation and ‘Sun Safe’ by the Anticancer Foundation.
- Each term we offer health checks through Child Youth Health for our older children.
- Child friendly taps, soap and hand drying facilities are readily accessible for children to use. They are supported to wash their hands before eating and before participating in cooking activities and are regularly reminded to wash their hands after toileting.
- Each day children are involved in planned physical activity through dance and movement activities. Relaxation times are also offered.
- Our large outdoor environment provides a wonderful opportunity for children to engage spontaneous and rigorous physical activity.
- Children are supervised and discouraged from unsafe play while allowing them to take considered risks, developing confidence and exploring personal boundaries.
- Daily safety checks of the area are carried out and a register maintained.

Quality Area 3: Physical Environment

Strengths

- There are large, flexible areas both indoors and out.
- Our outdoor area provides ample space for exploration of natural areas as well as structured activities.
• An extensive verandah area provides for interaction between indoor and outdoor environments.
• A large rainwater tank supplies water for children’s use in outdoor activities. They are made aware that it as a finite resource and it is used responsibly.
• Children help tend garden areas, developing a connection and encouraging respect.

Improvement Plan - For children to routinely sort food scraps from rubbish and use these to produce compost for the garden.

Action
• Discussion with children as to what are suitable food scraps and what is rubbish.

Outcome
• A scrap bin is set aside and children sort their own rubbish. It is known as the ‘chicken bin’, as the scraps are for chickens belonging to a staff member.

Recommendations
• Strategy to continue into 2013.
• When chickens are no longer available, compost will be produced.

Quality Area 4: Staffing Arrangements

Strengths
• Staff regularly attend Professional Development in areas that both support our site priorities and individual areas of interest. These may be attended as a staff team, by several members of the team or as individuals. Where the staff team are not present, new learning is passed on to other team members during staff meetings.
• Reflection on practice occurs regularly through our programming meetings as well additional NQS meetings. New ideas are implemented, discussed and assessed through our programming cycle.

Quality Area 5: Relationships with Children

Strengths
• Belonging has been a long standing focus for our centre and all staff work actively to build positive, trusting relationships with children.
• Staff are consistent in their behavioural expectations of children and children are aware of expectations and boundaries. This results in children feeling safe in their environment and fosters positive relationships.
• Children are encouraged to talk to their peers to sort out problems before looking to an adult for support. If needed, a staff member will then support the child to talk through an issue and come to a resolution.
• Staff spend time with individuals and small groups of children to build relationships and learn about each child.

Improvement Plan – Documented evidence that this is an area of strength

Action
• Staff are members of a cluster group developing a greater understanding of the Reflect Respect Relate (RRR) document.
• Observations of interactions between staff and children have been made using the ‘Relationship’ scale and outcomes discussed. This tool did not provide the evidence required.

Recommendations
• Involvement in cluster group to continue.
• Further analysis of the RRR document to develop a tool that will support the needs of the centre.

Quality Area 6: Collaborative partnerships with families and communities

Strength
• Parents receive letters notifying them if there is a position available week 5 of the term prior to their child’s start date. An information session and transition visits are scheduled for later that term.
• Parents who are unable to attend, or have not had their child’s name on our future enrolment list are welcome to visit the centre to observe the program. Where possible, a staff member will show them around and answer questions.
• All parents are invited to attend Governing Council meetings and be involved in decisions regarding the centre.
Surveys are sent home to families or offered at the centre to enable parents to have a voice.

Information for parents is available on our website or through our parent information booklet, both of which are updated annually. Regular newsletters provide regular updates as to what is happening at the centre.

Parents receive a ‘child information sheet’ asking for information regarding their child’s family, interests, concerns and anything that parents would like included as a learning goal.

Informal or formal discussions regarding their child’s education, wellbeing etc. are always welcome.

Information regarding community services, events and resources to support parenting and family wellbeing are readily available through our information stand and notice board. Other services are investigated on the request of parents or where staff believe there is a specific need. Support agencies such as NOVITA and Disability SA attend the centre where relevant. DECD support services are accessed regularly to assist in facilitating early intervention.

Where a child will be attending a public school, all relevant information is shared through transition/NEP meetings, reports are forwarded to the school and follow up is available. Where children have been accessing speech pathology through DECD, the speech pathologist or a colleague is able to continue that support into school. Where children are moving to a private school, parents are informed that they will need to supply their chosen school with copies of reports and may need to access a private speech pathologist.

Links to the local community are accessed and maintained through services such as the community library bus; Greening Playford, through which the local council has donated plants and trees at the request of our Governing Council. We have established a relationship with a local business, started by retired gentlemen, who repair puzzles and furniture.

Many of our families retain their ties with us after their children have moved on to school through visits, offers of assistance, remaining on our Governing Council and/ or bringing in resources that they think may be useful to us. These relationships demonstrate the sense of belonging that exists amongst our families.

Quality Area 7: Leadership and service management

Strengths

- Craigmore Kindergarten has an active Governing Council consisting of members that are new in 2012 as well as those who have been ongoing members for a number of years.
- As a staff team we have been working with the DECS Improvement and Accountability Framework for a number of years and felt confident that this was enabling us to identify areas of strength and areas requiring further development, therefore seeking continuous improvement. We believe that we are now able to work with the National Quality Standards in a similar manner as reflection and seeking to improve is part of our culture.
- A Grievance Procedure is available to all parents through the parent handbook. This is highlighted at our parent information session.

Improvement Plan – Develop Philosophy statement

Action

- Discussion with staff as to the nature of a philosophy.
- Each staff member listed their ideas of what an ideal kindergarten setting should look like.
- Further staff discussion.
- Ideas collected from children.
- Draft taken to Governing Council for comment and additions

Outcome

- Philosophy approved by Governing Council and adopted by centre.

Recommendation

- Philosophy to be reviewed every 2 years.

Updated and relevant performance and development process in place

Action

- Director attended ‘Performance Counts’ training and development.
- Proforma developed taking into consideration site needs and DECD requirements.
- All staff participated in performance and development process.
Recommendation

- Maintain current performance and development process, reviewing in 2 years.

Intervention and Support Programs

Support is available via various avenues:

- Children identified as having additional needs are supported through the ‘Preschool Support Program’. The support worker, works towards specific goals set by DECD or outside agent professionals. These professionals also spend time with the children and revise goals as they are met. Generally children respond positively to participation in these programs. Progress towards goals varies depending on the individual child.
- Children identified as benefiting from small group explicit teaching are included in our ‘Early Intervention’ program and may be involved in literacy, numeracy, or social skill groups for example.
- Aboriginal and Torres Strait Islander children receive additional individual or small group support as needed.
- Children may be included in interest or extension groups.

Individual and small group work is generally seen as a positive experience by the children and staff. Outcomes achieved help to form the scaffold for further learning.

Report from Governing Council

The 2012 Governing Council was a small but dedicated team consisting of five parents and 2 staff members. Meeting were held twice each term to inform members and manage Centre operations, including fundraising. Meetings were well attended.

Highlights for the year were our Disco and Christmas concert. Approximately 50 families participated in our Disco, with kindy children, Governing Council members and staff coming dressed in their best dancing attire, or their fanciest dress up costume. Everyone looked fantastic and a wonderful night was had by all. Our Christmas concert was attended by around 70 families. The children entertained their families before joining them for lunch. It was wonderful to bring so many of our community together.

A number of our Council members have indicated a desire to remain involved in 2013 for which we are very grateful. We are also looking forward to welcoming some additional members.

The 2012 Annual General Meeting was held on - Wednesday 14th March 2012
The 2013 Annual General Meeting is scheduled for - Wednesday 13th March 2013

Student Data

Enrolments

Total Enrolments 2010 – 2012

![Graph showing enrolment by term]

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>71</td>
<td>72</td>
<td>69</td>
<td>80</td>
</tr>
<tr>
<td>2011</td>
<td>79</td>
<td>86</td>
<td>80</td>
<td>81</td>
</tr>
<tr>
<td>2012</td>
<td>78</td>
<td>82</td>
<td>85</td>
<td>92</td>
</tr>
</tbody>
</table>
After a period of lower numbers in 2010, enrolment appears to be in an upward trend. This is due to housing development in the area as well as an increase in Defence Force families. Most kindergartens in the area are at capacity and have had to activate their ‘Priority of Access’ policies. We have been accepting enrolments from families that live in areas where their local preschool has reached capacity. Numbers will be slightly lower in term 1 2013 due to the large number of children leaving for school; however, we are expecting another large intake in term 2.

### Attendance

#### Figure 2: Attendance by Term

<table>
<thead>
<tr>
<th>Attendance Percentages 2010 - 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
</tr>
<tr>
<td>2010 Centre</td>
</tr>
<tr>
<td>2011 Centre</td>
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<tr>
<td>2012 Centre</td>
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<tr>
<td>2010 State</td>
</tr>
<tr>
<td>2011 State</td>
</tr>
<tr>
<td>2012 State</td>
</tr>
</tbody>
</table>

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

In 2012 attendance appears to have declined marginally from 2011, however, these figures take into account our half day session, offered to allow children 30 hours of preschool per fortnight as required. Many families choose not to access this session on a regular basis, bringing our attendance figures down. Our full day sessions are well attended.

### Feeder Schools

#### Table 3: Feeder School Percentage Data 2010 - 2012

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>0943 - Elizabeth East Primary School</td>
<td>1.2</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>1038 - South Downs Primary School</td>
<td>2.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td>Type</td>
<td>2012</td>
<td>2013</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>1819 - Craigmore South JPS</td>
<td>Govt.</td>
<td>36.1</td>
<td>21.0</td>
</tr>
<tr>
<td>1854 - Blakeview Primary School</td>
<td>Govt.</td>
<td>2.4</td>
<td>6.5</td>
</tr>
<tr>
<td>1879 - Playford Primary School</td>
<td>Govt.</td>
<td>10.8</td>
<td>15.0</td>
</tr>
<tr>
<td>1901 - John Hartley School (B-7)</td>
<td>Govt.</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>8000 - Catherine McAuley School</td>
<td>Non-Govt.</td>
<td>9.6</td>
<td>13.0</td>
</tr>
<tr>
<td>8033 - St Columba College</td>
<td>Non-Govt.</td>
<td>1.2</td>
<td>2.0</td>
</tr>
<tr>
<td>8164 - Trinity College South</td>
<td>Non-Govt.</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>8165 - Trinity College Blakeview School</td>
<td>Non-Govt.</td>
<td>6.0</td>
<td>15.0</td>
</tr>
<tr>
<td>8202 - Trinity College Gawler River School</td>
<td>Non-Govt.</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>8423 - Craigmore Christian School</td>
<td>Non-Govt.</td>
<td>15.6</td>
<td>21.0</td>
</tr>
<tr>
<td>9023 - St Thomas More School</td>
<td>Non-Govt.</td>
<td>12.0</td>
<td>8.0</td>
</tr>
<tr>
<td>9043 - Burc College</td>
<td>Non-Govt.</td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>99.7</td>
<td>101.0</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information System

**Client Opinion**

There were 7 responses to our Parent Opinion Survey.

**Quality Teaching and Learning** – 90% of parents indicated that they are happy with the learning environment and that staff are enthusiastic in their teaching.

**Support of Learning** – Parents have indicated strongly that their children are happy, treated fairly, understand centre expectations and feel safe and secure. Analysis also indicates that parents believe there could be higher expectations for learning, resulting in children having greater motivation and pride in their accomplishments.

**Relationships and Communication** – 71% of parents strongly agree that they are welcome in the kindy, while 85% say are comfortable in approaching staff to discuss their child’s progress. 86% of parents feel that they are well informed. This is a marked improvement on 2011, indicating that mid-year reports have been well received.

**Leadership and Decision Making** – 90% of parents believe that the preschool is well organised. As with 2011, some parents have indicated that they would like more opportunity to be involved. These opportunities exist; however need to be regularly bought to the attention of parents and carers through newsletters and other communication avenues.

**Financial Statement**

See Attached

**Signed:**

Director: ......................................................... Sue Allmond

Chairperson: .................................................. Linda Smart

Assistant Regional Director: ................................. David O'Brien