Our Values:
Confidence, Respect & Happiness

Our Vision:
“Enriching, Empowering and Supporting Young Learners

Craigmore Kindergarten is a large Preschool in the Northern Adelaide Region. Enrolments have remained steady this year, with 100 sessional kindergarten children in 2014. 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.
The 2014 Governing Council was a small but dedicated team consisting of eight parents and 2 staff members. Meetings were held twice each term to inform members and manage Centre operations, including fundraising.

Highlights for the year were our Obst-a-thon, held over two days and the Christmas concert. Many families came to support their children at the Obst-a-thon and were involved in the running of the day. It was a wonderful opportunity to get to know our families better.

Our Christmas concert was attended by around 80 families. The children were treated to a performance by The Amazing Drumming Monkeys before they entertained their families. Many families then stayed on for a picnic lunch. It was wonderful to bring so many of our community together.

Our Chairperson, Jacquie, who has been with us for the past three years is moving on, and we thank her very much for all the support she has given us. Three of our Council members have indicated a desire to remain involved in 2015 for which we are very grateful. We are also looking forward to welcoming some new members.

The 2014 Annual General Meeting was held on - Wednesday 12th March 2014
The 2015 Annual General Meeting is scheduled for - Wednesday 11th March 2015

Highlights

Fairy Tales: During term 1 children were engaged in learning about Fairy Tales through a variety of mediums. They listened to the stories, acted them out, used story tables, sang songs, played games and independently integrated their knowledge into their play.

Learning outcomes:
- Children engage with a range of texts, gaining meaning
- The right to be safe (Child Protection Curriculum)
- Listening and responding – thinking and giving an opinion
- Building on prior knowledge – most of the stories were known to the children
- Using language to role play, negotiate, create scripts and develop ideas

Henny Penny Hatchings: Children were able to watch chicks hatch from their eggs, observing as they grew over the next 11 days and helping to care for them.

Learning outcomes:
- Life cycles
- Care and handling of chicks
- Observation skills – how are they changing?
- Developing curiosity and thinking skills
- Thinking and discussion about our food and where it comes from
- Building vocabulary
- Numeracy skills – Chance and data (what colour do you think the next chick will be?)
- Measurement

Cranky Bear: Children were very excited to go on a bus, to the theatre, to see the Patch Theatre’s ‘Cranky Bear’. They were very familiar with the story and immediately related to the performance. Four of our children took part in the performance and were so proud to be performing on stage.

Learning outcomes:
- Viewing live performance – broadening children’s understanding of the world in which they live.
- Considered risk taking and wellbeing – going on a bus and doing something new
- Feelings and friendship – showing concern for others
- The right to be safe (Child Protection Curriculum)

Obst-a-thon: This event was held over two days to accommodate both groups of children. Attendance and involvement by family and community exceeded our expectation. It was a wonderful way to build relationships, getting to know our community better. Children took part enthusiastically and especially enjoyed the inclusion of a bouncy castle. The success of the event has inspired us to consider something similar for 2015, but holding it earlier in the year to maximise community outcomes.

Learning outcomes:
- Considered risk taking – being open to new challenges
- Managing changes in routine
- Persistence – keep on going you’re almost there!
- Being part of a group with a common goal
- Celebrating and sharing achievements with others
Inclusion of children’s voice in learning and planning for children’s ideas.

**Action**
- Educators complete daily reflection sheet to inform the future program.
- The fortnightly program has provision for ‘here and now’ documentation, allowing staff to document learning that has occurred and can be followed up in the most relevant time frame for the child.
- Continue to develop Floor Books

**Outcome**
- Staff are utilizing the daily reflection sheet and finding it a very useful tool for programming and reflective practice, however, there is concern around the time frame for follow up. (program lag)
- Staff are effectively using the fortnightly program to record incidental learning, or where children’s interests have been followed up immediately, resulting in documentation that is far more reflective of child involvement.
- Observations are recorded using sticky notes, rather than writing directly on to the program. This is more immediate, not relying on memory.
- Floor books have been embraced and are predominantly used as a learning journal, demonstrating child involvement and learning to the school community.

**Recommendation**
- Develop a system monitoring child inclusion in the Floor Book ensuring all children are included.

**Under EYLF Outcome 5: Children are effective communicators; we will focus our planning on Children’s capabilities of oral language.**

**Target:** Data collected through TROLL indicates 90% of children move up 2 indicators or reach ‘Accomplished’.

**Action**
- Staff awareness and use of the x3 strategy to encourage children to develop conversation skills.
- Children will be more confident in using oral language to express themselves and communicate their ideas. (A significant number of our current enrolments are identified as having speech and or language difficulties)
- Literacy based small group work which includes questioning, descriptive and problem solving skills.
- Additional support given to those identified through assessment by our speech pathologist.
- Introduce persona dolls as a means of engaging families and including ‘home literacy’.
- Encourage the use of take home literacy kits through newsletters as well as ensuring kits are plentiful and of a high standard.

**Outcome**

**Data Analysis**


Data collected indicates that two children have reached the Well Developed Stage and eight children reaching the Accomplished Stage in the target group. All children demonstrated improvement in oral language.

Data indicates that strategies to improve oral language have been successful; however our target of 90% was not reached, with 80% of the focus group reaching the target.

**Recommendation**
• These actions are now embedded within our practice.
• In 2015 our focus will be investigating the DECD literacy progress indicators

An enrolment and transition process that engages families and collaborates and supports all families to engage in their child's learning.

Action
• Staff and Governing Council discussion
• Collaboratively develop a plan
• Liaise with local schools to ensure families are aware of the need to contact us if they have a preschool aged child.
• Ask current families to ensure their friends are aware of our procedures.
• Implement new procedure.
• Review, seeking guidance from our community.

Outcome
• It was decided to use a closure day to meet with families individually to go through some of our Policies and procedures as well as giving parents an opportunity to discuss any concerns they may have. Information packages (including questionnaires that will support transition and seek information for inclusion in support programs) were sent out week 4 T3, with interviews booked for 29th October. This allowed parents time to make arrangements to enable them to attend. Another time was negotiated if families were unable to attend.
• The following week all children were offered a session to begin their transition. A further visit was negotiated. These were aligned with transition visits to schools, allowing space.
• Unfortunately, families who were not on our waiting list were not part of this process. We need to continue to ensure that local families know the importance of planning ahead to ensure the best possible start for their child.

Recommendation
• Seek feedback from families – review process

All future enrolments appear on our waiting list and have access to a comprehensive enrolment and transition process

Action
• Current families to network within the community, encouraging others to let us know of future needs.
• Provide local schools with information to advertise through their newsletters.
• Ensure current families complete form w’s for their younger children.

Outcome
• Waiting list forms have been collected from current families
• Letters were sent out to our major feeder schools, to place in their newsletters.
• We will not know until early term 1 if this has been successful

Review of current philosophy statement

Action
• Discussion and review during staff meetings
• Children's voice documented
• Discussion and review with Governing Council

Outcome
• Discussions with staff and Governing Council took place
• Children’s ideas were gathered and included
• Updated philosophy has been approved by Governing Council

Recommendations
• Review annually to reflect current community
**Intervention and Support**

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 agency professionals. These professionals also spend time with the children and revise goals as current goals are met. Generally children respond positively to participation in these programs. Progress towards goals varies depending on the individual child. Exit reports are compiled by the speech pathologist for individual children prior to leaving for school.

- Children identified as benefiting from small group explicit teaching are included in our ‘Early Intervention’ program and may be involved in literacy, numeracy, fine motor or social skill groups. Outcomes are recorded by the support worker and used for future planning. Distance travelled is evident through term3 data collection and reported to families via profile books.

- Aboriginal and Torres Strait Islander children receive additional individual and/or small group support as above.

- Children may be included in interest or extension groups.

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

**Student Data**

**Enrolments**

**Figure 1: Enrolments by Term**

Total Enrolments 2012 - 2014

<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>2012</td>
<td>78</td>
<td>82</td>
<td>85</td>
<td>92</td>
</tr>
<tr>
<td>2013</td>
<td>83</td>
<td>84</td>
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<tr>
<td>2014</td>
<td>95</td>
<td>97</td>
<td>97</td>
<td>99</td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems

With kindergartens to our north at capacity and the introduction of single intake our numbers quickly rose to near capacity and remained that way for the year. A number of children left us due to family reasons during the year, however the resulting vacancies were quickly filled.

**Attendance**

**Figure 2: Attendance by Term**

Attendance Percentages 2012 - 2014
Table 2: Attendance Percentages 2012 - 2014

<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>2012 Centre</td>
<td>85.9</td>
<td>82.9</td>
<td>78.8</td>
<td>81.5</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>86.7</td>
<td>82.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>86.3</td>
<td>86.6</td>
<td>82.5</td>
<td>84</td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></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

Attendance at Craigmore for 2014 shows an improvement from the previous two years. Although figures are still slightly lower than the state average they 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 at 90% plus.

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0255 - Angle Vale Primary School</td>
<td>Govt.</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0322 - One Tree Hill Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
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<tr>
<td>0688 - Elizabeth South Primary School</td>
<td>Govt.</td>
<td>1.4</td>
<td></td>
<td></td>
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<tr>
<td>0947 - Elizabeth Downs Primary School</td>
<td>Govt.</td>
<td></td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>1038 - South Downs Primary School</td>
<td>Govt.</td>
<td>1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1449 - Craigmore South Primary School</td>
<td>Govt.</td>
<td>20.0</td>
<td></td>
<td></td>
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<tr>
<td>1819 - Craigmore South JPS</td>
<td>Govt.</td>
<td>33.9</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td>1854 - Blakeview Primary School</td>
<td>Govt.</td>
<td>6.5</td>
<td>2.9</td>
<td>7.9</td>
</tr>
<tr>
<td>1879 - Playford Primary School</td>
<td>Govt.</td>
<td>12.9</td>
<td>14.3</td>
<td>7.9</td>
</tr>
<tr>
<td>8000 - Catherine McAuley School</td>
<td>Non-Govt.</td>
<td>4.8</td>
<td>7.1</td>
<td>4.5</td>
</tr>
<tr>
<td>8033 - St Columba College</td>
<td>Non-Govt.</td>
<td>3.2</td>
<td>2.9</td>
<td>4.5</td>
</tr>
<tr>
<td>8165 - Trinity College Blakeview School</td>
<td>Non-Govt.</td>
<td>11.3</td>
<td>8.6</td>
<td>11.2</td>
</tr>
<tr>
<td>8337 - Trinity College North School</td>
<td>Non-Govt.</td>
<td></td>
<td>1.4</td>
<td>1.1</td>
</tr>
<tr>
<td>8423 - Craigmore Christian School</td>
<td>Non-Govt.</td>
<td>11.3</td>
<td>14.3</td>
<td>25.8</td>
</tr>
<tr>
<td>8439 - Tyndale Christian School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.1</td>
</tr>
<tr>
<td>9023 - St Thomas More School</td>
<td>Non-Govt.</td>
<td>16.1</td>
<td>8.6</td>
<td>4.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.1</td>
<td>99.9</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 Systems
Client Opinion

There were 6 responses to our Parent Opinion Survey.

Quality Teaching and Learning – 84% of respondents indicated that they are happy with the learning environment and a further 84% believe that staff make teaching interesting and enjoyable.

Support of Learning – 100% of respondents agree that we provide a safe and secure environment and that children are treated fairly.

Relationships and Communication – 84% of respondents say they are comfortable approaching a staff member to discuss the progress of their child, while a further 84% agree that there is a broad variety of communication that informs about the preschool. Some comments indicated parents would like further indication of their child’s progress. This is an area to be further developed in 2015.

Leadership and Decision Making – 84% of respondents believe the preschool to be well organised and that they were welcome to join the Governing Council, while 20% said that they would like more opportunity to be involved in decision making.

Further Comments:

- On the occasions that I collected my grandson from kindy and dropped him off, the atmosphere is always friendly, creative, fun and well presented. Congratulations on a job well done.
- What can I say? You all make this place such a HAPPY kindergarten. My child actually wants to go to kindy even when it’s not his day on! It says it all! A HUGE thank you for all your energy and patience and understanding.
- Thank you for the fantastic job you have done with our daughter this year. She has had a wonderful year and has enjoyed every minute. We have watched her grow in confidence and her abilities. You have beautifully encouraged and developed her love of learning. Thank you for discovering her strengths and helping her grow in other areas. We have really appreciated your love, passion and desire for the children to become successful learners and awesome little people.

Criminal History Screening

The following process is undertaken:

- Staff report is checked regularly to ensure renewals are submitted in a timely manner
- Contractors are monitored through the Screening Audit Records
- Governing Council members are inducted, current clearances documented and applications given to those who do not hold the appropriate clearance.

Signed:

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

Chairperson: ............................................................Jacquie Skuse

Education Director: ......................................................Gerri Walker