Craigmore Kindergarten
Annual Report 2013

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 2013. 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 being given opportunity 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
- Educators complete daily reflection sheet to inform future program.
- Reflections may include individual interests or group initiatives.

Outcome
- Documentation of children's interests and areas for further development for reflection and inclusion in curriculum planning.
- Children's interests have a greater representation in the program.

Recommendation
- Continue to use daily reflection sheets.
- Ensure all staff are involved.

Children will be more confident in the use of oral language to express themselves and communicate their ideas.

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.
- Literacy based small group work which includes questioning, descriptive and problem solving skills.
- RRR based inquiry into the frequency and quality of verbal interactions between educators and children.
- Additional support given to those identified through assessment by our speech pathologist.
Outcome

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 well-developed to accomplished.

Data collected indicates an improvement of two levels for 5 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, however our target of 90% was not reached, with 70% of the focus group reaching the target.

Recommendation

• Continued explicit and incidental teaching of rhyme is required.

Further development of numeracy awareness in staff, leading to greater numeracy skills in children.

Action

• Involvement in the Smith Families ’Let’s Count’ program, which encourages both staff development and parental involvement in numeracy development.
• Educators will look for teachable moments throughout the day and purposefully use mathematical language when talking to children.
• Explicit teaching and extension of skills within small groups.

Outcome

Data Analysis:

All children in the focus group have reached the developing or established levels, displaying a marked improvement in assessed numeracy skills.

One Aboriginal child is reflected in this cohort. That child moved from predominantly ‘emerging’ to predominantly ‘established’.

Greatest areas of improvement were in touch counting and numeral recognition.
Future Directions:
- The numeracy focus will be maintained
- Encourage family support of numeracy via take home ‘Numeracy Bags’ as supplied through the Lets Count program.
  - Include practical ideas to encourage numeracy awareness at home through the newsletter.

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 CYH 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.
- ‘Ready Set Go’ program offered through Smith Family in term 2, staff trained as part of process.
- 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.
- Care is taken when setting up activities to ensure they are safe and staff are vigilant in ensuring unsafe objects are removed from the area immediately.

Quality Area 3: Physical Environment

- We are fortunate to have large, flexible areas both indoors and out.
- Our outdoor area provides ample space for exploration of natural areas and self-directed play as well as activities set out by staff.
- 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.
- Children are becoming proficient at sorting their rubbish and food scraps, asking for the ‘chicken bin’ if has inadvertently not been put out.

Improvement plan - For children to recycle unwanted art and craft materials

Action
- Term focus on sustainability
- Group discussion
- Time allocated to sort through unwanted items to recycle/dispose of appropriately
- Incursion - NAWMA

Recommendations
- Children recycle craft materials each Wednesday. As a daily process this was leading to reduced time for creative endeavours and a glut of boxes.
- Children are encouraged to sort and recycle materials they have not used.

Quality Area 4: Staffing Arrangements

Strengths
- Staff regularly attends 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 via the staff meeting agenda.
- Reflection on practice occurs regularly through our programming meetings and daily reflections as well additional NQS meetings. New ideas are implemented, discussed and assessed through our programming cycle.

Improvement Plan – The best outcomes for children in respect to Universal Access funding

Action
- Ensure maximum staff are available at times that provide the best outcomes for children.
- Individual needs of children are supported.
- Staff employed under Universal Access funding support the direction and philosophy of the centre.
- Termly review
Recommendations
- Further review early 2014 due to changing needs under Single Intake.

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.

Quality Area 6: Collaborative partnerships with families and communities
Strengths
- Parents receive letters notifying them if there is a position available week 1 of the term prior to their child’s start date. An information sharing session and transition visits are scheduled for later that term.
- 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.
- Parents who are unable to attend, or have not had their child’s name on our waiting 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 updates as to what is happening at the centre.
- 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.
- The centre fosters and maintains links with local schools to enhance the transition program. Links to local schools have been further enhanced in 2013, with regular library visits to an adjoining private school as well as participating in special events such as a walk-a-thon, in addition to our ongoing involvement with the local public school.
- Support agencies such as NOVITA, Disability SA and Kilparin 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, to which all children have access. We have established a relationship with a local business, started by retired gentlemen, who repair puzzles, furniture etc.
- 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.

Improvement Plan – To develop a new enrolment and transition process encompassing the Northern Region Preschool Enrolment Procedure and working with the ‘Single Intake’. The process must be collaborative and support families to engage in their child’s learning.
Action
- A closure day was used to meet with families individually, giving parents an opportunity to clarify information and discuss concerns.
- Information packages, including questionnaires, were sent to families prior to these meetings.
- A further closure day was utilised for an initial session for new children only. A morning and afternoon session were run.
Each child had the opportunity to attend one morning per week, integrated with current children, for the following three weeks.

**Recommendations**
- Consultation with staff and parents indicated that the process ran smoothly and allowed time for both parents and children to become familiar with staff and centre routines. While educators became familiar with the children.
- Further consultation with parents in 2014 will ensure that family needs are being met.

**Quality Area 7: Leadership and Service Management**
- Craigmore Kindergarten has an active Governing Council consisting of members that are new in 2013 as well as those who have been ongoing members for a number of years.
- As a 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 will be able to now work with the National Quality Standards in a similar manner as reflection and seeking to do things better is part of our culture.
- A Grievance Procedure that is available to all parents through the parent handbook. This is highlighted at our parent information sharing session.

**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 agency 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.
- Aboriginal and Torres Strait Islander children receive additional individual and/or small group support.
- 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 2013 Governing Council was a small but dedicated team consisting of six 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 Disco and Christmas concert. Approximately 45 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 55 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 2014 for which we are very grateful. We are also looking forward to welcoming some additional members.

The 2013 Annual General Meeting was held on - Wednesday 13th March 2013
The 2014 Annual General Meeting is scheduled for - Wednesday 12th March 2014

**Student Data**

**Enrolments**

Figure 1: Enrolments by Term

Total Enrolments 2011 - 2013
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>
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<tr>
<td>2011</td>
<td>79</td>
<td>86</td>
<td>80</td>
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<td>2012</td>
<td>78</td>
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<tr>
<td>2013</td>
<td>83</td>
<td>84</td>
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Based on person counts in the two week reference period each term.
Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems

We have consistently seen high enrolments over the past three years. 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. As a large centre, in an older area, we have been able to accept enrolments from families who live in areas where the local preschool has reached capacity.

Table 2: Attendance Percentages 2011 - 2013

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
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<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2011 Centre</td>
</tr>
<tr>
<td>2012 Centre</td>
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<td>2011 State</td>
</tr>
<tr>
<td>2012 State</td>
</tr>
<tr>
<td>2013 State</td>
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</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 1: Figures have been revised for previous years, using integer deemed attendance not decimal.
Note 2: Data for Term 3 and Term 4 2013 will not be reported. It is not comparable with previous years due to the transition to the Same First Day enrolment policy for preschools in 2013 creating a break in series.
Source: Preschool Data Collection, Data Management and Information Systems
In 2013 attendance appears to have remained steady. Although figures are slightly lower than the state average they are taking 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 School Percentage Data

Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>0255 - Angle Vale Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>0322 - One Tree Hill Primary School</td>
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<td></td>
<td>2.9</td>
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<tr>
<td>0688 - Elizabeth South Primary School</td>
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<td></td>
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<tr>
<td>0943 - Elizabeth East Primary School</td>
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<td></td>
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<td>1449 - Craigmore South Primary School</td>
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<td>1819 - Craigmore South JPS</td>
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<tr>
<td>1879 - Playford Primary School</td>
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<td>12.9</td>
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<tr>
<td>8000 - Catherine McAuley School</td>
<td>Non-Govt.</td>
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<td>7.1</td>
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<td>8033 - St Columba College</td>
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<td>2.9</td>
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<tr>
<td>8165 - Trinity College Blakeview School</td>
<td>Non-Govt.</td>
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<td>11.3</td>
<td>8.6</td>
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<tr>
<td>8202 - Trinity College Gawler River School</td>
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<td></td>
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<tr>
<td>8337 - Trinity College North School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.4</td>
</tr>
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<td>8423 - Craigmore Christian School</td>
<td>Non-Govt.</td>
<td>21.0</td>
<td>11.3</td>
<td>14.3</td>
</tr>
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<td>9023 - St Thomas More School</td>
<td>Non-Govt.</td>
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<td>8.6</td>
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<tr>
<td>9043 - Burc College</td>
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<td></td>
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<tr>
<td>Total</td>
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<td>101.0</td>
<td>100.0</td>
<td>100.1</td>
</tr>
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</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 7 responses to our Parent Opinion Survey.

Quality Teaching and Learning – 86% of parents indicated that they are happy with the learning environment and 100% believe that staff are enthusiastic in their teaching,

Support of Learning – 100% of parents agree that we provide a safe and secure environment and that children know how they are expected to behave at preschool.

Relationships and Communication – 86% agree that there is a broad variety of communication that informs about the preschool, while 100% believe that children from all backgrounds and cultures are treated fairly. Some comments indicated parents would like further indication of their child’s progress. This is an area to be further developed in 2014.

Leadership and Decision Making – 100% 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 the educational program.

Signed:

Director:.................................................Sue Allmond
Chairperson:...........................................Jacquie Skuse
Assistant Regional Director:.................................Gerri Walker