SALISBURY KINDERGARTEN

Annual Report 2010

Government of South Australia
Department of Education and Children's Services
ANNUAL REPORT VERIFICATION

This annual report provides the community and the Chief Executive, Department of Education and Children’s Services with important information on aspects of the operation of our preschool.

The report contains detail on aspects of the preschool’s core business and describes progress towards the achievement of priorities.

Copies of the report will be made available to:

The Governing Council and wider community
Staff
Northern Adelaide Regional Office
Central Office DECS

The annual report is one significant way in which our preschool meets accountability requirements.

This report is signed below by the Director and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the preschool and that it complies with the requirements for the preparation of annual reports.

Director
Sarah Whiteside

Chairperson, Governing Council 2010
Tina Milner

Date:
Who Are we?
The kindergarten is located in the Salisbury town Centre precinct. We are 20 km from the GPO. Our local schools are - Salisbury Primary School, 850m away and Saint Augustine’s Parish School, 300m away. There is also a community based childcare centre, Oasis, 180m away on the other side of Ann St.

Our kindergarten community this year was made up of 23% NESB, 6% ATSI. During the year 11 children accessed preschool support, predominantly for speech and language delays.

At the start of 2010 we welcomed Sue Nowland to the centre. Sue is an Aboriginal woman whose family are from WA. She is a new graduate and now a permanent teacher who has a contract for 10 years at Salisbury.

We successfully transitioned to Universal Access this year which has allowed all 4 year old children the opportunity to access 5 x 3 hour sessions of preschool.

2010 - What did we do?
During the year we have enjoyed a number of activities that have enhanced or supported our learning program.

- **Excursions** - Northern Adelaide Waste Management Authority (NAWMA); String Trio performance - Adelaide Symphony Orchestra; Adelaide Zoo; Sea horse Farm & Semaphore Beach (with Reception class from Salisbury Primary).
- **Visiting Performers/artists** - Kuma Karro - Aboriginal dancers/storytellers; SA Police band; Delta Dog Safe; Sue Harris—puppeteer.
- **Visitors from the community** - Caroline - harpist; Karl Yon (school student) - trumpet player; Dental hygienists; Marra Dreaming - Aboriginal artists; Salisbury East High school band - woodwind section.
- **Inquiry topics** - Recycling; Music/instruments; Animals; Sealife.
- Preparing, planting and maintaining our native provenance **garden** and vegetable patch.
- Learning about the **first Australians** and what Australia was like before European settlement.
- Discussing & unpacking the **Kaurna acknowledgement** with the children and implementing our own version everyday.

Parent involvement.
- High numbers supporting on excursions and celebrations.
- Excellent representation of families on Governing Council, pre-entry meetings and parent/teacher conversations.
- Co-ordination of playgroups.
- Volunteers during sessions.
- Fundraising group.
- Sharing cultures.
- Administration support.
- Siblings sharing skills - violinists.
Community involvement.

- Weekly visits from Marra Dreaming - during term 4 - indigenous painting styles.
- Salisbury Primary Principal attending pre-entry information meetings to discuss school options.
- Liaison with Oasis childcare - pick ups and drop offs.
- Surveys to families each term.
- Work experience students from local schools and community volunteers.
- Transition programs to schools.
- Child youth Health checks.
- UniSA and Macquarie Uni students.
- OPAL information sharing from Salisbury Council.
- Visiting the Salisbury Public library.

GOAL: Oral language development.

Targets
1. 60% of children will respond appropriately to level 4 questions by their 4th term at kindergarten.
2. 80% of children will reach level 3 or above on the TROLL rating scale for rhyme awareness by their 4th term at kindergarten.
3. A 10% increase in the number of children reaching level 4 on the TROLL rating for vocabulary development - tier 2 words - by their 4th term.

We purposely set our targets high in order to challenge staff to provide the best program possible that would then maximise progress for children.

Site Learning Plan - Priorities and Outcomes

Data Collection

We used the data collected from the previous year to highlight areas from TROLL (Teacher Rating Oral Literacy Learning) that we wanted to focus on for 2010. In term one of 2010 a cohort of children were identified to form the basis of our data collection to monitor the success of the strategies used. The cohort initially consisted of 19 children who started full time kindy in term 1 though by term 4, three had left the kindergarten or not attended regularly to make the data reliable so the final cohort consisted of 16 children. These children all completed their full time preschool education at the end of term 4 2010.

We had a number of children at the beginning of the year who were rating low on the TROLL document therefore we prioritised children’s oral language development. The following targets were set to address areas that were considered of greatest need.

Strategies used to achieve these targets:

- Small story groups that maintained the same educator & peer group (where possible).
- Using different types of questions to find out children’s understanding of stories.
- Small groups worked on areas of literacy relevant to that group of children’s needs.
- Variety of media used - books, DVD, CD’s
- 1:1 and smaller groups for identified children.
- Small group for children considered to be achieving at a higher level.
- Literacy kits available to families to take home.
- Rhyme embedded into our everyday interactions.
Staff professional development was focused around our priorities. All attended same training.

Inquiry based learning - focus topic each term. Children were encouraged to think of questions they wanted to explore. New language, related to topics, was introduced.

Achievements:
1. Target 1 - 60% of children will respond appropriately to level 4 questions by their 4th term at kindergarten.

   Result - 37.5%. However, 87.5% achieved at level 3 + 4 compared to only 12.5% in their 1st term.

   This was an ambitious target but progress of the children in this area can clearly be seen on the above graph. Only 2 out of the 16 children remained at the same level. 1 child with autism; 2 with speech and language delay. All of our children with English as a second language (ESL) moved up 1 or two levels in this category.

   Future Direction:
   Continue to develop children’s understanding of questions and incorporate questioning into our daily story groups. Develop books with their own set of questions to use with individuals and small groups.

2. 80% of children will reach level 3 or above on the TROLL rating scale for rhyme awareness by their 4th term at kindergarten.

   Result: 69%. This compared with only 6% achieving at this level in their 1st term.

   Again, the target was set high. Only 3 children remained at the same level. 1 child with autism; 2 with speech and language delay. All of our children with English as a second language (ESL) moved up 1 or two levels in this category.

   We noticed that the children were much more aware of rhyme in the general day to day sessions often approaching staff to let them know words rhymed. This indicates that staff are embedding this into their practice.

   Future Direction:
   Continue to include rhyme into our everyday practice and conversations. Encourage the children to make up their own rhymes and identify rhymes in stories and songs.

3. A 10% increase in the number of children reaching level 4 on the TROLL rating for vocabulary development - tier 2 words - by their 4th term.

   Result: We did not achieve our target however, 69% of children reached level 3 compared to 0% in their first term. It was difficult to determine level 4 which was “that children used varied vocabulary often” as we may not have always heard them use specific words when observing them.
**Future Direction:**
Staff have attended training and development during 2010 in the area of vocabulary development and we have now got a data collection tool that we can use for this area. We will pick out a small sample of children - for example 1 child considered to be a high achiever, 1 with English as a second language, 1 considered at age appropriate level and 1 with additional needs. We will then collect data on these children at the beginning and end of each term to determine if their vocabulary has increased thus giving an indication of all children’s development in this area.

**Overall TROLL scores.**

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<thead>
<tr>
<th>Term</th>
<th>Enrolments</th>
<th>Attendances</th>
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<tbody>
<tr>
<td>1 2008</td>
<td>60</td>
<td>49</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>50</td>
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<td>3</td>
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<td>48</td>
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<tr>
<td>4</td>
<td>67</td>
<td>57</td>
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<tr>
<td>1 2009</td>
<td>67</td>
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<td>2</td>
<td>69</td>
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Our average Aboriginal and Torres Strait Islander enrolments for the last 3 years is 5 children per term. Their attendance was at a similar percentage to all families.

ESL enrolments averaged 14 students per term over the past 3 years which is approximately 21% of all enrolments.

**Universal Access**
9 families chose not to take up the 5 sessions under the Universal Access scheme. The most common reason for this was work commitments - families were unable to collect children from the 5th 1/2 day session and would still need to pay childcare for a full day.

The Friday session was the most regularly missed. We sent a survey to all families asking for reasons for not using the 5th session and suggestions for alternatives. Only 10 replies were received - most from families who had already given reasons for not using the 5th session. Other reasons given were around illness.
Individual families were contacted and all said that they wanted to remain enrolled in the fifth session but many still did not use it. 2 families took up the option of an extra full day.

Unfortunately, data collection didn’t take into account the fact that not all children attend all 5 sessions therefore, our attendance figures were slightly better than those displayed.

Recommendations for 2011:
- Continue to monitor absences weekly and call families regularly.
- Highlight the benefits of regular attendance in newsletter and 1:1.
- Lift the profile and importance of preschool education to our community through newsletter articles and displays.

Parent opinion surveys
Surveys were given out throughout the year. Each term families of children in their 3rd term were given a copy of the parent survey. 14 surveys were returned. 13 families completed the entire survey (see attachment).

The majority of responses received were positive indicating that families were happy with the kindergarten and the service provided.

One family expressed negative responses in a couple of areas however, there were no comments so it was difficult to analyse exactly what the issues were as other statements in the same category were given higher ratings. The only comment from this family related to helping with learning and writing.

Recommendations for 2011:
- Displays to inform families how we teach reading and writing in a preschool situation.
- Newsletter articles and displays informing families about the play based curriculum.
- Include a copy of the program in our fortnightly newsletter.

I have noticed that my daughter has learnt a lot. She amazes me on how much she has learnt.”

“My child learnt a lot from this school.”

“Some of the best teachers & staff I have ever come across!”

“This preschool has been excellent with my child.”

Governing council.
The governing Council met 3 times per term during the year. Council discussed and advised on issues that would affect children, parents and staff including the following:
- Curriculum matters - Early Years Learning Framework implementation; Development and approval of the Site Learning Plan & Budget; Approval of closure days for staff development; Ways of reporting to families; Purchase of interactive whiteboard; Excursion destinations.
- Administration matters - Organisation of fundraising ventures; Organising mural launch and celebrations; Playgroup garden upgrade; Healthy eating workshops; Cleaning contract; Grant applications; Policy updates; Purchase of new items; Upgrade of playgroup indoor space.

Their support, input and time is greatly appreciated by all at the kindergarten.

Financial Reports
As at the 31st of December 2010 total cash book balance of the -
- SASIF account - $30750.00
- Bank SA account - $4227.61