Dorothy Hughes Kindergarten

Rolleston Avenue, Salisbury North
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1. CONTEXT

Preschool Name: Dorothy Hughes Kindergarten  Preschool Number: 2610
Preschool Director: Claire Evans  Partnership: Orion

Dorothy Hughes Kindergarten is a stand-alone Kindergarten next to Salisbury North R-7 School, with whom we have a very strong relationship. Our 2015 enrolments according to term 4 data collection were 65, with all eligible children having access to 5 sessions per week. These consisted of; 1 full and 3 half days, 2 full and 1 half days or 2 full days one week and three the next. We run an Occasional Care service on Tuesday and Wednesday mornings and Wednesday afternoons for children aged 2-4 years. We have an Aboriginal playgroup which runs every Friday morning.

Our staff team consists of 1 full time Director, 2 part time teachers (.5), and 2 part time Early Childhood workers (.5), as well as preschool support and Bilingual educators.

Our curriculum is based on the Early Years Learning Framework, with a priority on Oral language development, numeracy and wellbeing. We use a play based curriculum, as we believe that play is a natural way for children to learn. We believe that play provides the opportunities for young children to learn the life skills they require to participate in an ever changing world. We believe children need time and opportunity to practice skills in a variety of real life and play situations and we provide these within a safe, non-judgmental and supportive environment. We offer a curriculum which fosters childhood development and growth, and is fun, developmentally appropriate, flexible and spontaneous, and which emphasizes the development of oral language through socio dramatic play, small group and one to one interactions.

2. REPORT FROM GOVERNING COUNCIL

2015 was a successful year full of ideas in our meetings to improve our standards.

We changed the photographer to Arzni and found it a success with staff members and will hopefully be used in 2016.

With the attendance improvement initiative we received $2,1000 which was used to delegate hours for a Bilingual worker and to help support children with Autism.

Future garage sales should be advertised in a better way to improve attendance, Cadbury chocolate fundraising was a success but overestimated the amount needed due to high sales in 2014 and was not successful.

A new slide was put in the Aboriginal Garden, and PVC blinds were also added to our veranda which will allow outdoor activities in winter.

Thank you to the Governing Council for their input it has been great to work with a team of people that commit their time, assisting Kindergarten decision and discussion making.

Regards Governing Council Chairperson

Deanne Dix
We were very lucky this year to begin term 1 with our regular staff team, as we all know that continuity of staff is very important within our site. We began term 1 with 53 children enrolled, and ended in term 4 with 65. In the beginning of the year we had 11 Aboriginal children enrolled and 21 from culturally diverse backgrounds. In term 4 this figure was; 23 Aboriginal students, and 26 from culturally diverse backgrounds, as we had a number of early entry children begin in term 3.

Our aim for this year was to have our program more interactive for children and families. We incorporated photos of the children engaged in the programmed learning as well as an area for the Children’s ideas and interests and for the Parents ideas and suggestions. We hoped that this would give parents a bit more understanding of our learning concepts, as well as the opportunity to have more say in, and become more involved with their child’s learning journey within our centre. Other highlights for this year included the development of our new slide area. Our new slide is incorporated more fully into the landscaping, and offers a few more challenges for the children utilising it, allowing them ample opportunities to explore their place and space in their environment.

It has certainly been a very popular addition to our outdoor learning area. We also extended our dirt patch, and developed a kitchen garden under the shelter. The children have enjoyed collecting leaves and flowers to make their ‘recipes’, measuring and comparing quantities, discussing projects, sharing resources and cooperating with each other.

We applied for, and received a grant from Reconciliation SA, which we used to involve our community in an Aboriginal cultural event. We worked together with the school and our Minya Fullas playgroup to hold various activities across both sites. At the Kindergarten we had a traditional foods barbecue, jewellery stall, art and craft stall with some amazing products from a local Aboriginal artist, basket weaving by the team from Mara Dreaming, as well as a didgeridoo player and Uncle Fred who involved us all in a Dreaming story. The day was well attended by our families as well as people from the surrounding community. We have to say a big thank you to our playgroup families and friends who helped us organise the event.
We went on a number of excursions this year, to NAWMA recycling centre and Golden Grove Arts Theatre, however the children’s favourite was our trip to the Botanical Kitchen garden. We learned all about growing plants, how to water and take care of them, and we got to plant and bring back to Kindy our own ‘surprise’ seed. We kept watering these and measuring how much they were growing throughout the term. We also got to look at, and hold some worms, and learned about how good they are for the soil.

4. QUALITY IMPROVEMENT PLAN

1.2.1

Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation:

To improve our cycle of planning, all staff became familiar with, and developed their understanding and knowledge of the DECD Preschool Numeracy and Literacy indicators and used them to inform and integrate planning of numeracy and literacy experiences throughout the 5 EYLF outcomes. All staff used the indicators to support their monitoring of, and assessment for learning to articulate each child’s progress. A learning snapshot template was created for Early Childhood educators which included a description of the learning involved, as well as links to the Early Years Learning Framework and the Literacy and Numeracy indicators.

2.3.2

Every reasonable precaution is taken to protect children from harm, and any hazard likely to cause injury.

Risk assessment forms were developed for staff to check outdoor facilities and grounds, using the available Health and Safety risk assessment form as a guide in the development of our centre form. We also developed a risk assessment form for the children to use to assess the safety of our outdoor environment. The children were able to use this tool successfully and it gave them a greater understanding of the importance of caring for our facilities. The children would then talk to the whole group about what they had reported on.
5.2.2

Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

The children were involved in the development of our rules, with visual representations, created by the children placed in our environments where everyone can easily access them. Some of the children have been taking down these displays and handing them to teachers or children when they felt that certain rules were not being adhered to.

QA6:

Collaborative partnerships with families and communities

Parents were continuously encouraged to join our Governing council, with individual invitations to attend our AGM placed in pigeonholes, and parents individually approached and invited to join. Our QIP was displayed on a board near the parent information and sign in table for families to see, and families were given a space to make comments and suggestions. All parents were sent a text message about our site Facebook page which was kept up to date with links to other relevant early childhood sites e.g. Great Start. Term and tri-weekly program was displayed on parent information board with a space for parents to make suggestions/comments etc. The children’s ‘Book about me’ continued to be sent home to families to help integrate family culture into our centre. Regular formal and informal discussions were held with families on their child’s learning progress and dispositions. Our centre maintained its open door policy and encouraged parents to stay and be involved in their child’s learning. Articles about the importance of learning through play were displayed throughout the centre and placed in newsletters as well as on the Facebook site. Community and support agency information was displayed in a prominent place for easy access by parents.

2016 Targets:

**Quality area 1; elements 1.2.1, 1.2.2, 1.2.3:**

**Goal:** To promote the development of educator capacity in the provision of an active learning environment which fosters children's numeracy understandings, as part of an ongoing learning and improvement cycle?

**Quality area 3; element 3.2.1:**

**Goal:** All staff to be involved in the development and promotion of both an indoor and outdoor nature based learning environment which promotes diversity in thinking, imaginative and creative play, and fosters children’s sense of wonder.

**Quality area 4; element 4.2.2:**

**Goal:** For staff to continue their critical reflections and self-review practices while undergoing staffing and environmental changes.

**Quality area 6; element 6.1.2, 6.2.1, 6.2.2**

**Goal:** Parents to feel a sense of belonging within our centre and be confident in their ability to take opportunities to contribute to decision making. Parents and families will become aware of the many ways in which they can be involved in their child’s learning and education through play, within the centre, at home and within our community. All families will be able to gain access to information about other support agencies within our community.
5. INTERVENTION AND SUPPORT PROGRAMS

During 2015 we had a further increase in the number of Aboriginal students enrolled at our site. All of these children had an individual learning plan which was updated on a bi-termly basis, according to the children's needs and interests. These learning plans were informed by observations, family input and teacher perception. Our Aboriginal 3 year old Family Literacy allocation also allowed us to employ an Early Childhood worker to support these children to fully access all areas of our curriculum and further develop their skills and wellbeing within our centre.

We had eleven children who received preschool support for a range of reasons including Speech and language delays, and Autism as well as Downs Syndrome. Support staff based their interactions with these children on Individual learning plans that were developed in collaboration with their observations, DECD speech pathologists, the centre Director, and any outside agencies involved with their families. These ILP’s were updated every term. They were also observed as part of our fortnightly program plan and in their 2nd and 4th term of Kindergarten as part of their Statements of Learning. Statements of Learning information demonstrates improvements in oral language and communication skills, as well as an increase in their ability to independently access all areas of our Kindergarten.

We had a large number of children from a diverse range of cultures within our centre, however we could only access bilingual support for our Nepali speaking children. These children were supported for 1 session per week by an ECW who was fluent in their language. We also used some of our Attendance Improvement grant money to employ her for another session per week to work with other children. She interacted with these children in groups as well as 1:1 on occasion and supported their interactions with other children and staff.

6. STUDENT DATA

6.1 Enrolments

**Figure 1: Enrolments by Term**

![Graph showing enrolments by term](image)

**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>2013</td>
<td>52</td>
<td>56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>61</td>
<td>62</td>
<td>65</td>
<td>60</td>
</tr>
<tr>
<td>2015</td>
<td>49</td>
<td>55</td>
<td>60</td>
<td></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
6.2 Attendance

Figure 2: Attendance by Term

Table 2: Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 Centre</td>
<td>86.5</td>
<td>85.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>90.2</td>
<td>82.3</td>
<td>81.5</td>
<td>76.7</td>
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<tr>
<td>2015 Centre</td>
<td>81.6</td>
<td>78.2</td>
<td>71.7</td>
<td></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>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</td>
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</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

As we can see by the above chart, our attendances this year have been well below the state average. Although most of these absences were due to illness, there are still a large number of children whose absences were unexplained.

Using the Attendance Improvement grant we employed an extra teacher on a Wednesday to work together with the early years teachers at our neighbouring school, Salisbury North R-7. Together they implemented a transition program which saw many of our children’s attendance improve on this day so that they could be more fully involved in the activities organised. These included; School library, classroom and school playground visits. There were other activities on various days of the week, however, having an extra teacher on Wednesday’s allowed for a richer transition period for those children involved in term 4.

6.3 Destination – Feeder Schools

Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Site number - Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0664 - Salisbury North R-7 School</td>
<td>Govt.</td>
<td>75.9</td>
<td>64.3</td>
<td>80.8</td>
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<tr>
<td></td>
<td>0943 - Elizabeth East Primary School</td>
<td>Govt.</td>
<td>3.5</td>
<td></td>
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<tr>
<td></td>
<td>0948 - Elizabeth Park Primary School</td>
<td>Govt.</td>
<td>3.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1099 - Paralowie School</td>
<td>Govt.</td>
<td>13.8</td>
<td>7.1</td>
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<tr>
<td>School Name</td>
<td>Type</td>
<td>Next Year's School</td>
<td>Percentage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------</td>
<td>-------------------</td>
<td>------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salisbury Downs Primary School</td>
<td>Govt.</td>
<td></td>
<td>3.5</td>
<td></td>
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<tr>
<td>The Pines School</td>
<td>Govt.</td>
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<td>3.9</td>
<td></td>
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<td>Playford Primary School</td>
<td>Govt.</td>
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<td>3.6</td>
<td></td>
<td></td>
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<tr>
<td>Holy Family Catholic School</td>
<td>Non-Govt.</td>
<td></td>
<td>3.6</td>
<td></td>
<td></td>
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<tr>
<td>Bethany Christian School Inc</td>
<td>Non-Govt.</td>
<td></td>
<td>3.5</td>
<td></td>
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<tr>
<td>Tyndale Christian School</td>
<td>Non-Govt.</td>
<td></td>
<td>7.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St Augustine's Parish School</td>
<td>Non-Govt.</td>
<td></td>
<td>7.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100.2</td>
<td></td>
<td></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

The majority of our children enroll at Salisbury North R-7 School, however this year we have, again, had an increase of enrolments at non-government schools. This does not impact on our transition program as we feel that it benefits all children, independent of which school they will attend. We have also had some children enroll at Salisbury primary and Lake Windemere schools, which is not shown on this data chart.

7. CLIENT OPINION

Term 2 survey:

Term 4 survey:

Key:
1: Strongly disagree
2: Disagree
3: Neutral
4: Agree
5: Strongly Agree
6: Don’t Know
As we can see from the above graphs, the areas where parents gave the most Strongly Agree responses were in: Support of learning and Relationships and communication. Neutral responses in both surveys were around parents being given the opportunity to be involved in the preschool’s education activities, involvement in Governing council, and involving the community. There were no negative comments in any surveys; however the areas which received low responses will again be looked at within our improvement cycle.

Parent comments:
'Excellent relationships developing between all students and communication are even better, especially when I hear (in all detail) how my daughter’s day was.'
'Thanks to all staff doing a wonderful job with our children'
'The teachers are very enthusiastic and know great ways to interpret learning at Kindy'
'I am happy with the information provided about preschool activities'
'Overall I believe this Kindy is great for my child and for my other children in the future'
'I would like to say thank you to all the staff, for not only making it a beautiful place but for always being kind, loving and helpful'
'I think it’s brilliant to see students at Kindy comfortable to include the teachers in their activities and talks. Brilliant job'
'I love the Kindy overall, friendly, inviting, teachers are easy to approach and talk to you. Highly recommend the Kindy to friends. Well done'

8. ACCOUNTABILITY

All staff at this site have relevant Criminal History screening and their documentation is kept in their personnel files. Governing council members are given appropriate documentation to fill out at the beginning of the year, and the Kindergarten pays for their screening applications. Any and all relieving staff are asked to produce their clearances before they are employed to work at this site, in accordance with the DECD screening policy.

9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td></td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

<Income by funding source >

<Your End of Year Profit and Loss Statement may be included as an appendix>