Dorothy Hughes Kindergarten
Annual Report
2014

Through a play-based curriculum
Dorothy Hughes Kindergarten is a stand-alone Kindergarten next to Salisbury North R-7 School. Our 2014 enrolments ranged from 61-65, 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 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. When we explore the world around us through an inquiry approach, we enhance children's physical, Intellectual, creative, emotional and social development and help to develop the dispositions of persistence, purposefulness, motivation, problem solving and enthusiasm for learning.

1. REPORT FROM GOVERNING COUNCIL

Chairperson report for 2014

2014 was a great year for Governing council, with lots of new members joining and participating all year.
I would like to say a big thank you for those members and all the hard work they contributed during the year.
2014 was a great year for fundraising. With pancake days, discos, crazy camel, freddo frog drive, family portraits, toblerone number square guess and our Father's Day raffle.
Some of the decisions Governing council made in 2014 included pupil free day days, change in cleaner and spending of funds.
Governing council has been kept up to date with school transitions visits, term goals and out comes, excursions, staff training days, policy changes, garden changes, the partnership program and activities the children have really enjoyed: For example making bread and butter.
2014 has been a busy but very enjoyable time in governing council and I look forward to another year with lots of new parents being involved in the running of Dorothy Hughes kindergarten.

Tamara Taylor.
2. HIGHLIGHTS 2014

We began term 1 by continuing our work with Salisbury North School’s early year’s teachers on a prolonged transition programme, which will reflect the implications of single intake. We held regular meetings with the Early years educators from the school, with a view to working closely together on curriculum and sharing training opportunities. We were invited to attend the Schools Aboriginal Cultural Awareness Week activities, which allowed our children to visit various classes around the school and take part in a number of activities. The children really enjoyed the day, and every classroom I went into I saw our children very engaged in what they were doing.

Our teacher, Allirra has also been taking a small group of children to the school library and on visits to various school classes. We visited the school playground on Thursday afternoons; with the junior primary classes joining us one at a time. This enabled our children to get to know the teachers and children from the school and make some friendship connections before they begin next year. We also visited the school once a week during their recess break, as it had been observed that most children become quite unsettled with their first few recess breaks once they begin school. We are hoping that giving our children exposure to this school routine will make it a little less daunting for them in their first school year. Our staff also worked with the school’s Early Years team on a presentation to parents about transition and school readiness.

Our Aboriginal cultural garden was completed at the end of term 1, with the placement of the amazingly gorgeous mural, thanks to one of our parents: Philip, and our playgroup coordinator: Thursa who painted it, and to Sarah and her husband Heath who put it up in the garden. We had an opening ceremony for the garden early in term 2, which was very well attended by a number of our families. Activities on the day included a barbecue, cultural stalls and face painting.

3. QUALITY IMPROVEMENT PLAN

Our program is based on the Early Years Learning Framework: Belonging, Being, Becoming and consists of a termly plan with site goals, which then forms a basis for the fortnightly program based on the needs and interests of individual children. During 2014 all the children were divided into groups so that each child had a core teacher. It was the responsibility of that teacher to gain knowledge about their group of children through observations, talking with parents, assessments etc. Each teacher was responsible for observing two of their children per week and planning activities around their needs and interests. The core teachers were also responsible for learning snapshots, and assessing their children’s involvement with planned activities, as well as having discussions with parents about their child’s learning progress. During this process, the staff more easily gained an understanding of the needs and interests of individual children, leading to more knowledgeable and significant interactions. This; in line with Quality Area 5 of the National Quality Standards, enabled all children to have at least one staff member with whom they were able to engage with in a trusting and meaningful manner, and increased their confidence and sense of belonging within our centre.

Other areas that have been met in our Quality Improvement Plan in 2014 include:

- Staff became more proficient in the use of the Respect Reflect Relate tool and continued to use this to gain knowledge of levels of involvement in programmed activities. We used the Building Teacher Capacity funding to employ a staff member once a term to film focus children, and to allow staff time to interpret the data, giving us a more formal record of children’s involvement in the activities that have been planned around their needs and interests. (QA1.21)

- Core staff accessed training and development in the area of scaffolding children’s play. Articles and relevant research in this area was brought to meetings and shared with other staff members. (QA1.2.2)

- While new children and families were getting used to our routines a staff member was placed at the door during transition times to monitor who the children were leaving with. Parents were asked to wait until a teacher said goodbye to their child before collecting them from the mat, to ensure that staff had seen them to and who they were going with. Teaching staff also let Early childhood workers know when they were accessing the outdoor environment, allowing
them to monitor where they were most needed for staff:child ratio. This enabled all staff and families to be confident of the children’s safety within our environment. (QA2.3.1)

- Structured small groups were replaced with spontaneous group activities within a session. This allowed children to more fully follow their own interest and cut down on transition times which interrupted play. (QA 2.3.2)

- Our Kindergarten Early Childhood worker was employed as coordinator for our Occasional Care program. She attended programming days and staff meetings, ensuring a whole site culture of collaborations and shared learning, with a play curriculum that promoted continuity across sectors. This also allowed children who transitioned from Occasional Care into our Kindergarten to develop confidence and belonging in their environment. (QA4.2.2)

- All relief staff were allowed time to read through our induction folder before beginning their duties. Every staff member was given a quality assurance folder which contained information on our Centre and its policies, DECD policies as well as the national quality agenda and framework areas. This allowed staff and educators to have a more comprehensive understanding of our policies and routines allowing for a more continuous and collaborative working environment. (QA7.1.2)

Areas that are ongoing will include:

- All staff to be confident in their planning and knowledge of children’s individual cultures (QA1.1.2)

- Our centre to have a program which teaches and promotes the importance of environmental awareness and sustainability (QA3.3.1)

- To develop strong partnerships between families, our Centre and community, that supports children’s wellbeing and learning (QA6.3.4)

- New assessment tools which still reflect our philosophy of a play curriculum, and are more relevant to a single intake environment. (QA1.2.3)

2015 Targets (based on information gained from Parent Opinion Survey 2014, and staff priorities):

- 1.2.1 To improve our cycle of planning, all staff will become familiar with, and develop their understanding and knowledge of the DECD Preschool Numeracy and Literacy indicators, and use them to inform and integrate planning of numeracy and literacy experiences throughout the 5 Early Years Learning Framework outcomes. All staff will use the indicators to support their monitoring of, and assessment for learning to articulate each child’s progress.

- 2.3.2 All parents/guardians will be confident in their knowledge that staff at this Kindergarten will protect all children, and have each child’s safety and wellbeing as a priority. All staff will improve their understanding of risk management within our centre and will be proficient in undertaking risk assessments on a regular basis. These assessments will include the children as partners and will be made visible to parents through displays and notifications.

- 5.2.2 Each child will be supported to develop, become aware of and apply the rules and routines that have been put in place to keep them and others safe within our environment. Staff will involve children in their development, to encourage ownership of these rules and a greater sense of belonging within our centre.

- 6.1.2 Parents will feel a sense of belonging within our centre and be confident in their ability to take opportunities to contribute to decision making.

- 6.2.1 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.

- 6.2.2 All families will be able to gain access to information about other support agencies within our community.
4. INTERVENTION AND SUPPORT PROGRAMS

During 2014 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 termly basis, 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 eight children who received preschool support for a range of reasons including Speech and language delays, and Autism as well as sight impairment. 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 Learning Journeys. Learning journey information demonstrates improvements in areas such as: sharing, turn taking, communication skills (in particular the ability to persevere when listener does not understand), as well as understanding and responding to routines and instructions.

We had 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. He interacted with them in groups as well as 1:1 on occasion and supported their interactions with other children and staff.

5. STUDENT DATA

6.1 Enrolments

As we can see from the above enrolment data, we had an increase of enrolments throughout the year due to families moving into our area, or changing Kindergartens. This is the largest enrolment figure we have had in the past three years.
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 term 1, 2014 our attendances were above the State average, with a decline in terms 2 and 3 due to numerous winter illnesses. Although term 4 data is not available, our attendance sheets indicate that there was an increase, due to our attendance improvement initiative. We employed an extra teacher on a Thursday 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 families' change their child's attendance day to Thursday so that they could be more fully involved in the activities organised for this day. 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 Thursdays allowed for a richer transition period for those children involved in term 4.
6.3 Destination – Feeder Schools

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0664 - Salisbury North R-7 School</td>
<td>Govt.</td>
<td>57.1</td>
<td>75.9</td>
<td>64.3</td>
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<tr>
<td>0943 - Elizabeth East Primary School</td>
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<td></td>
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<tr>
<td>0948 - Elizabeth Park Primary School</td>
<td>Govt.</td>
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<tr>
<td>1099 - Paralowie School</td>
<td>Govt.</td>
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<td>13.8</td>
<td>7.1</td>
</tr>
<tr>
<td>1194 - Salisbury Downs Primary School</td>
<td>Govt.</td>
<td>3.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1879 - Playford Primary School</td>
<td>Govt.</td>
<td>9.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1908 - Lake Windemere B-7 School</td>
<td>Govt.</td>
<td>3.6</td>
<td></td>
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</tr>
<tr>
<td>8033 - St Columba College</td>
<td>Non-Govt.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8399 - Holy Family Catholic School</td>
<td>Non-Govt.</td>
<td>4.8</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>8423 - Craigmore Christian School</td>
<td>Non-Govt.</td>
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<tr>
<td>8424 - Bethany Christian School Inc</td>
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<td>3.5</td>
<td>3.6</td>
</tr>
<tr>
<td>8439 - Tyndale Christian School</td>
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<td></td>
<td></td>
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<tr>
<td>9072 - St Augustine's Parish School</td>
<td>Non-Govt.</td>
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<td>7.1</td>
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<tr>
<td>Total</td>
<td></td>
<td>100.1</td>
<td>100.2</td>
<td>100.0</td>
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</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 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.

6. CLIENT OPINION

Relationships and Communication

[Graph showing survey responses]
Support of Learning

In the area of Relationships and communication we can see that the majority of questions received a ‘strongly agree’ response. Question 4: ‘I am given opportunities to have a say in matters about this preschool.’ And question 12: ‘I am encouraged to be involved in the preschool in all kinds of ways.’ both received a Neutral response from one parent.

In Support of learning we received three ‘Don’t Know’ responses in the areas of: knowledge of support services, behaviour and information on other agencies. We also received a ‘Neutral’ response in the areas of behaviour, safe and secure environment and information on other agencies.
In the area of Leadership and decision making, we have two ‘Neutral’ responses: One for the opportunity to be involved in educational activities, and one for ‘Parents are invited to participate in decision making about their children’s education.’

In the area of Quality of teaching and learning, there was one response of ‘Don’t know’ for: “I think my child receives high quality teaching at this preschool.”

Parent comments included:
“I am very happy that my children were at Dorothy Hughes Kindergarten this year. They had a great time there and we are very satisfied as parents.”
“You are doing a great job, thank you.”
“I have always felt comfortable and welcomed by the staff. They have always had a fast response with professional outlook with any concerns, questions or problems. They have been a wonderful support and I am continuously amazed with how much my daughter is progressing and learning.”
“The Kindy is very organized and parents get lots of information-flyers, info slips, newsletters, school app, whiteboard with weekly info, signs on entrance door and next to sign in form etc.”
“Dorothy Hughes is a fantastic Kindy with fantastic staff. I am very happy with my daughter being there and have recommended it to others and will continue to recommend it to others.”
“Fantastic, well educated, well organised teaching with a wonderful learning environment.”

There were no negative comments in any surveys; however the areas which received low responses will be looked at in our 2015 Quality Improvement Plan.

7. 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.

8. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>43,458.65</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
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</tr>
<tr>
<td>3 Parent Contributions</td>
<td>4518.00</td>
</tr>
<tr>
<td>4 Other</td>
<td>3375.50</td>
</tr>
</tbody>
</table>

Approximately 50% of preschool fees were paid this year. Of these we had 6 families use Centrepay and 3 families paid through EFT.

Cadbury fundraiser went well this year with all the chocolates sold. This fundraiser gave us a profit of over $1500. We also had various raffles, disco’s, and concerts which helped raise approximately $1800 this year.