Universal Access implemented in Term 3

Staffing is now .8 Director, .6 Teacher and .6 ECW

Sessions are Tues and Thurs 8.45 – 3.00 and Wed 12.30 – 3.00
Context

Preschool Name: Tumby Bay Kindergarten  Preschool Number: 6670

Preschool Director: Ginny McTaggart  Region: Eyre and Western

Planned extension to Rural Care has seen addition of an activity area and sleep room to cater for growing numbers of children.

In September we had our Validation where we demonstrated improvements in quality of outcomes in relation to our site priorities.

Quality Improvement Plan

Site Improvement Plan – 2009 – 2011

Our Site Improvement Plan is made up of Three Year Strategic Improvement Directions:

Priority Areas

1. Focus on Learning – Learners will be able to actively engage in the curriculum

Strategies:

- Literacy and numeracy plans to raise skill levels / improve curriculum.
- Provide language rich learning environment to develop literacy levels and oral language skills.
- Involvement in SPA project.
- Assess children’s development via observation and assessments.
- Weekly staff meeting’s to evaluate and programme for individual children.
- Provide Literacy and Numeracy kits for Transition children.
- Computer program.
- Assess Gross motor skills and program for individual children.
- Refer children with identified needs for Preschool Support. Children who may need Preschool Support for Speech are assessed using a Speech Screener to determine if referral is necessary.
Actions:

- A literacy and numeracy quilt is sent out to the children in their 1st and 4th term of kindergarten each term to assess improvement.
- Checklist on entry to kindergarten where families number in order of importance some skills their child will learn at kindergarten.
- In term 2 the 7 children starting kindergarten were assessed using the Screener for Phonological Awareness and programmed on a more formal basis for phonological awareness. We used data from our Oral Language assessments to pinpoint priorities.
- Drama is one aspect of our literacy plan and stories/songs are acted out. We have a different focus each term and all children are involved.
- Children are observed and assessed in their 1st and 3rd terms of kindergarten to pinpoint areas of their development to program for.
- We used our numeracy quilt as a focus for planning based on info provided in feedback from numeracy quilts as a focus for our planning in conjunction with data from assessments.
- Literacy and Numeracy kits borrowed weekly by Transition children.
- Wendy Lienert employed to implement weekly computer program. Children’s skills documented to assess improvement over the year.
- Implemented Locomotor gross motor program and collected data on children in 1st and 3rd terms to assess skills and plan activities.
- As part of Early Years Literacy Plan we produced resources based on children’s experiences e.g. learning stories, photo stories and displays.
- Promote a language rich learning environment through conversation, music, songs, action songs, family book and drama.
- Children with identified needs are referred for assessment and specific Speech/ Language programs and Behaviour Management programs implemented.
- Quiet reading – to develop book handling and emergent reading skills.

Achieved:

- We tracked 12 children to assess improvement in literacy and numeracy knowledge using literacy and numeracy quilts –Our data shows that literacy knowledge in these children improved by 13 % over their time at kindy. From 77% to 90% - Numeracy knowledge improved by 24%. From 56% to 80%. We are pleased with this as it shows our programs and processes have resulted in an improvement in both literacy and numeracy levels.
- Collected photos, photo stories, learning stories and activities of children’s mathematical and literacy understandings for profile books, parent interviews, displays and presentations.
- Have started sending Profile Books home every term – positive feedback – “Can see that J is sitting down doing activities – good chance to contribute”
- We have been sending out literacy and numeracy packs every week to the children in their last term for the last two years and feedback continues to be positive. Comments generally are that they encourage families to do the activities together and shows parents the skills their children are developing e.g. learning to take turns, shapes, numbers and letters.
• Drama has increased children’s confidence and oral language skills enormously. Evidence of this is that children are organising themselves to act out stories/songs in their free play. Oral Language Assessments done in 1st and 3rd terms show children have increased expressive language skills.

• We observe that children are developing imagination and skills to express themselves in dramatic play experiences and these are documented in learning stories to show progress towards outcomes in the Early Years Learning Framework.

• Our Early Years Literacy and Numeracy Funding Allocation went partly to fund our computer program where we employed Wendy Lienert to work with children for one hour a week. All children were involved in the computer program and we collected data on 10 children over the year to assess improvement. Our results showed that all children enjoyed using the computer and have increased markedly in confidence over the year. We also assessed mouse skills and select/ navigating, click and drag skills. All children needed some help in term 1 but by term 4 they had all improved their mouse skills. Out of the 10 children 3 children had improved but still needed some help with selecting options/ click and drag. 7 children had good selecting options/click and drag skills. This program has been valuable and we plan to continue next year. Children who do not have access to computers at home are developing skills they will need.

• We have had 10 children utilising Preschool support over the year. Wendy Lienert: Support Worker has been working with children and has good ongoing communication with and regular visits from DECS Speech pathologist and Disabilities co-coordinator.

• We have observed from our quiet reading sessions that children are developing book handling skills, learning to read the pictures and develop a sense of story.

• The Locomotor gross motor program has given us information to plan for individual children. From these results we have implemented activities that we observe are increasing skills and children’s confidence. Excursions to the Gymnastics Centre in term 2 and term 4 has also given us the opportunity to collect data e.g. risk taking, balancing, holding own weight, following instructions. We observed 25 children and all skills had improved.

2. Attend to Culture – A learning centered workplace culture of trusting, respectful relationships will be promoted and celebrated.

Strategies:

• To develop positive relationships with families and a program that is inclusive of all families.

• To develop social skills: – to enter and exit play and use appropriate social and emotional language.
Actions:

- Learning Newsletters on what children are learning at kindergarten and what parents can do at home.
- Skills checklist where parents list skills in order of importance was done by parents before they started kindergarten – Respect and kindness was the top priority followed by social skills and write their name.
- Promote Parent Interviews as a chance to work together to extend their children’s interests and develop their children’s skills at kindergarten and at home.
- Use Reflect, Respect and Relate wellbeing observation scale to assess children’s social skill development.
- Baby Bounce music program continued at Playgroup.
- Healthy Lunch Day every term to promote healthy eating as part of accreditation as a SRER Centre.
- Photo stories of children involved in activities at kindergarten and on excursions are displayed on TV in sign area.
- Literacy and Numeracy packs and Family book to involve families.

Achieved:

- Learning Newsletters included Are Your Children Getting Enough Sleep, What Children Learn at Kindy, Phonological Awareness and Learning Through Play. Comments included “I can see how valuable play is now”, “Can see the link to the philosophy”
- 90% of parents took advantage of the opportunity of having a parent interview. Gave them a chance to talk about any worries they may have about their child’s development and what they could be doing at home. We planned what we would work on and what activities they would do at home. It is a valuable way to exchange information.
- We observed 4 children every term over the year using the wellbeing observation scale. We focused on initiating and engaging in play, social initiative – attracts children, negotiates, receptive, responds to others. Also coping skills, cooperation and assertiveness. Our evidence showed that all 4 children’s scores were higher at the end of the year than the beginning- the increase ranged from 25% - 30% over 4 children. Our score for the setting started at 7.6 in term 1 to 9.5 in term 4. This data shows us that their social competence improved over the year. The practices we put in place benefitted all our children and also gave us a chance to observe many other children at the same time.
- Skills checklist where parents list skills in order of importance was done when children finished kindergarten as well as starting – we sent 6 out and got 4 back – 3 out of 4 rated social skills as what they had learnt the most.
- Baby Bounce program to stimulate development through music and dance was run at Baby Playgroup sessions 3 times a term. Parent survey showed parents enjoyed interacting with other mothers in a nurturing learning environment for their children.
- Observations from Healthy Lunch Day show that in 1st term there were 2 children who didn’t make a sandwich but in terms 2 and 3 all children were involved and trying new foods and by term 4 came back to have 2 and 3
sandwiches. We ate carrots, beetroot and broad beans out of our garden prepared by the children. Parent feedback was they were eating foods they would not normally and children asked them to buy the same ingredients to make sandwiches at home. In Term 4 we were reaccredited as a Start Right Eat Right Centre for another 2 years.

- Literacy and numeracy pack feedback is stated previously. Also comment in parent opinion survey was “take home packs are good so I know where my child is at e.g. counting, letters”.
- Photo stories on TV in sign in area have been valuable to show parents e.g. the activities children were involved in at the gymnastics excursion and the bike track at the Children’s Centre.

3) Quality Assurance:

Strategies:

- Work collaboratively to ensure all staff share responsibility for continuously improving the quality of teaching and learning.

Actions:

- Implement Continuing Improvement Plan from accreditation in December 2010.
- T and D on the Early Years Framework – develop a program using new Framework.
- Learning Stories, individual child records to evaluate and plan for children.
- Develop Individual Learning Plans and processes to document learning stories, planned experiences and Quilts to record progress in relation to the Early Years Framework.
- Annual Performance Management for permanent staff and implement probationary reviews for contract staff.

Achieved:

- Recommendations implemented including developing a safe sleeping policy for older children.
- Program format developed and remodeled throughout the year.
- Learning Stories a focus for documenting children’s learning.
- Developed processes for individual child records.
- Implemented Performance Management for contract staff. Annual reviews in progress.

Goals for 2012

- As part of the process to set goals we surveyed parents and staff. Staff feedback was that social skills, social and emotional wellbeing and adopting a holistic approach are priorities.
- Parent survey showed priorities are respect/kindness, social/life skills, literacy, numeracy, gross motor skills and respect for diversity.
Our Goals are:

- National Quality Standards – work as a staff team to assess practices to target areas for improvement for our Quality Improvement Plan.
- Continue implementing SPA Project – assess all children as they enter kindergarten.
- Use Reflect, Respect and Relate Levels of Involvement Scales to collect data.
- Access T&D on National Quality Standards and Early Years Framework to further staff knowledge.

Report from Governing Council

What a busy year we have had in 2011. The Tumby Bay Kindergarten Governing Council had a membership of 14 people with average attendance being 9 over a total of 8 meetings.

The extension to the rural care is now complete and enjoyed by staff and children – what a fantastic improvement to our centre. Fundraisers have proven to be a huge success with a dinner being held where $7584.00 was raised to go towards the bike track and to move one of the exterior fences out to make more play area. These jobs are planned for the new year. The kindy still proves to have a high attendance rate, being full to capacity at most times – it is a very busy place to be on kindy days! The extra kindy session on Wednesday afternoons, due to Universal Access has had sound attendances and has been a fantastic opportunity for staff planning sessions on Wednesday mornings. Universal Access was implemented as a trial on Wednesday pm’s until the end of the year when we voted to continue the extra session on a Wednesday p.m.

It has been a busy year and we look forward to next year with all the exciting changes at the kindy taking place.

Katish Carr
Chairperson
Enrolments have been steadily increasing and in 2011 have been higher than in 2009 and 2010. We anticipate that they will continue to increase with proposed mining exploration in our area. Rural Care enrolment has also increased and we have a waiting list of people wanting care.

Attendance

Figure 2: Attendance by Term
In 2011 our attendance has been higher than the State percentage. In 2009 and 2010 it was lower.

Universal Access starting in Term 3 would account for the increase in that term and absence due to illness was lower in Term’s 1 and 2.

Table 2: Attendance Percentages 2009 - 2011

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<th>Term 3</th>
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<td>85.2</td>
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<tr>
<td>2011 Centre</td>
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<td>93.5</td>
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<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
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</tbody>
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Client Opinion

Using the new format developed in 2009 we sent out 23 surveys and got 17 back. All the responses were agree except for two unsure which related to support for special needs which they didn’t need. The real value to us is the comments parents made after each question. It also gave them an opportunity to let us know if there is anything they would like to see changed. Positive comments included “great environment, building extension is a huge improvement, happy children, excellent, enthusiastic staff, help and learning experiences for my child, literacy packs, special persons night, emphasis on learning, supportive teachers, good communication with teachers, kindy folders showing progress throughout the year and literacy/numeracy.”

Comments on what they would like to see changed included “transition process to school, larger building, larger inside space and larger outdoor area.”

The transition process to school comment was made in term 3 and we acted on it by changing the timetable so school visits were on non kindy days. Feedback from parents was that children coped much better.
Annual Report 2011

This new format gives us valuable feedback to provide a quality program for children and families in our centre.

Accountability

National Partnerships

Universal Access was implemented from the beginning of Term 3. Our children already had 13 hours of Preschool and we had 2 options of how to provide the extra time. We surveyed parents and it was decided to run a Wednesday afternoon session as a trial until the end of the year. Attendance has been 23 – 25 children out of 32 children coming on a Wednesday afternoon. It has been a positive change because we are able to offer extra programs and activities by having the extra session.

At Governing Council in December it was decided to continue with Wednesday afternoon to provide 15 hours of preschool.

Financial Statement

Attendance Improvement Initiative - $7555.00
DECS - $35000.00
Grants - Community Benefit SA - $20,000.00
    Foundation for Rural and Regional Renewal - $3425.00
Instructions for Using the Preschool Annual Report Template

This template has been provided to aid in the development of your preschool annual report. It has been designed to meet all the requirements detailed under the Education Act and other National Partnerships reporting requirements. Full details of the requirements can be obtained from the Essential Requirements 2011 document at http://www.decs.sa.gov.au/quality/files/links/EssentialRequirementsAnnual.pdf

<Deleting comments>

Please note all highlighted <comments> in red should be deleted from your report. They are there to help guide you with the content of your report. Any sections that are not relevant for your site can be deleted. Please ensure you also delete this instruction page from the template.

You will also need to replace ‘Preschool Name’ on the front page of the report with your preschool name.

Data for your Reports

- Data for your report can be found in SPeRS from the Annual Report Data report. It has been formatted so you can simply copy and paste the tables and charts you require from this spreadsheet to your template. If you find the tables and charts in this report do not meet your needs, as in the past, you may also choose to use the Data Profiles in SPeRS. The Site Data Overview report will no longer be issued.

Hints and Tips for Formatting your Report

- For copying and pasting from PDF documents e.g. Opinion Survey please check out the following document http://www.decs.sa.gov.au/docs/documents/1/CopyingfromaPdfDocument.pdf

Contact Details

For any queries regarding the data sets or the annual report templates please contact Data and Educational Measurement:

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