Priorities

Site Improvement Plan: The kindergarten developed a plan in line with ECD State and Regional Priorities for 2011. The plan had literacy as its main priority and the kindergarten developed strategies to implement this plan. Recommendation for 2012: to develop a Quality Improvement Plan as recommended by the National Quality Standards.

Literacy Priorities: To improve all children’s oral language competence by increasing their phonological awareness skills. The target for 2011 was that by their 4th Term at Kindy 100% of children will increase at least one level on the phonological awareness skill mapping tool. This target was achieved.

Recommendation for 2012: to embrace Emergent Literacy programs and incorporate them into the daily routine at kindergarten.

Social Skills/ Emotional Wellbeing

The kindergarten teaches social skills to the children on a daily basis and when the need arises staff intervene on behalf of children to help them to learn the skills necessary to deal with conflict situations and to learn how to become socially responsible members of society.

Recommendation for 2012: to continue to teach social skills to children on a daily basis.

Physical Wellbeing

In 2011 we were involved in an initiative through NISSA to encourage children to bring ‘nude’ food to kindly in an effort to reduce the amount of landfill that we produce. This initiative was very well received by children and families who packed food that had no wrappers. This encouraged children to bring fresh food and vegetables for snacks and for lunch. Recommendation for 2012: to continue with the ‘nude food’ initiative to promote fresh food at kindergarten.

Sustainability

In 2011 the kindergarten developed a worm farm for the recycling of food scraps and developed a vegetable garden. Recommendation for 2012: to continue with these initiatives and investigate the purchase of a rain water tank to further children’s understanding of sustainability.

Information Communication Technology

In 2011 the kindergarten sourced a ‘kidsmart’ computer from another kindergarten, two computers from the Tea Tree Gully Primary School and three computers which were donated from a kindergarten family. The children now have access to six computers for literacy and numeracy games and activities. The kindergarten uses the EYS system for administration (enrolments and attendance) which is an online system developed by ECD. A new colour photocopier was sourced and is being used to produce colour photo-labelling stories and newsletters. The kindergarten will receive a new administration computer in 2012 and is considering the purchase of an interactive white board.

Playgroup

The kindergarten has an active playgroup who meet at the kindergarten weekly. Playgroup is an important and integral part of the kindergarten which is valued highly by the staff and community. Universal Access beginning in Term 2, 2012 has meant playgroup will change from a Wednesday morning to a Monday morning. Playgroup is run by parent volunteers who make a truly valuable contribution to the local community.

Transition

Children from this kindergarten transition to a number of different schools and all have different transition programs which operate on different days. Staff are available to help parents to decide on school options and to discuss individual students needs with the various school Reception teachers. The kindergarten enjoys a close relationship with Tea Tree Gully Primary School as this school is in close proximity to the kindergarten and in 2011, 54% of children transitioned to this school. The kindergarten takes children from kindly to the CSHL program at Tea Tree Gully Primary upon request. In 2011, 46% of children transitioned to non-government schools.

Validation/Self Review

Recommends for Improvement from validation process which was conducted in 2010 and what steps have been taken in 2011 to address these issues.

To use learner achievement data more extensively to direct planning, staff inquiry and the learning opportunities provided for all learners and to explore other learner achievement data that may add value to this planning process. Staff now use the EYLF quilt to track children’s progress and to plan for future learning, a phonological awareness checklist and learning stories are used to document and assess children’s learning and to plan for future learning.

To more deliberately plan for learning— staff learn plan during staff meetings using children’s interests, learning needs and upcoming events to influence the content. Targeted children had individual learning plans developed in consultation with DECS Speech Therapist and Preschool Support worker. In 2012 all children will have an Individual Learning Plan.

To continue the priority given to the documentation of practices and processes— children’s learning is documented using learning stories and EYLF quilts. Programming is done fortnightly and displayed on notice board for parents/visitors. In 2012 the program will be included with the newsletter to ensure all parents are able to access the program.

To formalise staff performance management practices— staff use the ‘performas’ developed by ECD “Performance Management Guidelines” to document and review performance plans. Performance Plans will be reviewed twice a year.

To continue to review and improve reporting processes— summative reports have been updated and feedback sought from feeder schools. Governing Council Report has been updated to include areas of concern and next steps.

To carefully consider the best ways to manage ongoing cyclical review processes that impact on planning and ultimately learning— continue to use the DfA tools for review while we manage the transition to the National Quality Standards and the review processes within.
The Learner Profile

Data collection on literacy levels.

The kindergarten collects data on all children’s literacy levels using the ‘Phonological Awareness’ checklist and the EYLF – a copy of the children’s EYLF quot; to be included in the portfolio each term so that parents can highlight areas the children have demonstrated competence in.

Pre-entry children (the term before they start full time schooling) are encouraged to ensure staff had training and development in comprehension and were delivering literacy programs which included comprehension as a focus area.

Recommendations for 2012:

- to continue to focus on literacy and comprehension
- the kindergarten uses the Early Years Learning Framework for programing and for assessment.
- one of the recommendations from the validation in 2010 was that children should be given the opportunity to construct their own learning.
- one of the kindergarten program which we have tried to address this year.
- in 2011 we have begun using learning stories to document children’s learning which has led to staff being asked to develop an understanding of their own learning.
- the learning story is developed with the child from their interest during free play time.
- photographs are used as an adjunct to the story to add interest for the children and the families.
- learning stories are shared with families and with other children.
- some children have attuned to this process and are now asking for learning stories to be written about what they have learned.

Recommendation for 2012:

- to use the Reflect, Respect, Relate document in conjunction with the Belonging, Being, Becoming curriculum document to ensure that the curriculum is a high quality learning program which is engaging for all children.

Parent opinion surveys showed a high degree of satisfaction with the service the kindergarten offers to families. The areas which were highlighted as needing to be improved will be acted upon in 2012 through consultation with families and staff to provide the best outcomes for children and families. One of the areas was communication about the kindergarten program.

Recommendation for 2012:

- to improve communication systems at the preschool giving parents more opportunities to be involved in the education of their children.

Parent helpers are a vital part of the kindergarten. Parents are encouraged to be involved in any way that they can. Parents can run the Governing Council, attend and help on excursions, help out during sessions, help with fundraising and maintenance of the kindergarten.

Parent volunteers are valued by the staff, children and the community. All parents are invited to be involved at kindergarten.

Chairperson – Katharine Ward
Vice Chairperson – Felicity Mulholland
Playgroup Co-ordinators – Karen Randal and Sharon Ilicivick
Secretary – Sam Valentine
Treasurer – Annette Silly and Karen Cheng
Committee members – Leanne Price, Jodie Dell, Karina Kird and Sharon Ilicivick

The graph opposite shows one aspect of the parent opinion survey from 2011. There were 15 responses from a possible 35 enrolments at the time. The respondent was unhappy with the communication at the kindergarten and felt they were not given enough information about their child’s learning and the kindergarten program.

Recommendation for 2012 is to include in the new website display the program and curricula that children’s learning is valued.

Students

Early Years Learning Framework

The kindergarten uses the Early Years Learning Framework for programing and for assessment.

Rationale for 2012:

- to continue to assess children according to the Preschool Access Profile to determine if they are eligible for recommended support.

The Learning Program

The program is developed from children’s interest, from community activities/performance etc. and from areas of need identified through observation of children’s learning/play.

The program is displayed on the notice board at all times and parents are asked through enrolment information, newsletters and white board notes to add their own ideas or gifts and talents to this program.

We had one parent come to the kindergarten to show the children how to make fresh pasta which was a great experience for them as they got to eat the finished pasta for lunch. On another occasion a parent brought her violin and viola to kindergarten to play to the children and the children got to experience playing the instruments as well.

Gardening and the development of a worm farm were highlights in 2011.

Community Events such as ‘Harlequin Day’ were celebrated with crazy hair and face painting.

Literacy Focus

The Northern Adelaide Regional focus for 2011 was comprehension and all sites were encouraged to ensure staff had training and development in comprehension and were delivering literacy programs which included comprehension as a focus area.

Recommendations for 2012:

- to continue to focus on literacy and comprehension.

The kindergarten focuses on all children’s literacy levels using the ‘Phonological Awareness’ checklist and the EYLF – a copy of the children’s EYLF quot; to be included in the portfolio each term so that parents can highlight areas the children have demonstrated competence in.

Pre-entry children (the term before they start full time schooling) are encouraged to ensure staff had training and development in comprehension and were delivering literacy programs which included comprehension as a focus area.

Recommendations for 2012:

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The kindergarten collects data on all children’s literacy levels using the ‘Phonological Awareness’ checklist and the EYLF – a copy of the children’s EYLF quot; to be included in the portfolio each term so that parents can highlight areas the children have demonstrated competence in.

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