Christies North Kindergarten

Annual Report

2014
Christies North Kindergarten is situated in the beach side suburb of Christies Beach, approx. 30 kms south of Adelaide. In 2014 we had approximately 76 families attending our site, for both Preschool and Occasional Care. Families travelled from a wide range of suburbs, including Christies Beach, O'Sullivan Beach, Christie Downs, Port Noarlunga, Morphett Vale, Onkaparinga Hills, Noarlunga Downs, Hackham West, and Seaford. Our centre is a part of the Beach Road Partnership.

In 2014, our staff consisted of 1.0 Director, 1.0 teacher, 0.5 ECW, 0.4 Occasional Care ECW, and 2 Preschool support staff. The Director's position was job-shared between two staff, 0.5 each.

Our Preschool Programme operated Monday to Thursday from 9.00 am to 3.00 pm. Most children attended a 5 day fortnight, 2 days one week, and 3 the next, to ensure children could access Universal Access (15 hours of preschool/week). We had a steady increase in enrolments over the year, due to the transient nature of some families and the beginning of single intake of children. After starting the year with 27 enrolments, we ended with 38 in Term 4.

The Occasional Care Program continued in 2014, operating for 4 sessions per week. We reviewed the sessions part way through the year, as afternoon sessions were under-utilized, and waiting lists existed for morning sessions. We changed the days of operation from Wednesdays and Thursdays, to Tuesday and Thursday mornings and 2 sessions on a Wednesday. Sessions became full, and children who were accessing our Early Learning Programme could only access Occasional Care on a rotation basis.

In 2014, Same First Day impacted on our centre in the following ways. We had a number of children attending Occasional Care who were turning 4 shortly after 1st May 2014. This meant that due to the introduction of Same First Day, they would be unable to access our Preschool Programme until January 2015. Some of these children, we believed, would benefit from early intervention because of speech and language difficulties, and were on long waiting lists with Southern Primary Health to see a Speech Pathologist. As a result of this, we decided to introduce an Early Learning Programme for the children turning 4 after 1st May 2014. The prerequisite for attending the Early Learning Programme was that children were on our waiting list to attend kindergarten in 2015. The Early Learning Programme ran alongside our Preschool and Occasional Care Programmes, for one session per week from Term 2. We were able to do this due to lower enrolments than previous years, and maintaining the same staff ratio. This programme was extremely successful, as children became familiar with staff, and any children with speech and language challenges were identified and support put in place for them from the beginning of 2015. We had 48 children enrolled, and their sessions were spread out over the week. Because of these successes, it is hoped we will be able to offer a similar programme in 2015 for those children starting in 2016.

Quality Improvement Plan

Our Quality Improvement Plan highlighted several areas for our staff team to work on in 2014. It was a very comprehensive plan, and as the year progressed with the challenges of change in enrolments and staffing, some of the goals in these areas became harder to achieve. This however, has enabled us to reassess our plan for 2015, and continue to work towards the achievement of some of these goals.

Quality Area 1: Educational program and practice

1.1.3: The program, including routines, is organised in ways that maximize opportunities for each child’s learning.

1.1.5: Every child is supported to participate in the programme.
1.2.3: Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the programme.

At the beginning of the year, and after much discussion with staff, it was decided to re-establish small group experiences on a regular basis into our daily routine. We felt our children needed small group times, initially to learn social skills, and to understand some of the routines. We used intentional teaching strategies to spark children’s curiosity. We provided extended periods of play to allow children to explore our learning environment. As the year progressed, we became more flexible with our routine according to children’s engagement with their learning. As a result of this, all children were supported to participate in our programme by staff. We explored new ways to critically reflect on children’s learning. We began collecting observations of children’s learning, and used this information to plan for the week ahead. We also used this information to set goals for children in Term 2, and together with children’s learning folders, to guide parent interviews. In Term 3 we reviewed children’s gross and fine motor skills, social skills, and early numeracy and literacy skills in preparation for our final reports in Term 4.

Encouraging children's curiosity: Experimenting with reflections, early literacy and numeracy experiences

**Quality Area 2: Children’s health and safety**

2.1.1: Each child’s health needs are supported

2.2.2: Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child

2.3.3: Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

Staff were consistently vigilant about children’s health and safety, in relation to individual needs and collectively. Two children attended with severe allergies to food, and all staff’s Asthma and Epipen training was updated prior to these children commencing at our site. Children engaged in regular physical activity experiences at mat times and outdoor play times. Excursions were planned to the beach, and Thalassa Park to engage children in natural outdoor learning environments.

Emergency plans were reviewed, updated, and practiced.

Our natural environment excursions and children involved in physical activities.
Quality Area 3:  Physical Environment

3.3.2:  Children are supported to become environmentally responsible and show respect for the environment.

Respect for our learning environment is a priority in our pedagogy and practice at Christies North Kindergarten.

During 2014, raised garden beds were purchased to add to our veggie garden. We engaged the children in collecting fruit scraps in our bokashi bucket, and rotating our compost bin. The children were actively engaged in emptying the compost bin and digging the compost into the garden bed. We then proceeded to plant a variety of vegetables including beans, tomatoes, sweet corn and watermelon. Spinach, bok choy and some herbs also grew in the garden. Children were engaged almost daily in watering the garden with the rain water from our two large tanks, and in harvesting and eating the crops.

We also attended a Wipe Out waste session at one of our feeder schools, and practiced the recycling methods we learnt at this session.

Children helping with composting the garden.

Quality Area 4:  Staffing arrangements

4.2.3:  Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.

Our staff team welcomed two new staff members, and introduced them to our programme and practice via our staff induction folder. All current staff engaged in quality discussions, at staff meetings and student-free days, listening and encouraging each other.

Quality Area 5:  Relationships with children

5.1.1:  Interactions with each child are warm and responsive and build trusting relationships

5.1.2:  Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning

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

This has been a priority for staff at our site for several years, and we now believe we do this well. All children are supported to build trusting relationships, and every effort is made to ensure each child feels connected with at least one staff member. By engaging children in small group situations, we believe this is the perfect opportunity to practice communication and social skills in relation to appropriate behaviour, both at group time or play time. During the year, we engaged with the Special Educator to review our practice with managing children's behaviour.
Quality Area 6: Collaborative partnerships with families and communities

6.2.1: The expertise of families is recognized and they share in decision making about their child’s learning and wellbeing

6.1.3: Current information about the service is available to families

6.3.2: Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities

In 2014, we sent out a survey to parents in Week 5 of Term 1 to find out how their child was feeling about coming to kindy, what their interests were, and what they hoped their child would gain from their year at our kindergarten. We received approximately 30% of these back, with some positive feedback. We also wanted to ensure parents had a voice in their children’s learning, and on the Term 1 Summary of children's learning, we provided a section for parents to write a comment. We set goals for children, interviewed children, and reviewed these at parent interviews early in Term 2. We wanted to engage with parents to share successes, and to discuss with them if they had, or we had any concerns. As only 50% of parents accessed parent interviews, staff endeavoured to ensure that parents had read the first term summary, and used the child interviews as a means of comparing children’s responses mid-year and the end of the year. We also engaged with parents incidentally.

Our enrolment booklet was updated, and we are still in the process of developing a package to give to parents when they come to enroll.

We believe our Early Learning programme supported children transitioning from Occasional Care to Kindergarten sessions, as well as those not attending Occasional Care. We supported continuity of learning and transition to school by having contact with five of our nine feeder schools through visits from Reception teachers, visits to local schools within walking distance, and sharing of relevant information.

Quality Area 7: Leadership and service management

7.1.2: The induction of educators, coordinators and staff members, including relief educators, is comprehensive

7.3.1: Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements

All educators are inducted at our site via the staff induction folder. This has been updated, and is reviewed annually.

Reviewing our Records Management procedures continues to be an ongoing priority at our site. All records and information are treated with confidentiality. We have purchased lockable cupboards, to add to storage in the office

Intervention and Support Programs

Nine children received intervention and support over 2014. Staff, with support from Regional Support Services provided appropriate programs for children with speech and language difficulties, and Autism Spectrum Disorder. Staff received some support from a visiting teacher from Autism SA. All children were supported during preschool sessions by our Preschool Support Workers.

Report from Governing Council

In 2014, our Governing Council struggled to meet a quorum. Despite efforts by staff to engage parents in being part of our Governing Council, we only had two parents show interest, and one of those who was willing to commit. Relevant History Screenings were done for these two parents, but
we were unable to hold regular meetings. Any decision making, or signing of documents was done in conjunction with the Directors, and the previous year’s Governing Council Chairperson, who had indicated she would be willing to continue in this role.

As a result of this, our fundraising efforts were minimal. A few parents were willing to help with the cake stall at a successful VIP Day and Art Show held in Term 3. Our other major events were an Easter and Christmas Raffle, and Family Barbecue in December to celebrate the end of the year. The staff would like to acknowledge the consistent efforts of our Governing Council Chairperson, who has always been a willing helper despite only using the Occasional Care Service once a week. Even though we did not have a Governing Council as such, we had some valued efforts from several parents willing to help with the relocation of a surf boat donated to us by Port Noarlunga Surf Life Saving Club. This has become a feature of our outdoor learning environment providing many opportunities for imaginary play.

Children enjoyed the new boat

**Student Data**

**Enrolments**

**Figure 1: Enrolments by Term**

![Enrolments Graph](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>
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<tbody>
<tr>
<td>2012</td>
<td>63</td>
<td>60</td>
<td>63</td>
<td>59</td>
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<tr>
<td>2013</td>
<td>45</td>
<td>36</td>
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<tr>
<td>2014</td>
<td>27</td>
<td>29</td>
<td>35</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

This table shows the decrease in enrolments from 2012 to 2014. A major factor in the decrease in enrolments was the opening of Taikurrendi Children’s Centre at Christies Beach Primary School. Our enrolments increased in Term 4, and projected enrolments for 2015 were approximately 48.

Attendance

Figure 2: Attendance by Term

Table 2: Attendance Percentages 2012 - 2014

<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>2012 Centre</td>
<td>82.5</td>
<td>95.0</td>
<td>95.2</td>
<td>93.2</td>
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<tr>
<td>2013 Centre</td>
<td>84.4</td>
<td>86.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>92.6</td>
<td>79.3</td>
<td>82.9</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</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>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></td>
</tr>
</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

Attendances fluctuated in 2014. An Attendance Grant was used to support targeted children with their attendance.
## Feeder School Percentage Data

### Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Site number</th>
<th>Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0362 - Port Noarlunga Primary School</td>
<td>0362</td>
<td>Govt.</td>
<td></td>
<td>8.7</td>
<td>13.0</td>
<td></td>
</tr>
<tr>
<td>0921 - Christies Beach Primary School</td>
<td>0921</td>
<td>Govt.</td>
<td></td>
<td>54.5</td>
<td>56.5</td>
<td>34.8</td>
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<tr>
<td>1019 - Christie Downs Primary School</td>
<td>1019</td>
<td>Govt.</td>
<td></td>
<td>4.5</td>
<td>8.7</td>
<td></td>
</tr>
<tr>
<td>1056 - Woodend Primary School</td>
<td>1056</td>
<td>Govt.</td>
<td></td>
<td>4.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1059 - Pimpala Primary School</td>
<td>1059</td>
<td>Govt.</td>
<td></td>
<td>2.3</td>
<td>4.4</td>
<td></td>
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<tr>
<td>1060 - O’Sullivan Beach Primary School</td>
<td>1060</td>
<td>Govt.</td>
<td></td>
<td>4.4</td>
<td>8.7</td>
<td></td>
</tr>
<tr>
<td>1855 - Seaford Rise Primary School</td>
<td>1855</td>
<td>Govt.</td>
<td></td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8005 - Calvary Lutheran Primary School</td>
<td>8005</td>
<td>Non-Govt.</td>
<td></td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8014 - Woodcroft College Inc</td>
<td>8014</td>
<td>Non-Govt.</td>
<td></td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8163 - Willunga Waldorf School</td>
<td>8163</td>
<td>Non-Govt.</td>
<td></td>
<td>4.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8418 - Sthn Vales Christian Community Sch</td>
<td>8418</td>
<td>Non-Govt.</td>
<td></td>
<td>4.5</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>9014 - St John the Apostle Catholic School</td>
<td>9014</td>
<td>Non-Govt.</td>
<td></td>
<td>25.0</td>
<td>13.0</td>
<td>34.8</td>
</tr>
<tr>
<td>9133 - Galilee Catholic School</td>
<td>9133</td>
<td>Non-Govt.</td>
<td></td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>100.0</td>
<td>100.1</td>
<td>100.1</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

This data demonstrates the shift of enrolments away from our former main feeder school, Christies Beach Primary School. We have an equal number attending St. John the Apostle Catholic School, and an increasing number of other schools. This data does not reflect the fact that some parents changed their choice of school, as we had more than 6 feeder schools.

## Client Opinion

### Summary

A total of 7 responses were returned in our parent opinion survey. This is approx. 23% of the total number of surveys sent out.

Once again, responses were largely Agree and Strongly Agree for the majority of the survey.

In relation to the quality of teaching and learning, most of the responses were very positive. There were three neutral responses, and one who didn’t know if the preschool had an expectation that children will learn. This reflects that on the whole we have improved our communication with parents about children’s learning, and it is an area we will continue to review and improve.

In relation to support of learning, the overall opinion appears to be positive, however there is still some doubt about information re support services, and whether our site has enough materials and resources. Communication about these matters via newsletters could be a strategy to use in 2015.
The relationships and communication section of the survey indicated a strong improvement from 2013, which also correlates with staff perception that we are successful in this field. Lastly, the survey reflected a strong overall satisfaction with leadership and decision making. The majority of responses were strongly agree, with only one response not knowing if the preschool seeks parent opinions about educational programmes. Opportunities were provided to parents to contribute to their children’s learning via interviews, term reports, and learning stories. In general, parents seemed happy with the management and leadership at our site.

**Financial Statement (Summary)**

In 2014, our funding came from various grants including:

- Preschool Improve Attendance Grant.......................... $9,231.00
- Occasional Care Operating Grant.......................... $1,976.00
- Universal Access Grant...................................... $1,541.70
- Maintenance Funding...................................... $6,054.50
- Preschool Fundraising...................................... $1,610.35
- Parent Contribution ...................................... $7,488.00
- Occasional Care............................................ $3,694.50

We spent:
- Preschool resources.................................... $3,363.77
- Photocopier................................................. $4,977.53
- Repairs and Maintenance................................ $3,025.03
- Facilities and Utilities................................. $12,723.97