Newland Park Kindergarten

Annual Report 2010

Global Sustainable Learning.

“From little things big things grow”
Introduction

Newland Park Kindergarten provides pre-school education focussing on learning through play for children prior to commencing school. A Friday pre-entry session is offered to children before they continue on to full-time kindergarten.

Early entry is provided for children who have recognised special needs or have English as a second language.

Many children attending this pre-school also attend various community based childcare centres, private child care centres, Montessori and Early Learning Centres. Burnside Child Care centre transport children to and from the kindergarten.

Staffing
Many of our staff work on a part time basis. Jodie Hay is our full time ECW, Liat D’Ambrosio and Helen Cox share E.C.W hours. We employ two lunch care workers, Suzie Church and Jenni Lane. Jenni also provides pre-school support.

The teacher, Brenda Carson left during the year taking Long Service Leave. Amy Baker replaced Brenda.

Heather Tozer is in her fifth year as Director.

Lunch Care
All families are able to access up to two full days of lunch care. Lunch care is provided Monday to Thursday with between 20-28 participants on given days. Two staff are employed to operate lunch care.

Playgroup
Liat D’Ambrosio (ECW) runs our popular, well attended playgroup. Staff take this opportunity to meet families, chat about preliminary enrolments and show case the kindergarten. Children with special needs have been identified early through attending playgroups. This has kick started intervention programs to achieve the best results for children.

Finance
Jodie, our ECW, takes the role of banking and receipting fees and other income. An accountant is employed to manage centre finances.

Creativity is everywhere
2010 The Year

2010 has seen many positive developments in children’s learning and community participation. Our continuing sustainability project has expanded beyond our expectations with children’s learning bringing unexpected outcomes.

Curriculum has reflected the Belonging, Being and Becoming Framework. Staff have attended training, held team discussions and explored ways of delivering and implementing a new curriculum. More staff team development and critical examination of the document will be done in 2011.

Enrolments have stayed consistent, with numbers at capacity. The challenge for 2011 and beyond will be keeping numbers at capacity as stated by National Standards. Attendance is always at a high level. The majority of our children, around 90%, attend for either one full day and two half days or two full days. Very few families enrol their children for the once traditional half days. This has resulted in the employment of two lunch care workers who are employed two hours each day for four days.

Our special enrolments include students with speech and language delays, autism and those needing behaviour support. Extra funding has been provided by the Kindergarten to top up hours provided by DECS. This has resulted in better outcomes for children with special needs.

Whole team involvement in the I-Lit and 25up initiative has had positive outcomes to children’s learning and given the whole team a direction to support our literacy priority.

2011 Highlights and Learning Experiences

Sustainability Project
What is going on:
- Planting, nurturing of our vegetable garden
- Worm farming
- Composting
- Chickens providing 3 eggs per day
- Market Day – children sell produce from our garden, vegetables, eggs, worm juice, cooking from produce
- The study of life cycles
- Cooking using our own produce
- Parent involvement
- Seed saving
- Planting fruit orchard
- Establishing the edible garden
- Mushroom farming
- Instalment of main water tank
- Seasonal planting
- Chicken Hatching Project

Learning about animals
Outcomes for the project include:
- Children learning to be active and responsible for nurturing the environment
- Literacy opportunities
- Numeracy
- Learning about money and value
- Transference of learning into the home

Other Highlights
- Trip to Central Market
- Trip to Hahndorf Farm Barn
- Weekly walk to Bank SA to bank earning from market
- Partnerships with local shops and the wider community
- Children’s Art Exhibition
- Guest speakers at Governing Council meetings
- I-Lit and 25up
- Community service students
- University and OT students
- Peter Combe concert
- Working bees

Project Work
We aim to incorporate some extended studies or project work with the children throughout the year. The projects involve a more in-depth study into a particular area that is of interest to the children. The project work is documented for staff, children and family perusal.

Projects are undertaken by the whole group, small groups or in some cases individual children.

Projects may last a day, a week, a few weeks or even as long as a term. Where possible these projects are tied into our numeracy and literacy focus.
Examples of projects this year are:

- Sustainability
- Mosaic
- Study of farm animals
- Individual building and design projects
- Technology – deconstruct and reconstruct— as part of our recycle and sustainability project we have taken technology apart and re made our own designs.

**Healthy Eating and Exercise Project**

We have been accepted to be part of the DECS Healthy Eating and Physical Activity in the Early Years Project.

Our project for 2011 will be addressing an Enquiry question based on the community and children’s knowledge of healthy snacks and lunches for pre-school children.

**Enquiry Question**

**Will we observe a change in the regular behaviours of full day children if we remove snacks high in sugars and fats and replace with fresh fruit and a healthy cooked lunch consisting of fresh vegetables, grains, dairy and protein?**

Children bring their own lunch plus snacks for morning and afternoon. Despite numerous attempts to address what is in lunch boxes, i.e. fresh food rather than processed food e.g. fruit bars, foods high in sugar, packaged biscuits etc, these keep appearing.

We have a sustainability project, grow our own veg and herbs and have planted an edible garden (olives, artichokes, strawberries, etc). Children are involved in planting, harvesting and cooking/tasting a variety of healthy foods.

Our enquiry project has led us to consider how we can further our community’s knowledge of healthy food choices and long term benefits for children.

Children sit at tables for lunch, staff encourage eating their sandwich or healthy food before eating the snack-type foods. Following lunch children have a relaxation time for around 15 minutes. The structure of our day allows children to make choices between inside and outside play. With the advantage of a very large outdoor environment, children have space to explore, play and exercise. Located next to tennis courts we are able to take children to a large space for practising ball skills, using bats and balls and playing group games. Involvement in the project has led the staff team to evaluate children’s diets, knowledge of healthy food and how diet affects behaviour.

The children have a weekly market sell produce to the kindy community, eggs from the garden, vegetables and fruit. This has increased children’s knowledge of healthy food and where fresh food comes from. We also cook with the produce and sell these foods at
the market. Feedback from parents has been very positive and several have reported that their children are trying different foods. Recipes have been exchanged and healthy food is cooked at home.

Team meetings have been spent discussing our involvement in the project and our enquiry focus and the increased organisation and workload. Consolidating individual views of how and what we provide to children has involved listening, respecting input and people’s view (both staff and parents).

Data will be collated over a period of eight weeks in term 1, 2011 and presented to the community and other project participants. Feedback from parents will determine the continuation of this project as an interregnal part of our global sustainability program and pedagogy.

**Developmental Learning Data**

Throughout the year data was collected on the developmental outcomes based on the new National Curriculum Belonging, Being and Becoming.

The transition for reporting against the SACSA, Developmental Learning Areas to using a new curriculum has resulted in team discussion around what shall we measure, why and how?

Our summative reports have been adjusted to reflect this data.

Children were observed during Terms one and three of their Kindergarten year. Data has been collected through written observation, verbal discussions, work samples, engagement levels, children’s folders, photographs, learning stories, etc.

Learning outcome of the Curriculum are:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators
These outcomes are broken down into measurable priorities.

<table>
<thead>
<tr>
<th></th>
<th>Highly Developed Term 1</th>
<th>Term 3</th>
<th>Developed Term 1</th>
<th>Term 3</th>
<th>Beginning Term 1</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Children have a sense of identity</td>
<td>Approaches Situation with confidence</td>
<td>75</td>
<td>80</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Can follow directions</td>
<td>70</td>
<td>75</td>
<td>15</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Expresses emotion</td>
<td>70</td>
<td>80</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>2</td>
<td>Children are connected and contribute to their world</td>
<td>Taking turns, works cooperatively with others</td>
<td>75</td>
<td>80</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Asks for assistance</td>
<td>70</td>
<td>85</td>
<td>15</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>3</td>
<td>Children have a strong sense of wellbeing</td>
<td>Initiates and joins in play</td>
<td>80</td>
<td>90</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Independent</td>
<td>70</td>
<td>80</td>
<td>20</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Able to take risks and accept failure</td>
<td>70</td>
<td>80</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Children are confident and involved learners</td>
<td>Follows multi task instructions</td>
<td>60</td>
<td>75</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Persists when faced with challenges</td>
<td>60</td>
<td>70</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Manages change</td>
<td>70</td>
<td>80</td>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Children are effective communicators</td>
<td>Can wait for a turn</td>
<td>70</td>
<td>80</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Can speak about what and how they have done something</td>
<td>65</td>
<td>75</td>
<td>20</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Communicates with adults and peers</td>
<td>70</td>
<td>80</td>
<td>20</td>
<td>15</td>
<td>10</td>
</tr>
</tbody>
</table>

The graph demonstrates distance travelled over three terms of pre-school.
Developmental Outcomes.

Looking at the graph we can see an increase in all areas of the children’s growth.

Staff have discussed how best to address our main areas of concern. We have focused on these areas:

1. Listening skills  
2. Taking turns  
3. Persistence to finish a task

Strategies to improve children’s development in these areas have been:

- More regular small groups (see questioning card)  
- Asking children questions  
- Listening games  
- Giving explicit instruction  
- Board games  
- Turn taking games  
- Setting small time targets to increase concentration  
- One on one interaction to encourage finish tasks  
- Many table top activities available  
- Encouraging children’s development through individual interest and project work

What Next?

- Improve children’s listening skills through more explicit teaching  
- Decrease group size. This will occur through National Standards  
- Work with parents to a focus on listening and independence skills.

Priority One

Children’s Literacy Development

Team involvement in the 25up and I-Lit projects has given us a springboard for staff discussion and more knowledge about children’s literacy learning.

It has given us a chance to review our literacy practices and consolidate areas to focus our priorities for children’s development.

A consistent collection of DATA and assistance from the DECS Regional Office Staff has given direction for now and the future.

Parents have been involved through inserts in newsletters, workshops at parent evenings and we were fortunate to have Cathy Clarke as a guest speaker.

With high numbers of children we were fortunate to have a parent on who has experience administering the SPA test. With a confidentiality agreement this parent’s help became invaluable.
Different areas of children’s literacy development were incorporated into our planning. Recount was used, practiced and repeated throughout the year. Children were told different, familiar stories. Staff then assessed children on their ability to use

- Recount
- Sequencing of events
- Using descriptive language

Data collected will contribute to a long term study of development in this area

Through collecting data we realised that the children’s ability to recognise initial sounds was an area we needed to focus on. By isolating and focusing on initial sounds through repetition and immersing them in all learning areas we have noticed this saturation improving children’s knowledge and use of initial sounds.

Through 25 up we have collected SPA data on children in their first and third term of Kindergarten. SPA is a screening of Phonological Awareness. The following are assessed

- Segmenting sentences
- Rhyming words
- Blending syllables
- Segmenting syllables
- Reproducing a sound sentence
- Identifying 1st sound
- Blending sounds
- Repairing sentences
- Letter recognition
The graph below shows the scores in Newland Park Kindergarten as a comparison to the rest of the cohort kindergarten taking part in 25up.
Concepts of print

After staff attending Stephen Graham conference/workshop, we discussed and planned explicit teaching and learning about the concepts of print that children must have before they learn to read. The data collected in Children's first and third term will give us indicators for future planning. Through explicit teaching we are introducing children to the more complex systems of pre-reading.

Where to in 2011?

- Children will again be assessed in their first and third term.
- Staff will participate in the regional based I-lit program with Stephen Graham.
- Continuous explicit teaching in small and large groups.

Target for 2011

95% of children will achieve a score between 20 and 24.
Priority 2
Children’s Numeracy Skills

The development of numeracy skills is in bedded into our play curriculum. Through activities and explicit teaching the children are learning about:

- Number
- Spatial awareness
- Thinking skills
- Measuring skills
- Size
- Classifying and sorting
- Money
- Problem solving

During 2010 staff reviewed the way we collect information based on children’s numeracy understanding. After searching for better and more informative ways of collecting information we trailed a reporting tool currently used in another kindergarten.

This assessment provided us with a range of information about where children’s numeracy development was at in their first term and again in their third term of pre-school.

This tool gives us information on the above concepts. Again we reviewed the data collected and identified areas where children needed further knowledge and practice.

Using the data the 7% of children in the developing range and the 67% of children in the age appropriate range will enable us to address gaps in children’s learning.

Target for 2011
3% decrease in children in the developing range and an improvement of 5% increase in children at well developed.
DECS Parent Opinion Survey

Responses have been coded as follows:
- **2** - Very satisfied
- **1** - Fairly satisfied
- **0** - Neutral
- **-1** - Somewhat dissatisfied
- **-2** - Very dissatisfied

For each question, codes are summed up and averaged. The graphs reflect the average score per question.

**Satisfaction**

Overall, how satisfied were you with the amount of time it took to get the service?

Parents responses averaged

Overall, how satisfied were you with the accessibility of the service/products?

Parents responses averaged

How satisfied were you with the overall quality of service delivery?

Parents responses averaged

Responses have been coded as follows:
- **3** - Strongly agree
- **2** - Agree
- **1** - Neutral
- **-1** - Disagree
- **-2** - Strongly disagree
- **0** - Don't know

For each question, codes are summed up and averaged. The graphs reflect the average score per question.

**Agreement**

Staff went the extra mile to make sure I got what I needed

Parents responses averaged

Staff were knowledgeable and competent

Parents responses averaged

I was informed of everything I had to do to get the service/product

Parents responses averaged

I was treated fairly

Parents responses averaged

Responses have been coded as follows:
- **3** - Yes
- **0** - No
- **1** - I got part of what I needed

Please rate the following aspects of your last interaction with the school for how much you agree with them and how important they are to you -

In the end, did you get what you needed?
Parent Opinion Survey

The results (above) of the parent survey indicate a high level of satisfaction with the kindergarten. The area of some concern is around feedback to parents re their individual children. Discussions with the Governing Council have indicated that this is an issue with those parents who do not have very much face to face contact with the kindergarten. We have begun brainstorming ways to get information to these families. These ideas will be implemented and monitored during 2011.

- Interviews with families
- Sending portfolios home
- Emails to families
- More informal and formal chats.

Destination data

The following shows schools referenced by families in 2010.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Child Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burnside Primary School</td>
<td>38</td>
<td>86.3</td>
</tr>
<tr>
<td>Loretto College</td>
<td>2</td>
<td>4.25</td>
</tr>
<tr>
<td>Sunrise Christian School</td>
<td>1</td>
<td>2.27</td>
</tr>
<tr>
<td>Rostrevor College</td>
<td>1</td>
<td>2.27</td>
</tr>
<tr>
<td>Parkside Primary School</td>
<td>1</td>
<td>2.27</td>
</tr>
<tr>
<td>Linden Park Junior Primary School</td>
<td>1</td>
<td>2.27</td>
</tr>
<tr>
<td>Undecided</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

We look forward to refining our school transition programs with Burnside Primary School in 2011. With the school under new leadership we are hoping to extend our partnerships with the new principal and staff.