Our Vision: To develop creativity, expressiveness, achievement and success through a respectful, caring environment
Context

Preschool Name: Hackham East Kindergarten  Preschool Number: 3636
Preschool Director: Chris Taylor  Region: Southern Adelaide

1. General information

- **Postal address**
  Arnold Drive Hackham

- **Location address**
  Arnold Drive Hackham

- **Telephone number**
  8382 6551

- **Fax number**
  8326 8265

- **e-mail address**
  kindy.director@hackeastkgn.sa.edu.au

- **DECS District**
  Southern Adelaide Region

- **Geographical location – ie road distance from GPO (km)**
  35km from GPO

- **Enrolment/Attendance**
  Over 30. Attendances are good with most children attending 5 sessions.

- **Co-located/stand-alone**
  Co-located at Hackham East Primary School

- **Programs operating**
  - Pre Entry:
    1 half day session a week operating on Monday mornings.
  - Sessional Kindergarten for eligible children:
    5 half day sessions per week running as 2 full days and 1 half day.
  - Playgroup:
    Fridays 9.30 – 11.30 am. Affiliated with playgroup association.
  - Lunch/Full Day Program:
    Available Tuesday and Wednesday
  - Bilingual Support & Preschool Support:
    Arranged as needed on a termly basis.
Hackham East Kindergarten is located on the grounds of Hackham East Primary School.

In 2009 the centre went from a full time centre to a part time centre.

In 2010 Hackham East kindergarten began running as a Universal Access site, therefore receiving extra funding to provide an extra session. So now the previously site funded extra session has now become a government funded one with more access to sessions for families.

The centre is currently staffed with a 0.6 Director, 0.6 Teacher and 0.6 ECW.

Sessional kindergarten is available on Monday morning, Tuesday all day and Wednesday all day. Due to the requirements to provide 15 hours of preschool our lunch program is run as part of this and therefore lunch care is now free and the centre self manages the lunch program as funding for a lunch care worker is no longer viable.

The centre’s financial position is fairly sound and funding which was allocated for playground development, resources, equipment and a site funded speech and language teacher to come in once a week for 6 weeks per term, has now been spent. Unfortunately due to lack of fees being paid and lack of parent support for fundraising events we will be unable to offer this site funded program again in 2012.

Our sessions are: Monday 8.45am – 11.45 am, Tuesday 8.45am – 2.30pm and Wednesday 8.45 – 3.00pm.

**Curriculum**

- **Framework used:** The Early Years Learning Framework – Belonging, Being, Becoming (BBB)
- **Reflect, Respect, Relate.**

Our vision is of a proactive, nurturing learning environment that enables children to develop their knowledge, skills and understandings. We have a vision of well being for all children and adults. We will base this on

- developing strong relationships between children, staff and families. “Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families.”
- Accepting children’s individual learning styles and working with families to achieve each child’s potential in all areas.
- All Children demonstrate improved literacy with quality verbal exchanges in play.
- A focus on developing positive learning dispositions and wellbeing.

- **Specific curriculum approaches:**
  - Constructivist - providing for children’s learning through stimulating experiences, BBB outcomes and incorporating appropriate intentional teaching.

**Quality Improvement Plan**

**Key area - 1**

Improved Literacy Outcomes for Children with a focus on play

**Intended outcomes:**

All Children demonstrate improved dispositions for Literacy in a quality learning environment, by the end of the year.

**Targets:**

- EYLF Implementation rubric indicates that all staff are at L3 implementation.
RRR Active Learning Environment Scale, Domain 3: Enabling Learning Dispositions indicates improvement from term 2 to term 4, 2011.

**Measures:**
- Use the RRR Active Learning Environment scale, domain 3: enabling learning dispositions, to measure the improvement.

**Strategic actions:**
- Use the RRR to support the EYLF.
- Critical questioning with staff team
- Unpacking definitions of Literacy in EYLF
- Provide more complex play opportunities
- Inquire into active learning through play
- Make observations of the learning environment and reflect upon them to inform the next steps.

**Evaluation:**
Staff reached L3, in the EYLF Implementation Rubric and have been confidently using this curriculum all year, through weekly programming and reporting to parents via ILP’s and Summative reports.
RRR Active Learning Environment Scale observations were used at the end of term 2 and again in term 4. Staff maintained a consistently high level scoring 4’s throughout the scales used.

**Key area - 2**
Improving Instructional Capacity

**Intended outcomes:**
“Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families”

**Increased and improved interactions with parents by the end of the year.**

**Targets:**
- Increased awareness and value of early childhood education in our setting through results from Parent Surveys, Staff surveys and Gov Council Survey.

**Measures:**
- Parent survey. Parents score questions 1-9 at ‘strongly agree’
- Staff surveys – list of parent names now, then again at the end of the year and how many times there were verbal interactions and what was the content and quality of this interaction.
- Anecdotal measures

**Strategic Actions:**
- Work with staff to re-build close relationships with parents and families. Focus on a small selection of parents each week to informally chat about the positive achievements their child has accomplished that day or week.
- Continue with Termly Parent/Teacher interviews.
- Staff to attend to the culture of the site. Choose 2 actions from DIAF, “Attend to Culture” Rubric. Staff to score us at least L4 - 'strategic'.
- Inform parents about learning and EYLF.

**Evaluation:**
Parent surveys came back with all areas scoring ‘strongly agree’.
Staff found the list of parent names and focusing on positive communications with all parents especially those who we didn’t know as well as others very rewarding.
Parent / Teacher interviews were also another great way of developing relationships with parents.
Staff achieved L4 – Strategic in our DIAF – "Attend to Culture" Rubric.
Informing parents about learning and EYLF is on-going and we are always looking at ways to best achieve this.

**Report from Governing Council**

During 2011, we elected new members and made a few major decisions.
Fundraising did not go as well this year and we struggled to get parents to participate and support our fundraising efforts. We had a cake stall, sausage sizzle and raffles.
Staff and GC members decided to put the fees up to $70 per term as from 2012.
We approved the new garden play area and new fencing to be put up after approaching the school GC to acquire land alongside the kindergarten.
The car park was re-surfaced with gravel and a nappy disposal unit installed for playgroup mums to use.
2011 Highlights
During 2011 we:

- Were joined by a new contract teacher in term 1, Julie Murphy and in term 4, Jenny Kustermann.
- In term 2 & 3 Cynthia Besz joined us and became our permanent teacher for the next 10 years.
- We employed a new ‘Lawn man’ from VIP home services – Derryn Willcocks, to maintain & mow our lawns and garden areas.
- Finally in term 2 after 6 months, we again have power, phone, fax and alarm! Unfortunately in August we had no power, alarm and our air-conditioner broke down due to power outage!
- Our Kindergarten photos were done in term 1.
- Lynne Norman again ran her highly successful speech & Language program for the year, in conjunction with our DECS Speech Pathologist Marcie Charlton.
- Shellie Squires also ran her extremely enjoyable and motivational Motor Magic program over the year.
- Cynthia was a lovely, kind, gentle addition to our team and has done extremely well to settle in and make everyone feel welcome.
- Remabi Park visited with their Australian animals.
- ‘Living Eggs’ arrived in time for Easter! Great way for children to learn and observe the life cycle of chickens.
- Car Park area re-surfaced.
- Trent Hill- Indigenous Culture for kids, term 2.
- Zumbatonic, term 2, thanks to Tristan’s mum.
- Validation 4th July!
- Garden Design discussed and completed in January holidays on the old JP playground area. Many thanks to the Primary school for kindly allowing us to re-do this area!
- Fruit Trees planted in the front garden.
- Term 3 - Patch Theatre excursion, “Mr. McGee & the biting flea!”
- Cross over visits still on-going to school Transition class.
- “Miss Lily’s Fabulous Feather Boa” Incursion, term 4 by ASO.
- End of Year Picnic Tea & Christmas Concert

Student Data

<table>
<thead>
<tr>
<th>Enrolments</th>
</tr>
</thead>
</table>

Figure 1: Enrolments by Term

![Bar chart showing total enrolments 2009-2011 by term](image)
As you can see by the data, our enrolments have increased from Term 1, 2009 and stabilized at just over 30 children since then. In term 3 2011 our number rose to 36 during the term, which is not shown on this table. Our population is very transient with many families renting. This means they sometimes have to move before they are ready which can be very unsettling and effects our enrolments and attendances.

Our enrolments have gone down as there has been a negative backlash to the Hackham East Primary school wanting to introduce single sex classes in Junior Primary. I am sure this will resolve and our numbers will build again.

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>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>27</td>
<td>30</td>
<td>31</td>
<td>32</td>
</tr>
<tr>
<td>2010</td>
<td>35</td>
<td>35</td>
<td>31</td>
<td>34</td>
</tr>
<tr>
<td>2011</td>
<td>33</td>
<td>31</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

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Table 2: Attendance Percentages 2009 - 2011

<table>
<thead>
<tr>
<th>Attendance Rates</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Term 1</td>
</tr>
<tr>
<td>2009 Centre</td>
<td>92.6</td>
</tr>
<tr>
<td>2010 Centre</td>
<td>91.4</td>
</tr>
<tr>
<td>2011 Centre</td>
<td>97</td>
</tr>
<tr>
<td>2009 State</td>
<td>87.2</td>
</tr>
<tr>
<td>2010 State</td>
<td>88.8</td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
</tr>
</tbody>
</table>

Table 3: Feeder School Percentage Data 2009 - 2011

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>0313 - Old Noarlunga Primary School</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1492 - Hackham East Junior Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8380 - Prescott Primary School - Southern</td>
<td>Non-Govt.</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>8498 - Tatachilla Lutheran College</td>
<td>Non-Govt.</td>
<td>6.7</td>
<td></td>
</tr>
<tr>
<td>9124 - Antonio Catholic School</td>
<td>Non-Govt.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90.0</td>
<td>100</td>
<td>90.0</td>
</tr>
</tbody>
</table>

Attendance:

Our attendances have been better than the state average, our offer of two full days and low fees certainly makes our kindergarten an attractive choice. Most of our families are local.
Our main feeder school is Hackham East Primary School as we are on site with the school and enjoy a close relationship with the Transition class and program which enables our children/first time Primary school students, enjoy a more positive start at school.

Client Opinion

<table>
<thead>
<tr>
<th>Parent Survey 2011</th>
<th>disagree</th>
<th>neutral</th>
<th>agree</th>
<th>strongly agree</th>
<th>don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of teaching and learning</td>
<td>2</td>
<td>1</td>
<td>16</td>
<td>86</td>
<td>0</td>
</tr>
<tr>
<td>Support of learning</td>
<td>0</td>
<td>3</td>
<td>25</td>
<td>113</td>
<td>3</td>
</tr>
<tr>
<td>Relationships and Communication</td>
<td>0</td>
<td>9</td>
<td>32</td>
<td>115</td>
<td>0</td>
</tr>
<tr>
<td>Leadership &amp; Decision making</td>
<td>0</td>
<td>9</td>
<td>23</td>
<td>83</td>
<td>5</td>
</tr>
</tbody>
</table>

Below is a survey we completed with parents about the Site Funded Speech & Language Program that we offer. The responses were nearly all positive, especially Question 4 & 7, an improvement in ability and enjoyment. This achievement in turn has also meant an improvement in the children’s attendance to kindergarten. It has also improved the children’s well-being and sense of achievement as all of them have became more confident in their own abilities which in turn has improved their self-esteem. This was also the case for our Motor Magic group. These two programs have been highly successful!!

<table>
<thead>
<tr>
<th>Lynne’s Speech &amp; Lang. Gp</th>
<th>Question No.</th>
<th>disagree</th>
<th>Not sure</th>
<th>agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Program has been useful for my child</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>This program has increased my child’s Speech &amp; Lang. skills</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>I have enjoyed working with my child &amp; Supporting his/her learning.</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
I have seen an improvement in my child's ability.
I have seen an improvement in my child's confidence.
I have noticed my child will now attempt to do more things, that in the past s/he would not do.
I have noticed my child enjoys going kindergarten.

Below are the results of our Motor Magic Survey we gave to parents. As you can see we have had mainly positive responses with an improvement in ability, well being, creativity and ultimately, attendance.

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree</th>
<th>Not sure</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Motor Magic Parent Survey 2011
Accountability

National Partnerships

This has been the second year we have offered 15 hours of Pre-school. We surveyed parents and they requested 2 full days in the mix of options offered. This has increased attendance for people who need this program due to Child care, work commitments and transport issues.

We offer 2.5 days a week but we find the half day not as well attended. This however, is an opportunity to offer Pre-entry sessions as it is our ‘quieter’ day.

We have also kept our session times in line with school pick ups and drop off times to fit in with parent needs. We do not charge a Lunch care fee as our lunch program is counted in with the 15 hours that we offer and this makes our program more accessible to our community.

Financial Statement

Our End of year Profit and loss is attached.
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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