Magill Kindergarten Annual Report 2015
1. CONTEXT

Preschool Name: Magill Kindergarten  Preschool Number: 4641
Preschool Director: Isobel Quick/Penny Martin  Partnership: Morialta

This year 3 members of our staff team, Penny, Isobel and Amanda, continued, giving continuity to the centre. We welcomed Rebecca who was appointed as our permanent 0.5 teacher. Amanda was full time this year as our Early Childhood Worker. We had a 3 different staff over the 4 terms, covering our Preschool Support and lunchtime release for staff.

The kindergarten continued to offer children 15 hours of preschool, configured as 2 full days, a change from the 2 days and a fortnightly 3 hour session offered in 2013. This year was the second year of a single entry time to preschool, giving great continuity of friendships and for curriculum. We were able to put in place strategies which we had found successful during 2014

Throughout 2015 we continued to have high numbers of children from diverse linguistic and cultural backgrounds-Sri Lankan, Chinese, Indian, Italian, Korean, Egyptian, and Lebanese.

2. REPORT FROM GOVERNING COUNCIL

My name is Olivia Becker and I am the Chair Person of the Governing Council for 2015. I would like to welcome you all on behalf of the 2015 Governing Council and congratulate you for choosing such a terrific kindergarten for your children to attend. I am sure the children attending in 2016 will have a wonderful experience of Kindy life making some lovely memories and building on their life long foundations.

The Governing Council of 2015 were able to enjoy the fact that there were no major changes required at the Centre, so we were able to focus on buying some lovely new equipment and supplies for the children and offering families the opportunity to attend a number of useful workshops for families with Kindergarten and School age children. There was a ‘Guidelines for Good Gaming’ seminar where a Psychologist Professor and Physiotherapist were able to discuss age appropriate screen time in a day and age where many children are glued to screens from the moment they wake. The seminar was very useful and realistic in the information that it provided. We were also able to offer a ‘Tool Box’ seminar which provided great information and gave parents great tricks and tips to add to their ever expanding parenting skills. There was also a ‘Starting School’ seminar offered and it was attended by many of the Kindergarten parents and caregivers to assist with preparing our children and ourselves for the transition from Kindergarten to School.

All of the seminars were very useful and we received very positive feedback from the parents who attended. We were able to share the knowledge and skills obtained at the seminars and share them back at the Governing Council Meetings and with the Kindergarten for those who were unable to attend.

We also organised a weekly coffee morning for parents and caregivers who were able to attend, just across the road in the church facilities. It was a lovely way to get to know the families of the children’s friends and build on the community that Magill Kindergarten provides.

There are many excursion and great experiences that your children will have at Magill Kindergarten and one that was organised by the Governing Council was a Movie Night. It was a great success with the number of families who attended and the children loved coming together with their friends for a movie, some popcorn and the opportunity to drink fruit juice at Kindergarten instead of water. Hopefully this something this year’s Governing Council will be also able to organise, as it really was a great night.

To any parents who are thinking of joining the Governing Council, I would encourage you to do just that. It takes a small commitment of a couple of meetings per term, usually a couple of hours long, and Your contribution enables you to be part of the committee that oversees the governance of the centre, but more importantly work closely with the staff team and families in maintaining the high quality of service that Magill Kindergarten has become accustomed.
I wish you and your children all the best for the year ahead and hope you enjoy your Kindergarten experience as much as our son and family did.

3. HIGHLIGHTS 2015

A significant highlight for 2015 has been the scale of parent involvement in the curriculum and in decision making about offerings to build the capacity of our parent community.

Many parents came to cook with the children, giving us the experience of many different cultures from a culinary point of view. Others came to share with us information about their culture and religion, especially cultural celebrations.

Many parents and grandparents participated in the campfire experience we offered the children, helping the children to cook their marshmallows and spread their damper with the lillypilly (bushtucker) jam the children had made earlier in the term.

We were fortunate to have several musical parents in our community, who were willing to share their skills with the children. One of these parents is continuing with us next year- so we look forward to more wonderful collaboration between parents and staff.

We took advantage of sessions and displays offered by our local council (Opal) on the theme of “Water, the original cool drink”, and from Little Athletics and ActiveSA who offered physical education sessions.

4. QUALITY IMPROVEMENT PLAN

QA1 Educational program and practice

Numeracy—new staff were upskilled via involvement in reflection and planning related to readings. Along with other preschools in our partnership we familiarized ourselves with the numeracy indicators which will be in use in 2016.

Literacy—data collection further refined in the light of literacy and numeracy outcomes. Staff attended Training and development related to the literacy indicators. Curriculum planning processes further refined to incorporate ILP’s and learning stories in a methodical manner. Use of floor books was introduced to promote reflection on learning and to streamline reporting to parents. This was found to be effective and will be expanded in 2016. How to best make children’s thinking visible was a challenge reflected on by staff, floorbooks were found to be useful for this purpose. Use of our facebook page was expanded and found to be a useful way to communicate about children’s learning with some parents. Parents’ feedback indicates that the regular learning stories were valued.

DIAF used to reflect upon targeting of resources, improvements are demonstrated via the rubriks.

Future Direction

Implementation of the Literacy and Numeracy indicators will be a focus. Expanded use of floorbooks and a process for mapping the evidence we have collected for each child regarding each indicator will contribute to the streamlining of effective curriculum processes.

Targeting of resources via defined processes will be sustained.

Quality Area 2 Children’s Health and Safety

Inadequate fencing emerged as an issue due to older (and taller) children. This has been raised with facilities and we await contact from a project officer to remedy this.

This year the children participated in programmes from Active SA’s Be Active and Little Athletics. We used the adjacent oval more frequently for active pursuits. We noted improvements over time in children’s ability to run across the oval.

Future Direction

Fencing to be completed.

Quality Area 3 Physical Environment

This was the area focused on by staff and Governing Council during 2015. A number of strategies to improve the outdoor area have been documented for action during 2016. Our frog pond has been relocated to provide outdoor play for our turtle within view of the children. A new gardener has been appointed who has tidied our nature garden in preparation for new plantings. Dedicated vegetable gardens were installed (thanks to parent donations). The children used the environment to explore their skills as ornithologists (birdwatching), engineers (sand play with pipes and water), scientists (observing nature and water) and mathematicians (measuring, mapping, and predicting chance) amongst other things. This will be an area for continued focus during 2016.
Aspects of the many cultures represented in our centre were well reflected in the environment and curriculum in 2016, thanks to parents support as detailed previously. Where we needed further information we used Bilingual assistants. Trent Hill provided sessions about Aboriginal culture for children.

**Future Directions**
Continue to focus on this area with children and parents via a planning process which builds on the work of the 2015 Governing Council. Link with the Campbelltown Council Nature Play strategy. Continued resourcing of our wonderful gardener will be budgeted for.

**Quality Area 4 Staffing Arrangements**
We were able to appoint a second permanent part time teacher at the end of 2015, ready for 2016. This will provide improved continuity of staffing for the centre. An ECW for Preschool support and early intervention was appointed part way through 2015, and she has continued for 2016, which builds site capacity in this area.
The staff Psychological Health Survey undertaken in 2015 indicated that morale and effectiveness are high.

**Future Directions**
Complete the Staff Psychological Health survey during 2016. Our Preschool Support ECW is studying at UniSA. We plan to join her in her readings, discuss at staff meetings, and link this to our practice as part of our professional development strategy.

**Quality Area 5 Relationships with children**
We noted that our strategies to enable children to resource and direct their own learning were effective and children were often to be found accessing materials to follow projects of their own devising, making requests either orally or using the post-its to record what they would like. We noted that this resulted in many children overtly following the lead of their peers or seeking assistance from peers.

**Quality Area 6 Collaborative Partnerships with Parents and Communities**
Our website has been updated. 
Enrolment and induction processes for the 2016 children were developed. The site funded crèche for daytime parent information sessions and offered evening sessions. The site also funded 2 visits for each child prior to entry, as well as staff visiting child care centres to become familiar with children attending these centres.
Staff met with parents to discuss Individual Learning Plans.
As a carry over from 2014 a parenting course was run with expertise provided by Lutheran Family Care in 2015. This was embraced and promoted by Governing Council and the group continued to meet monthly at the “café” offered by the church across the road.
Following on from this the Council decided to fund a course entitled “Starting School” also run by Lutheran Family Care. The preschool also provided a crèche. This was well received by parents and feedback was positive. Parents made suggestions of handouts to go to the general parent body and it was decided to offer the same course in 2016.

Governing Council members also attended presentations on topics of interest related to parenting, for example children and screen exposure. Parents then provided the director with useful information to share with the general community. Topics were discussed at length during council meetings. This type of discussion was made possible by our fundraising levy as it reduced the time that Governing Council spent on planning profit making ventures.

One of the parents was employed by the Pepper St Art Gallery which strengthened our ties with this local community arts centre. The children visited the Gallery for an exhibition of items made with recycled objects. We then became involved in our own arts projects inspired by the exhibition, using milk bottle lids which families had collected for us. This linked in to our AUSSI (Australian Sustainable Schools Initiative) plan.

Our links with Magill School were improved this year when we embarked on a joint consideration of the effectiveness of our work together via the Building Partnerships rubrik from the DECD Transition to School package. Preschool and school staff met a number of times to reflect and plan improvements to the transition process and continuity of learning. This resulted in a number of visits between sites and an exchange of information regarding Statements of Learning. We have plans to continue this work in 2016.

**Future Directions**
Continued collaboration with Magill School, AUSSI, Lutheran family Care, as detailed above. Also continued fostering of parent involvement in the curriculum as noted in other sections.
Quality Area 7 Leadership and Service Management
Our documented process for policy review and annual improvement planning have continued to be refined and improved. This is documented in our Improvement folder. The psychological Health Survey 2015 indicates that staff have a positive perception of the leadership and management of the centre.

Familiarisation with the Indicators of Preschool Literacy and Numeracy
This was undertaken via involvement in a Partnership Preschool Pupil Free Day, and attendance at after hours Professional Learning Sessions. In addition, staff were released at alternative times for their NIT, which enabled the team to work together during team NIT time, to plan implementation of the indicators.

5. INTERVENTION AND SUPPORT PROGRAMS

Bilingual Program
Support for children who have English as an additional language was provided primarily through our Bilingual workers. Throughout 2015 we had a session a week each of Chinese (Mandarin and Cantonese). This was successful as this worker was able to build relationships with the children, and was skilled in operating in a play based curriculum.

We opted to try to cover the remainder of the range of languages represented by employing a small number of different Bilingual Workers for shorter periods of time. This was not as successful as workers tended to be less experienced in working within a play based curriculum and found it more challenging to build a relationship with the children.

In addition, we noted that parents selected groups this year much more on convenience, rather than when the relevant worker was employed, so it was difficult to cluster children to access the worker.

This year we clustered children with English as an additional language in small groups to work with a teacher or Early Childhood Worker on building English literacy skills. This was found to be a successful strategy and will be continued and fine tuned in 2016.

We used our Aboriginal 3 Year old literacy grant to employ one of our part time teachers for two blocks of 3 hours a week for 5 weeks, to work intensively with our 2 Aboriginal children (in the company of their friends) on literacy skills. The skills and experience of the teacher contributed to the success of this initiative. This strategy would have been further improved with more regular attendance.

Preschool Support Program
This program provided targeted support for 5 children in term 1, and 4 children for the remainder of the year. We were pleased to note that children made significant progress as assessed by the speech pathologist. This was achieved by the staff working comprehensively as a team to build children’s skills, despite difficulties experienced in recruiting Preschool Support Workers. In addition, working collaboratively with parents to build children’s skills and overcome children’s health issues, promoted success.

Literacy Program
Targeted intentional teaching of literacy concepts and skills is a key part of our literacy strategy. Inclusion of children who were taking longer to develop these skills in smaller groups or individual work, has had positive results. This is evident in literacy data, children’s confidence and development of friendships.

Staff evaluated this year’s literacy data, its usefulness and how it fits with the Literacy and Numeracy Indicators. As the data always seems to identify some children who are having difficulty with skills, we decided that it was important to continue to collect and collate this in a methodical way. Once again we have refined what we collect to ensure that it informs our planning.

Whilst this year we fell just short of our target analysis indicates that children having difficulty were either: in earlier stages of learning English; had been absent for extended overseas trips; in the group of children who would not normally have been going to school until term 2 2016; or had other additional needs. We felt it will be important to monitor the younger children and to ask parents of children learning English to support the program at home in their own language.

During 2015 we continued to use Bookmaking as a teaching strategy as it reflects our site philosophy around authentic assessment. Bookmaking as a teaching strategy has been successful
as a vehicle for extending children who need additional assistance, and also for extending those who display a high level of skill. Incorporated with author studies, the children have developed an understanding of themselves as authors/illustrators.

Both of these strategies will be continued and extended in 2016.

6. **STUDENT DATA**

6.1 **Enrolments**

Numbers of enrolments increased in 2015, to the point where we employed a full time ECW for the entire year. The centre was at capacity for much of the year.

<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>2013</td>
<td>42</td>
<td>57</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>46</td>
<td>46</td>
<td>48</td>
<td>50</td>
</tr>
<tr>
<td>2015</td>
<td>63</td>
<td>63</td>
<td>65</td>
<td></td>
</tr>
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6.2 **Attendance**

<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>2013 Centre</td>
<td>90.5</td>
<td>91.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>95.7</td>
<td>89.1</td>
<td>95.8</td>
<td>92.0</td>
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<tr>
<td>2015 Centre</td>
<td>95.2</td>
<td>92.1</td>
<td>95.4</td>
<td></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>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</td>
<td></td>
</tr>
</tbody>
</table>
Magill Kindergarten continues to have above state average attendance percentages. This is possibly due to the 2 full days offered by the centre.

### 6.3 Destination – Feeder Schools

Magill School continues to be the major destination school for Magill Kindergarten children. An increasing number of children are destined for Stradbroke, perhaps due to the broader geographical area enrolments are drawn from. Stradbroke Junior Primary School no longer exists, as it has been amalgamated with Stradbroke School. A significant increase in the number of children destined for St Joseph’s Tranmere was noted.

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0316 - Norton Summit Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>0647 - Linden Park Primary School</td>
<td>Govt.</td>
<td></td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>0923 - Stradbroke School</td>
<td>Govt.</td>
<td>5.6</td>
<td>4.1</td>
<td>9.4</td>
</tr>
<tr>
<td>0971 - East Torrens Primary School</td>
<td>Govt.</td>
<td></td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>1043 - East Marden Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>1213 - Magill School</td>
<td>Govt.</td>
<td>77.8</td>
<td>71.4</td>
<td>64.2</td>
</tr>
<tr>
<td>1322 - Stradbroke Junior Primary School</td>
<td>Govt.</td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8032 - Cedar College</td>
<td>Non-Govt.</td>
<td></td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>8033 - St Columba College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>8296 - Rostrevor College</td>
<td>Non-Govt.</td>
<td></td>
<td>2.0</td>
<td>3.8</td>
</tr>
<tr>
<td>9013 - St Francis of Assisi School</td>
<td>Non-Govt.</td>
<td></td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>9082 - St Joseph’s School - Tranmere</td>
<td>Non-Govt.</td>
<td>13.9</td>
<td>8.2</td>
<td>17.0</td>
</tr>
<tr>
<td>9402 - Sunrise Christian School</td>
<td>Non-Govt.</td>
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<td>2.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.1</td>
<td>99.9</td>
<td>100.1</td>
</tr>
</tbody>
</table>

### 7. CLIENT OPINION

"My mum says this kindy is beautiful, and you know what I think this kindy is beautiful too," said one of our children. When talking with the children about what they would like to do at school the next year, one of the children volunteered, "I love my Kindy". Verbal feedback from parents indicates that they appreciate receiving regular copies of learning stories. Knowing they will receive another in their child’s portfolio, they use them creatively-displayed around a room, in their office at work, or given to Grandma, were some ideas reported. One parent in the survey expressed dissatisfaction about the tidiness of our garden. This had been an area of concern for staff as well. After numerous attempts to recruit a gardener with the required clearances for working with children, we are so pleased to have appointed a wonderful one. The difference is already evident. This feedback indicates a need for improved promotion of the value of our loose parts play, and better storage of the parts.

### 8. ACCOUNTABILITY

Processes for ensuring compliance with the DECD Criminal History Screening processes were tightened up at Magill this year, in response to the recommendations from the audit of our processes. The date of expiry (rather than a tick) is now recorded in either the Personnel folder or the TRT folder as appropriate. Copies of staff members’ registration, approval to work, or the screening itself for volunteers continue to be kept on file.
## 9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$413,176</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$31,255</td>
</tr>
<tr>
<td>4 Other</td>
<td>$627</td>
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</table>