Magill
Kindergarten
Annual Report
2014
1. CONTEXT

Preschool Name: Magill Kindergarten  
Preschool Number: 4641

Preschool Director: Isobel Quick/Penny Martin  
Partnership: Morialta

The core staff team of director, two part time teachers and a half time early childhood worker continued for term 1, giving continuity. At the end of term 1 one of the teachers won a promotion position, and Penny Martin commenced with us. At the end of 2014 we farewelled Heather due to retirement. She has been a teacher at the site since 2011. Rebecca has been appointed to the site as a permanent 0.5 teacher.

From the beginning of 2014 the kindergarten offered 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 inaugural year of a single entry time to preschool, giving great continuity of friendships and for curriculum.

Throughout 2014 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

Yvonne Cowan, our Governing Council Chairperson, spoke about the work of the Governing Council in running the very successful Children’s Film Night. They also held a raffle and a Mr Maker fundraiser. The members discussed the first 2 areas of the site’s Quality Improvement Plan during the year. This provided staff with a great insight into parent perspectives on Curriculum and Health and Safety. Social media policy was also a topic of discussion.

One of the great strengths of this year’s council was its multicultural nature. Members represented most of the cultures present at our kindergarten. This provided a breadth of experience to draw upon.

3. HIGHLIGHTS 2014

This was the international year of water, prompting a year long, enquiry based project about water, and focused on our local creek.

Highlights of the year have been termly visits to nearby Second Creek, celebrating Diwali, an excursion to the Dental Clinic, and the Botanic Gardens with its lily pond and creek. Participating in a workshop at the Art Gallery was valued. These excursions have enriched our curriculum and parent support made them possible.

A curriculum focus on mathematics saw this take a much higher profile in the curriculum.

Continued focus on literacy resulted in the children displaying strong skills in concepts about print and phonological awareness as they transitioned to school.

4. QUALITY IMPROVEMENT PLAN

Educational Program and Practice

Numeracy was a key focus for 2014. The staff professional learning community used, “Maths is all around you,” by M. Knaus as a focus for discussion and planning. We covered number, measurement, chance and data, pattern and space. As the year progressed the learning became more embedded in the broad curriculum, and children transferred more knowledge and skills to their play. The DECD literacy and numeracy tool became available in trial format at the end of 2014, so this will be included in 2015’s plan.

Collection of literacy data in children’s second and final terms at kindergarten shows that children who had spent the whole year with us developed sound skills in concepts about print and phonological awareness. Not all children were able to produce rhyming words, but this is expected at this age.

Children with additional needs are taking more time to develop these understandings. Children with
English as an additional language, who had been with us for the whole year, showed good progress by the end of the year. We aimed for 80% of children to achieve a score of 30 or more out of 38-80.95% of children achieved this score.

Use of this type of data will need to be considered in the light of the DECD literacy and Numeracy tool during 2015. This data focus has been useful in continuing to develop staff skills, however.

Staff meeting time was allocated to using the Respect Reflect Relate document to reflect on our curriculum provision in the area of Active Learning Environment both as a group and individually. This generated a number of questions including “what do we mean by authentic assessment?” and “How do we provide children with feedback and encourage children’s reflection on experiences?” Use of the RRR document has influenced individual performance plans. We plan to use floor books to record our enquiry projects and reflect with children. We will revisit our text about learning through enquiry as a team in 2015.

Use of this tool indicates curriculum planning processes were evaluated and improved. Discussion with Governing Council and other preschools in the Gums Partnership contributed to changes. This will be an area for continued focus during 2015.

Use of the DIAF rubrics as part of the review processes indicates that there is progress to be made in targeting resources to areas of children’s needs. Resources were targeted towards releasing teachers to write children’s Statements of Learning, however our ability to release people and provide for continuity of learning was challenged.

Physical Environment
Parents were generous with time and sharing resources to enable us to better reflect the many cultures which make up our community. Our AUSSI plan has been updated to incorporate a focus on play in nature. This will drive many of our improvements in this area in 2015 and beyond.

Staffing Arrangements
A booklet for recording the day to day work of different bilingual assistants and giving them information about current curriculum foci proved useful in improving curriculum coherence. This will be continued and developed in 2015.

Collaborative Partnerships with Families and Communities.
Information about the curriculum has been shared with parents, particularly about mathematics and literacy. Conversations with parents indicate that they have been supporting the literacy curriculum at home. This is reflected in the children’s literacy results.

Governing Council meetings have provided an informal forum for discussions amongst staff and parents about culture, education, what is important to parents and the challenges of parenting in current times.

We have collaborated with Lutheran Family Care to win a Morialta Trust grant to offer a parenting course in 2015.

Leadership and Service Management
Our philosophy was reviewed once again during 2014, and altered to reflect our commitment to ensuring children spend time in nature. Our process for assessment, planning curriculum and reporting was modified to ensure data collected was useful, and fully utilized.

The site is a member of ECHO (Early Childhood Organisation), and the team has attended a number of conferences. Shared study of texts about curriculum have formed the basis of our professional learning community.

5. INTERVENTION AND SUPPORT PROGRAMS

Bilingual Program
Support for children who have English as an additional language was provided primarily through our Bilingual workers. For most of 2014 we had a session a week each of Chinese (Mandarin and Cantonese) and Sinhalese, and less often Indian languages and Arabic. This was particularly helpful for those children who arrived during the year from other countries with minimal English. They were able to assist parents in communicating with staff and also in the sharing of aspects of culture.

Literacy Program
Targeted intentional teaching of literacy concepts and skills has been 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.

At the end of 2013 we resolved to explore using Bookmaking as a teaching strategy as it reflected 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 2015.

6. STUDENT DATA

6.1 Enrolments

Total Enrolments 2012 - 2014

Enrolments for 2014 were lower than previous years, however the kindergarten is full to start 2015, with a total of 59 children.

6.2 Attendance

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2012 Centre</td>
</tr>
<tr>
<td>2013 Centre</td>
</tr>
<tr>
<td>2014 Centre</td>
</tr>
<tr>
<td>2012 State</td>
</tr>
<tr>
<td>2013 State</td>
</tr>
<tr>
<td>2014 State</td>
</tr>
</tbody>
</table>

During 2014 we moved to offering 2 full days of preschool, rather than 2 shorter days and a half day a fortnight. This has had a positive impact on our already strong attendance pattern. We have continued to have attendances well above the state average.

6.3 Destination – Feeder Schools

<table>
<thead>
<tr>
<th>Feeder Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site number - Name</td>
</tr>
<tr>
<td>0457 - Walkerville Primary School</td>
</tr>
<tr>
<td>0647 - Linden Park Primary School</td>
</tr>
<tr>
<td>0699 - Burnside Primary School</td>
</tr>
<tr>
<td>0923 - Stradbroke School</td>
</tr>
<tr>
<td>0971 - East Torrens Primary School</td>
</tr>
<tr>
<td>1043 - East Marden Primary School</td>
</tr>
<tr>
<td>1213 - Magill School</td>
</tr>
</tbody>
</table>
The majority of our children continue to transition to Magill Primary School. A smaller percentage than last year have nominated St Joseph’s Tranmere as their child’s school. I believe this will increase again next year.

## 7. CLIENT OPINION

A total of 13 parents completed the survey. All of the comments have been reproduced exactly below.

### Parent Comments - Quality of Teaching and Learning

“teachers are passionate and enthusiastic about teaching new and good experience hands on experience for kids eg fire engine and fireman coming to kindy

Have more time with bilingual teachers / helpers

Our child is very happy at Magill Kindergarten:)

The teachers have a very professional and enthusiastic approach towards my child's learning. IN comparison to another preschool my child was at last year, I rate the teachers/Director at Magill 10/10

An excellent preschool. The teachers engage with the children (and the parents) very well. They provide the stimulation my child needs.

My daughter is happy and thriving. Well done to the team at Magill Kindy.”

### Parent Comments - Support of Learning

“My son has had separation issues upon arrival. The staff have been fantastic helping him gain confidence.

I am 100% satisfied with my child's support at this preschool. They are willing to assist all of his needs.

More support from the government to improve the material for the school

some students may need 2nd language help for the first few weeks”

### Parent Comments - Relationships and Communication

“Excellent environment

As a parent who has transferred into the kinder midway thru this year; the staff could not have been more welcoming to my child and our family. They should be commended on this, as it has made my child's transition so much easier than I could have expected.

has been very good through emails and newsletters

The staff at Magill need to be commended. They communicate very well with my parents. I'm always comfortable approaching any of the teachers, and we have developed an excellent rapport. They are wonderful at knowing each child's strengths and provide so many opportunities for each child to develop at their own pace. Well done Magill Staff.

L love the way I am greeted every day by the teachers and they are all very approachable at any time. I have had conversations to them about my child and they are always there to listen.”

### Parent Comments - Leadership and Decision Making

“The leadership at Magill kindy is very professional and it is evident that the teachers respect one another and listen to one another's decisions and strategies. A great kindy begins with great leadership!!

More days for the kids to attend will be much nicer”

### Parent Comments - Other comments

“The hours of the kindy was hard for working parents Can the time be worked around so that more kids could attend kindy rather than having to put in childcare? or after kindy care for 2 hours?

My child is very, very happy at this kindy. He has made some strong bonds and built some great friendships. As a parent I am very happy with how this kindy operates and communicates with us."

A wonderful kindergarten with great staff!!! The best kindy team Ive come across (and I've had experiences with 3) MY daughter just loves!!!(So do I)

Overall a great kindy!! Great teachers.

I like the way the head teacher manage the preschool. I most of the teachers in this preschool especially Penny, the way she talk to children is so attractive and she always bring out the positive message to children. As a mum I found benefits from learning from her too.”

These indicate that parents are generally very happy with the kindergarten. Relationships between staff, children and families are seen to be a particularly positive facet of the preschool. Staff have noted that having all children commence at the one time and continue for the entire year has had a positive impact on the development of relationships and sense of belonging for children and families.

One comment about preschool hours reinforces the usefulness for parents of the increase in time to 15 hours a week.

Analysis of the comments by parents on children’s learning statements indicates that parents are happy with their children’s learning at kindergarten. This is significant as many parents were
disappointed that their children could not begin school when they turned 5, in terms 2, 3 and 4 as in the previous years.

8. ACCOUNTABILITY

A DECD Audit of the site’s compliance with Criminal History Screening was conducted. Processes were found to be effective. It was recommended that the date of expiry was included on the site developed recording sheet. This has occurred.

9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$337,067</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>0</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$21,370</td>
</tr>
<tr>
<td>4 Other</td>
<td>$1444</td>
</tr>
</tbody>
</table>

<Your End of Year Profit and Loss Statement may be included as an appendix>