Context

Preschool Name: Greenwith Kindergarten  
Preschool Number: 4696

Preschool Director: Annette Mazzeo  
Region: Northern Adelaide

Quality Improvement Plan

LITERACY

This year our site focus in Comprehension has been on Phonological Awareness.

A copy of our Site Improvement Plan can be found in Appendix 1

It was our aim to cover the areas of Rhyme and Syllable Awareness in 2011 using an Action Research focus to identify teaching methods that help children to learn these skills best in a play, inquiry based learning program.

The area of Rhyme was covered in Term 1 and 2 and the evaluation of our work can be found in Appendix 2

We do believe the concentrated focus and the development of a broad range of teaching strategies and methodologies that are play based, did increase children's skills and learning. Staff confidence and skill through this work and training provided as also increased significantly.

We only began to record data as part of our Assessment and Recording Format in term 4 of 2011. Therefore in 2012, as part of our evolving processes and practices, we will continue to make Rhyme a focus of our program and teaching each week and will use the data collected throughout the year to chart the children's progress and learning in this area.

We will continue to do the same for Syllables and Letter names and sounds, 2 areas that we did not cover in 2011 due to time constraints and the need to place the restructure for 2012 as a priority.

DECS IMPROVEMENT & ACCOUNTABILITY FRAMEWORK

We have worked in 2011 to develop several areas of need identified in our 2010 Site Review.

- Ensuring that site focuses work toward achieving a unified “whole site” pedagogical approach that enacts the learning from professional training opportunities.
- An “Inquiry” approach to areas of site improvement.

Both these areas can be found incorporated in our current Site Improvement Plan which was discussed above.

- Continued opportunities for strong sharing and student transitioning with Greenwith Primary School

We continue to work with Greenwith Primary School on a transition program that supports the notion that children will settle better at school if they are confident in their new environments.

Children in their final term at Kindy, who will be commencing at Greenwith Primary School continue to visit the school reception classes for an hour each week, getting to know the teachers, the routine and the children in classes they may join. On some of these visits children were supported by Kindy staff staying in the classrooms and on others, Kindy staff brought some of the new starters at school back to Kindy for a visit.

On these visits children can re establish friendships with children at school and are socially settled and confident before they commence school more formally in the following term.
Library visits continued each week for the children in their last 2 terms at Kindy so familiarity with other aspects of school continues to grow. The children look forward to these visits, where they can borrow from the Resource Centre as well as having a small group time with some of the library staff. This year we were lucky to have one of our parents as the library teacher. It was great to find the current topics and interests from Kindy catered for in the choices of books chosen for our children to borrow from. A lovely link to the Kindy learning!

During the year we also participated in the Golden Grove Cluster of schools Science Work. This cluster had a Science teacher, who was based at Greenwich Primary School. Several times a term, this teacher and an older grade class would come across to the Kindy and do a Science lesson with our children. It was very activity based and aimed at level of learning and skills of our children. We had so much fun learning about nature, gravity, observing changes when substances are mixed together and also, working with our older school buddies.

We have continued to have Deb Barney, a school SSO and Kindy ECW, work with us two afternoons a week, supporting several of the children in their learning. Deb has got to know many of our children and is a very friendly face for them when they do start school. She often has a good understanding of their needs, skills and abilities and this will be of support to them starting school as well as providing school staff with information linking their learning from Kindy to school.

Following discussions with the school and parents and considering feedback given from our Disabilities and Support team, we are no longer creating a separate school Summative Report for children at the end of their time at Kindy. Instead we are sending a copy of a child’s whole “Learning Journey”- Term 1 & Term 3 Assessment and Reporting and a statement of ongoing challenges for starting school.

It has been agreed that a child’s formal education journey commences at the start of Kindy and having this record in a child’s file at school, will allow access for teachers to the learning a child has had, help needed along the way and improvements made in their learning across time.

During the latter part of 2012, it is proposed that Greenwich Kindergarten and Greenwich Primary School work closely together to plan the “Single Start to School” initiative, which commences in the Kindy in 2013 and in the school in 2014. One of elements that will be discussed will be ways in which to make the transition from Kindy to school as seamless as possible. This will include continuing consideration of the social and well being needs of children as well as the curriculum and implications for children’s learning.

- **A continued focus on “Attend to Culture” and “Shared Leadership” in 2011.**

This has been addressed strongly in the preparation for the changes taking place in 2012 under the National Quality Framework. This includes the restructure of the service to provide 15 hours of preschool for each child and the restructure to staffing that this will bring.

All changes have been made after consultation from all stakeholders, through the use of surveys and questionnaires.

New staff rosters and changes to staff working conditions have been worked on as a staff team and have been planned with mutual agreement and shared understanding and ownership. Time has been planned to evaluate all the new systems and arrangements as a staff team and Governing Council early in 2012 and an agreement has been made that changes will occur as needed.

The staff team have also completed the NQS Audit together and as a result have developed the Quality Improvement Plan. They have also done training in Respect, Reflect and Relate, which will be tools used in the new QIP.

**WHERE TO NEXT?**

2012 sees many new changes and challenges for our Kindergarten. The National Quality Framework comes into effect in January and many new initiatives will take place as a result.

- **15 hours of Preschool for all 4 year olds.**
• Participation in the National Quality Standards will see the Kindy assessed and audited externally through a national review.
• Changes in session structures and staff rostering will continue throughout term 1.

The Kindergarten will focus on areas identified through the Audit process, those identified as a Regional focus and those identified as being important in the learning of our current children and families.

• A continued focus on Phonological Awareness.
• A focus on children’s well being as a result of changes to the way children will be transitioning to and beginning Preschool.
• A focus on staff learning and participation in the teaching program as a result of the restructure.

Report from Governing Council

Report being written for the AGM- Pending

Student Data

Enrolments

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<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<td>96</td>
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</tr>
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<td>96</td>
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Enrolments finished at 94 in 2011. We are moving to a 15 hour per week per child program in 2012 and it is our aim to have our enrolments decrease to 90 by the start of the year in line with the licensed capacity for the site.

Enrolments remained fairly consistent during 2011. Families continue to move into the extended subdivision and families still seek places at our Kindy from out of the area to attend our local schools, to access our 2 full days a week program and to access a program that they believe is of very high quality.

Our Enrolment Policy was updated this year to reflect the new national changes. This also included revising the priority of access for a place at our site and how the waiting list will be managed. Higher numbers of hours per child and a lower capacity will result in less children being able to access places at Greenwith Kindergarten.

As at the end of the year only 9 of our families were not increasing their hours to 15. Friday has been added as a full day of Kindy to accommodate this. Most children will now be attending Kindy here on a fortnightly cycle. This means they access 12 hours (2 full days) in Week 1 and 18 hours (3 full days) in Week 2. Full days are definitely the preferred option of Kindy in this community and we have been able to modify our service to accommodate this need.
Attendance percentages were down in terms 2 & 3 due to illness and also due to several children only accessing 2 sessions per week for family reasons. Overall, our attendance pattern is still much higher than the 2011 State average of 89% per term.

CHILDREN’S LEARNING JOURNEYS IN 2011……....

Staff continued to program for children on a fortnightly basis, using data collected from parents, observations, evaluations & from children's individual learning plans. To track children's learning pathways staff compare observations taken in a child’s 1st term to those updated in their 3rd term across all Learning Outcomes. All observations are kept in children's portfolios and a summary of learning and any on going challenges is forwarded to their new schools. Data is analysed each term to see where strengths and areas needing improvement are and to also identify patterns that may need further investigation.

Our Intervention Process continues to identify and support the learning of all children through observations and other data tools, including those with special needs.

This year we began using The Early Years Learning Framework as the basis for our Planning, Assessment and Reporting. The Portfolios clearly reflect this as well as all reports given to families.

During 2011 a sample group of children were tracked in their learning from term 1 to term 4. The attached charts in Appendix 3 show the growth in all Learning Outcomes across the year for this group of 36 children. For some of these areas the numbers reflected in the developing areas at the end of their 1st term i.e concept knowledge are indicative of the “age appropriateness” level for children starting Kindy and are therefore not treated as areas of concern, rather as areas where development should continue. In others, areas of need are highlighted and targeted with programming and resources in the weekly program.

In 2011, those areas consistently needing support for children starting Kindy were: Emotional Literacy, Taking Risks, Managing Conflict, Persistence, Building relationships, Phonological Awareness, Inquiry Based Learning.

By comparing the data of children's skills in their 1st and 3rd term we can see a consistent and at times, significant learning in these areas, with a high number of children moving from developing to competent. There were a significantly higher number of children with language and speech difficulties in the focus group so the distance travelled between term 1 and 3 is reflective of the high needs these children have and will continue to have in future years.

The collection and evaluation of data each term also enabled us to see on an individual basis which children required additional support for their learning. It also highlighted areas that needed to be targeted for the whole group, such as conflict resolution and emotional literacy. It also showed that many children are working at a higher level in areas and thus require extension programming for their learning as well as additional assessments in order to support their school placement.
WHO NEEDED SOME EXTRA SUPPORT IN THEIR LEARNING IN 2011?

39 children received either Preschool Support or Early Intervention Support in 2011. This support focused on: Speech and Language, Well Being, Social Skills, Concept Knowledge, Fine and Gross Motor Skills and Comprehension. 2 children were fully supported in their learning throughout 2011.

A small number of these children had a Negotiated Education Plan; all these children had Individualised Learning Plans and 2 children also had support from outside agencies. All plans reflected input from other support agencies, para professionals and parents to ensure there was continuity of learning for the children.

In 2011, the Kindy continued to use “Speech Links”, an online screening tool, to identify children with we feel may be having difficulties in the Expressive language area. This continues to be an effective tool. We have been supported well this year by Julia Ramage, DECS Speech Pathologist, and have been able to have a large number of children screened and identified with areas of concern in this area, referred for further assessment. We have been providing families with programs from the Speech Links program for them to work on with children at home and have the support of Julia to review these children’s progress and assist us to set new learning goals.

We have also used the services of the DECS Psychologist in the latter part of the year to assist children in their preparation and transition to school.

During Term 3 2011 we were lucky again to have two 2nd Yr Occupational Therapists with us. They worked with a group of 6 children who needed support in both the fine and gross motor skill areas. Their evaluations reflected improvement for all children and this data was also included for parents in their child’s portfolio.

### Feeder Schools

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<tr>
<th>Site number - Name</th>
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Client Opinion

In 2011 we continued to use the survey used last year. As this differs from the 2009 survey only comparisons can be made with that in 2010. % of families responded. The 2011 Scale Score Summary is found below.

A survey was given to all families this year in their child’s last term at Kindy. Very high ratings have been achieved in all areas and show very strong support for the programs and teaching at Greenwith. A more detailed analysis can be found in Appendix 4.

Staff continued to include a parent feedback sheet in portfolios when they were sent home in 1st and 3rd terms at Kindy. Feedback is received about the learning of individual children, with insights to what children were experiencing and learning at home. This parent input is valuable in setting goals and planning for children throughout the terms. It can provide us with an insight into aspects of children’s learning and behaviour at home as well as parent’s perspectives and opinions on our observations and analysis.

Parent comments reflecting support for our programs, reports and service and also showing the links being made in learning between home and Kindy:

You have been instrumental in my son’s growth & learning over the past year. Your dedication, commitment, support & love you have shown him has not only exceeded my expectations but highlights your professionalism and quality of teaching.

Loved our son’s folder. Really saw how much he has learned since the start of the term. He was also very proud to go through and talk to us about the folder. A great way to communicate to parents on progress etc.

It’s been wonderful to see my son developing so well over the last term. His confidence is building and his social skills in general have improved greatly. Thanks so much for making his Kindy experience a positive one.

I really enjoyed looking through the folders. I found that even though I am not around to see a lot of Kindy, I can still see what she has been up to.

A wonderful program that has encouraged and developed my child’s love of learning and finding answers to her questions....You are an amazing group of people who truly make a difference in children’s education.

Additional parent comments in Appendix 5