



Stirling District Kindergarten Annual Report 2012



Context

Preschool Name: Stirling District Kindergarten

Preschool Director: Ms. Catriona Catt

Region:

Adelaide Hills

2012 began with lower numbers than 2011. We had predicted this lower enrolment knowing that we would experience a large increase in 2013. This year we began preparations to offer Universal Access so all children accessed two full days in term one. In term two we began Universal Access and children could attend for a 5th session which was offered on Mondays and Thursdays. Due to lower enrolment numbers our Early Childhood staffing was decreased from 1.0 (5 days per week) to 0.6 (3 days per week). From term 2 we had access to additional teacher funding of 0.4 so Pip Rust joined our team and worked on Mondays and Wednesdays which covered the shortfall in staffing and provided some much needed administration time.

Quality Improvement Plan

Our major focus in 2012 was on Assessment through Learning. Staff were involved in professional learning on Talking Floor Books which was our inspiration. We used the strategies to reflect upon our practice and we developed a goal to work towards.

Our Goal

That children will be empowered to control of their own learning through the implementation of floor books and be able to articulate their learning. Children's skills and confidence in peer assessment and mentoring will be enhanced through this process.

We chose to focus on Quality Area 5: Relationships with Children we targeted [Standard 5.1 and 5.2. Documenting of child assessments or evaluations for delivery of educational programs.](#)

We have been working with the Early Years Learning Framework (EYLF) for many years now and this gave us many opportunities to document the children's brainstorming and learning and create clear links with EYLF. This large format also encouraged children to share their learning with parents on a daily basis as the Floor Books are located near the main entrance into the building.

As staff and children became more confident in documenting learning through this means the children's ownership grew and they were often seen to reflect on past pages and share learning with teachers, peers and parents. As the learning was so visual the children's engagement became deeper as they now could see their ideas, understandings and representations were being valued by all.



Our Floor Books now document the ideas of the children and include evidence of the learning journey. It is not only the brainstormed learning and explicit learning but the spontaneous learning that occurs daily which is included.



Our Quality Improvement Plan also identified other areas which were more systematic to improve upon.

1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.

Educators' were not fully accessing information provided by parents on enrolment, particularly the Parent Questionnaire about their child so we decided to attach a copy of this information in front of each child's Learning Journal Book when they start. This has enabled staff to have easy access to information for planning for each child.



1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning.

We were in a transition period of moving into Universal Access (15 hours) and beginning 2 terms of intake in 2013 which was affecting our changing daily routines of programming, group times and relaxation times and we needed all educators to be aware of the changing processes which reflected this. A daily timetable was developed which reflected the different routines on each day so all staff including relief staff could ensure the continuity for the children.



1.1.4 The documentation about each child's program and progress is available to families.

We implemented parents taking home their child's Learning Journal Book at the end of term 2. Parents were encouraged to complete the feedback form and write a message to their child. Some parents engaged in this process as they were invited via the newsletter to collect their child's book on their last session and return it after the holidays. It was really valuable to read the feed back parents gave their children and share this with them. Parents also provided positive feedback to the staff.



New strategies are needed to be put in place for 2013 to ensure ALL parents access their child's' Learning Journal Book and provide their child with feedback.



3.1.2 Premises, furniture and equipment are safe, clean and well maintained.

We need to make pest spraying a regular part of our end of term routines to eliminate all problem pests.



Staff treat problem areas on the final day of each term when no children are present. Staff check on the first day of each term that measures have been successful. We have wasp traps when wasps are active and these are changed monthly. In 2013 we need to look into using a service provider for pest control.

3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.

We have limited and awkward storage opportunities due to limited space. DECD have continued to negotiate with CYH to acquire the two front rooms on the building. The Governing Council has been very supportive of this and has written several times to DECD and local government ministers. Unfortunately we still have no resolution and continue to work in overcrowded spaces for staff which do not meet any Safe Work practices.



3.1.1 Regulation 112 Nappy change facilities

We currently do not have nappy changing facilities due to lack of space.

We have continued to negotiate with CYH to acquire additional two rooms with support from Regional Director. Once this space is acquired we can work with The Facilities Manager to develop plans for construction of a suitable nappy changing facility. Funding is required from DECD for this project.

Staff will be reviewing the Quality Improvement Plan in March for 2013.



Intervention and Support Programs

During 2012, 0.9% of the children attending received support. We employed an Early Childhood Worker to support children during the program according to the funding we received for each child.

We received a total of 21 hours of support for the year.

Support professionals from DECD attended the site on a regular basis to provide assessment and monitored children's progress. Staff were provided information which was used to develop programs to support the children's learning.

The site self funded additional time to support children who did not meet DECD criteria for support and they benefited from some additional one on one time to settle into the program and engage with other children. This fluctuated on an as needed basis.

We were able to offer some families unfunded occasional care as our numbers were low. 3 families made use of this service.

Governing Council Chairperson's Report

February 2013

A small group of enthusiastic volunteers joined us in 2012 making it a positive year for Stirling District Kindergarten Governing Council. It was one in which we made some effective changes. The key areas of focus were fundraising, safety and maintenance issues, and staffing arrangements relating to the new "Same First Day."

As a small Governing Council members were also responsible for the Kindy's fundraising. Although we were a small group our \$5,000 target was achieved and I would like to thank all of those who contributed and ensured our target was met. As fundraising this year proved somewhat difficult we were able to establish some systems that lightened the load on families participating in fundraising activities. A fundraising levy has been introduced and families who are unable to give their time are now able to make a small financial donation instead. This will be effective in bringing more money into the Kindy and enabling all families to make a contribution in their own way.

As in the past we engaged in several fundraising efforts including a spring raffle, the sale of chocolate frogs and finally the annual Art Show which proved to be a huge success again in 2012.

Negotiations between the Governing Council, Department of Health and Department of Education and Child Development are still continuing as to whether we can acquire the front rooms, presently owned and used by Child and Youth Health. A letter has been submitted to the Department's Regional Director again highlighting and outlining the occupational health and safety concerns with the current building and space available for staff, parents and most importantly children. We are under the belief that the move will go ahead when a suitable property is found in Mt Barker for the Hills to have a central Child and Youth Health service.

The Kindy now has a revitalized and fully functioning Public Internet Web Site. The URL for the new site is: <http://www.stirlingkgn.sa.edu.au/> The site will assist the public, families new, current and old to search and read about the Kindergarten, its daily activities, upcoming events and other important information such as contacts and bushfire emergency procedures.

We successfully resolved issues with Gardening Contractor, Betterland after the new lawn suffered from an incorrect reticulation watering system installation. The incorrect hosing was removed and re-installed at no cost to the Kindergarten.

Our last action has been to continue the work towards solving the parking and road crossing/safety issue outside the Kindy. We were certain that we had finalised this issue with the council, until council released its budget and roadwork required to ensure a safe crossing had not been passed at the Council's annual budget setting meeting. The zigzag lines have been repainted and Governing Council will raise the crossing request with Council again this year. Both the signage and speed of motorists are still agenda issues.

The Kindy continues to successfully deliver playgroup on Fridays under the new leadership of Jane Macmillan as the Stirling District Playgroup Coordinator. I would like to take this opportunity to thank Jenny Greenow for her support and commitment to the Kindy's playgroup over the past 18 months. Jenny moved on from Playgroup Coordinator early in the year and I would like to thank Jane Macmillan for taking on the role of Playgroup Coordinator; she is always looking at ways to improve the service for 2013.

We had a wonderful staff team in 2012 with Catriona as our director, Angela and Pip as teachers. Jenny Frost was appointed the Acting Director role when Catriona took leave for six weeks in Term 4. Again Joan, Gail and Irene made a very important contribution to the education of all children who access the Kindergarten. As a team these extra ordinary people show dedication and enthusiasm making them all fantastic assets to our Kindergarten and we look forward to further improvements under the leadership of Catriona and her committed team in 2013.

I would like to take this chance to thank the Governing Council members for their support and commitment to the Kindy over the past 12 months. The sustainability of the Kindergarten is underpinned by our Governing Council members yet nearly half of the Governing Council members did not have children attending the Kindergarten in 2012. Given the large student enrolment base this came as a surprise to me. Thank you to you all for pointing me and the committee in the right direction, convincing our community to donate goods and supporting the Kindy with time and effort. On behalf of the Governing Council, particularly those not staying on in 2013 we wish the Kindy and Governing Council another productive and happy year.

Sarah Barrera

Chairperson of Governing Council 2012

Student Data

Enrolments

Figure 1: Enrolments by Term

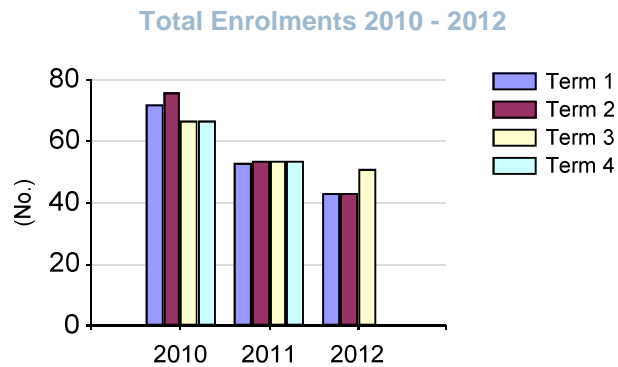


Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2010	72	76	67	67
2011	53	54	54	54
2012	43	43	51	55

Our enrolment numbers were lower than 2011 which we had expected. The enrolments will climb again in 2013 as we make the transition to one intake per year.

Based on person counts in the two week reference period each term.

Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

Figure 2: Attendance by Term

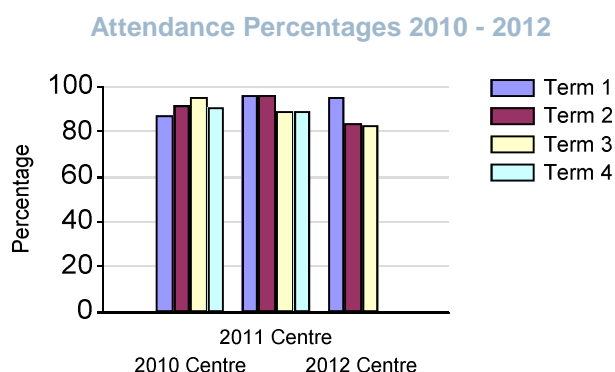


Table 2: Attendance Percentages 2010 - 2012

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2010 Centre	87.5	92.1	95.5	91.0
2011 Centre	96.2	96.3	88.9	88.9
2012 Centre	95.3	83.7	82.4	
2010 State	88.8	90.3	88.0	88.2
2011 State	89.9	89.1	88.4	89.6
2012 State	87.4	85.9	84.4	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

Attendance has been lower this year as not all families were able to or chose to attend all 15 hours. Many families use a combination of kindergarten, long day care, Family Day Care or have private care arrangements.

Feeder Schools

Table 3: Feeder School Percentage Data 2010 - 2012

Feeder Schools				
Site number - Name	Type	2010	2011	2012
0107 - Crafers Primary School	Govt.	37.3	49.0	28.6
0176 - Heathfield Primary School	Govt.	1.5	4.0	
0210 - Aldgate Primary School	Govt.			2.4
0396 - Scott Creek Primary School	Govt.	1.5	2.0	
0413 - Stirling East Primary School	Govt.	22.3	11.0	28.6
0448 - Upper Sturt Primary School	Govt.	7.5		
0495 - Woodside Primary School	Govt.	1.5		
0636 - Bridgewater Primary School	Govt.		2.0	
8007 - The Hills Christian Community School	Non-Govt.			2.4
8050 - Seymour College	Non-Govt.	1.5		
8052 - Prince Alfred College	Non-Govt.		2.0	
8072 - St Peter's College	Non-Govt.	1.5		2.4
8090 - Walford Anglican School for Girls	Non-Govt.		2.0	
8374 - Pembroke School	Non-Govt.		2.0	
9079 - St Catherine's Stirling Cath Par Sch	Non-Govt.	23.8	22.0	35.7
9096 - St Michael's Lutheran Primary School	Non-Govt.	1.5		
9402 - Sunrise Christian School	Non-Govt.		2.0	
Total		99.9	98.0	100.1

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.

Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

We have maintained good relationships with all our feeder schools with staff visiting our site prior to children transitioning to school.

In 2012, 59.6% of our children started school in the government sector compared with 40.5% who started school in the private sector.

In 2011, 68% of our children started school in the government sector compared with 32% who started school in the private sector.

In 2010, 71.5% of our children started school in the government sector compared with 28.3% who started school in the private sector.

This demonstrates that parents are increasingly moving away from the public schools in our feeder area in favour of private schooling options. We display all the information from the local public schools and we annually attend Crafers Primary School early years production.

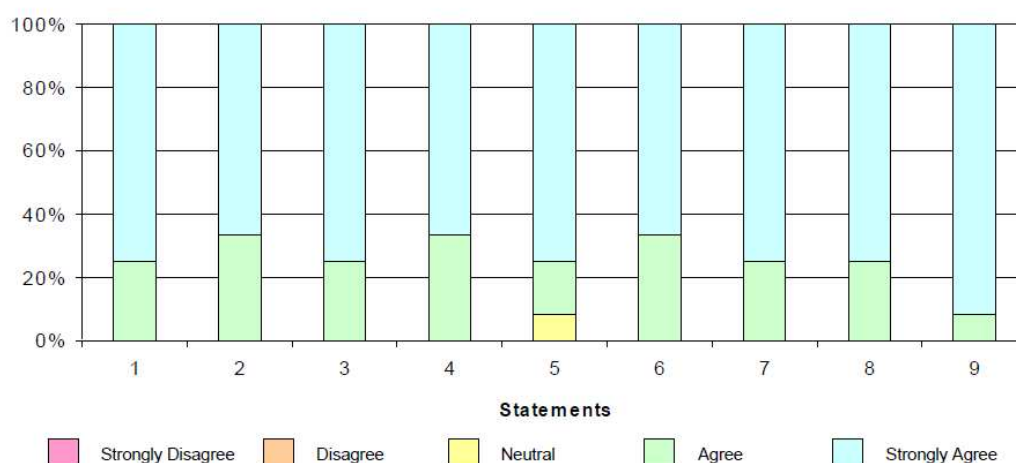
Client Opinion

DECD Parent Opinion Survey 2012

4661 Stirling District Kindergarten

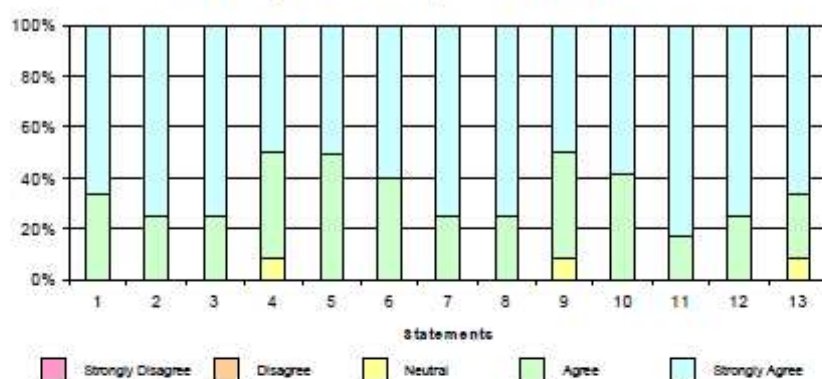
Aggregation of Preschool Survey Responses

Parent Opinion - Quality of Teaching and Learning



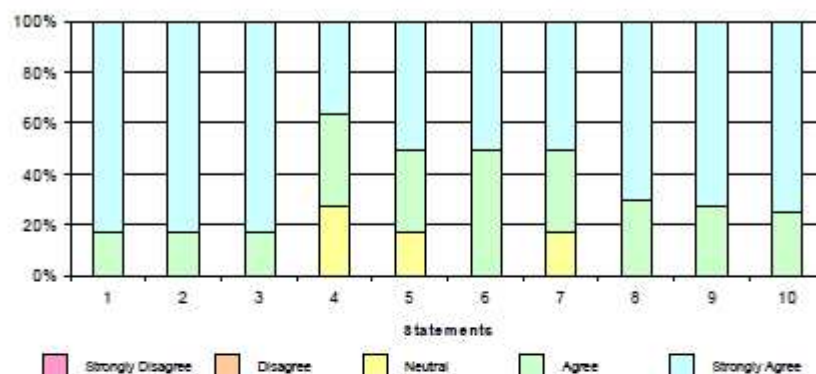
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	0%	25%	75%	12
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	0%	33%	67%	12
3	This preschool has the expectation that children will learn.	0%	0%	0%	25%	75%	12
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	33%	67%	12
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	8%	17%	75%	12
6	My child's teachers clearly inform me about the learning program.	0%	0%	0%	33%	67%	12
7	My child's teachers make learning interesting and enjoyable.	0%	0%	0%	25%	75%	12
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	25%	75%	12
9	The preschool has an excellent learning environment.	0%	0%	0%	8%	92%	12

Parent Opinion - Relationships and Communication



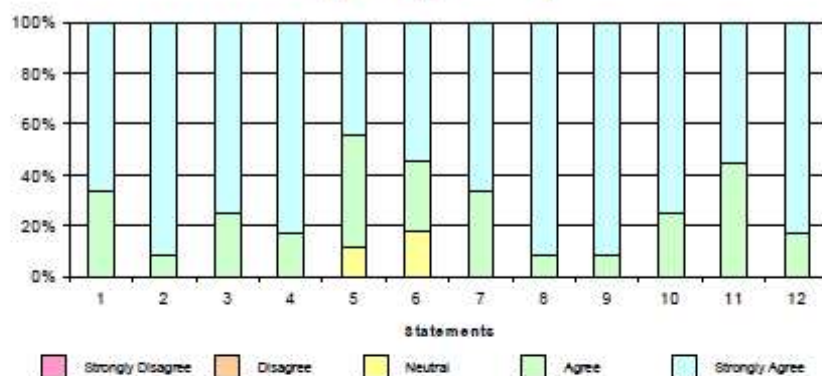
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I feel welcome at this preschool.	0%	0%	0%	33%	67%	12
2	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	25%	75%	12
3	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	25%	75%	12
4	I am given opportunities to have a say in matters about this preschool.	0%	0%	8%	42%	50%	12
5	There is a broad variety of communications that inform me about this preschool.	0%	0%	0%	50%	50%	12
6	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	0%	40%	60%	10
7	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	25%	75%	12
8	I receive helpful information about my child's progress and achievement.	0%	0%	0%	25%	75%	12
9	This preschool provides opportunities to discuss my child's progress.	0%	0%	8%	42%	50%	12
10	I am well informed about preschool activities.	0%	0%	0%	42%	58%	12
11	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	0%	17%	83%	12
12	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	0%	25%	75%	12
13	Teachers let me know how well my child is doing.	0%	0%	8%	25%	67%	12

Parent Opinion - Leadership and Decision Making



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	This preschool is well organized this year.	0%	0%	0%	17%	83%	12
2	I have confidence in how the preschool is managed.	0%	0%	0%	17%	83%	12
3	I believe there is effective educational leadership within the preschool.	0%	0%	0%	17%	83%	12
4	The preschool seeks parents' opinions about educational programs.	0%	0%	27%	36%	36%	11
5	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	17%	33%	50%	12
6	The preschool is always looking for ways to improve what it does.	0%	0%	0%	50%	50%	12
7	Parents are invited to participate in decisions about their child's education.	0%	0%	17%	33%	50%	12
8	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	0%	30%	70%	10
9	The preschool includes parents and community in decision making.	0%	0%	0%	27%	73%	11
10	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	25%	75%	12

Parent Opinion - Support of Learning



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	My child is motivated to learn at this preschool.	0%	0%	0%	33%	67%	12
2	My child's teachers provide help and support when it is needed.	0%	0%	0%	8%	92%	12
3	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	25%	75%	12
4	My child is happy at this preschool this year.	0%	0%	0%	17%	83%	12
5	My child would receive support for any special needs he/she had.	0%	0%	11%	44%	44%	9
6	The preschool changes its programs and activities to improve student achievement.	0%	0%	18%	27%	55%	11
7	Children know how they are expected to behave at preschool.	0%	0%	0%	33%	67%	12
8	Teachers at this preschool treat my child fairly.	0%	0%	0%	8%	92%	12
9	This preschool provides a safe and secure environment.	0%	0%	0%	8%	92%	12
10	Children have enough materials and resources for their learning.	0%	0%	0%	25%	75%	12
11	This preschool has information available about other support agencies within the community.	0%	0%	0%	44%	56%	9
12	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	17%	83%	12

Parent Comments - Quality of Teaching and Learning

Absolutely brilliant learning environment. So many interesting things to do - if I was 40 yrs younger I'd have wanted to go to this Kindy

We feel like we hit the Jackpot at SDK!! We feel like our sons interests have been fostered his skills in all areas developed and as a result he has a great love for learning!

We have been very impressed with the level of thought in and the depth of the learning program. There is always a huge number of activities set up for the children

Quality great - felt it would have been nice for children to be more familiar with the alphabet before transition

Parent Comments - Relationships and Communication

As a family we have always felt welcome at the kindy and value the relationships we have built with the wonderful teachers both as parents and also my sons bond with them.

Very good use of email communication

Parent Comments - Other comments

The program is very well planned and communicated to parents.

Absolutely brilliant - it has made all the difference for my child's educational and social development.

Overall the parent survey results indicate the majority of parents are very satisfied with the quality of service delivery and standards at the kindergarten. Staff will continue to maintain the high level of quality programs, services and relationships by responding to the needs of families and the community and through working in partnership with the Governing Council and parents.

This data is based on 29% of parents returning their survey forms. All parents are given a survey form in their child's last term.

STIRLING DISTRICT KINDERGARTEN
11 AVENUE ROAD STIRLING 5152

Profit & Loss Statement

January 2012 through December 2012

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Income	
FEES	
OCCASIONAL CARE	\$645.00
STANDARD FEES	\$23,214.00
PRE-ENTRY	\$925.00
EXCURSIONS	\$2,920.00
Total FEES	<u>\$27,704.00</u>
FUNDRAISING	
ART SHOW	\$3,285.90
RAFFLE	\$718.00
MONEY TREE	\$48.47
CHOCOLATES/SNAKES	\$2,637.00
DONATIONS/CONTRIBUTIONS	\$109.00
OTHER GRANTS	\$1,250.00
Total FUNDRAISING	<u>\$8,048.37</u>
OTHER	
UNIFORMS	\$9.00
MISCELLANEOUS	\$255.85
INTEREST EARNED	\$969.63
PLAYGROUP	\$2,326.65
Total OTHER	<u>\$3,561.13</u>
DECS FUNDING	
GRANTS	\$298,972.37
MAINTENANCE	\$1,000.00
Total DECS FUNDING	<u>\$299,972.37</u>
Total Income	<u><u>\$339,285.87</u></u>

Expenses	
PREMISES	
CLEANING	\$10,279.06
GAS	\$1,074.37
ELECTRICITY	\$1,916.71
TELEPHONE	\$905.96
MAINTENANCE (INDOOR)	\$333.18
WATER	\$1,251.75
REPAIRS/MAINTENANCE (OUTDOOR)	\$1,391.19
GARDEN	\$2,123.12
Total PREMISES	<u>\$19,275.34</u>
EDUCATIONAL EXPENSES	
EQUIPMENT	\$6,210.20
ACTIVITIES	\$5,877.52
LITERACY	\$1,079.23
CURRICULUM	\$1,379.97
EXCURSIONS	\$3,174.01
Total EDUCATIONAL EXPENSES	<u>\$17,720.93</u>

ADMINISTRATION	
AMENITIES	\$1,293.40
MISCELLANEOUS	\$12.73
STATIONARY/POSTAGE	\$764.54
TRAINING	\$1,199.10
OFFICE EXPENSES	\$1,776.90
SALARIES	\$286,374.60
BANK CHARGES	\$132.50
Total ADMINISTRATION	<u>\$291,553.77</u>
PLAYGROUP	
CENTRE MEMBERSHIP	\$68.18
Total PLAYGROUP	<u>\$68.18</u>
WAGES & SALARIES	<u>\$990.00</u>
FUNDRAISING	
CHOCOLATES/SNAKES	\$1,699.84
ART SHOW	\$1,529.17
Total FUNDRAISING	<u>\$3,229.01</u>

OHS&W	
OHS&W	\$240.40
Total Expenses	<u>\$333,077.63</u>
Operating Profit	<u>\$6,208.24</u>
Other Expenses	
Net Profit/(Loss)	<u>\$6,208.24</u>

Opening Balance of all accounts on 01/01/2012

BANK SA	\$21,699.93
SASIF	\$28,177.16
TOTAL	\$49,877.09

Closing Balance of all accounts on 31/12/2012

BANK SA	\$21,809.97
SASIF	\$37,153.37
TOTAL	\$58,963.34

Budget forecast of Closing Balance was \$ 39,735.00

Actual Closing Balance is \$ 58,963.34

Commitments \$10,000.00 for office upgrade
\$10,000.00 for flooring upgrade
These commitments will be carried forward to 2013.