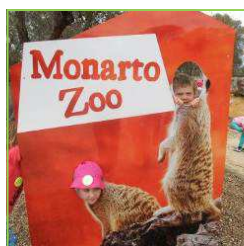
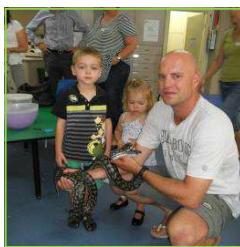


Stirling District Kindergarten

Annual Report 2013



Context

Org Unit No:	4661	Preschool Director	Ms Catriona Catt
Preschool Name:	Stirling District Kindergarten	Region:	Adelaide Hills

2013 began with higher numbers than 2012. We had predicted this higher enrolment knowing that we would have two intakes in 2013 to cater for the large enrolment base. During terms 1 and 2 we offered 9 sessions of preschool and were able to resume 8 sessions in terms 3 and 4. This allowed our Playgroup to resume at an earlier time on Friday mornings and our enrolment for Playgroup increased.

Student data

Enrolments

Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2011	53	54	54	54
2012	43	43	51	55
2013	65	69	51	38

Based on person counts in the two week reference period each term.
Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems

As the schools continued the term intakes, our enrolments declined during the year as expected. The centre has 38 enrolments to commence in 2014.

Attendance

Table 2: Attendance Percentages 2011 - 2013

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2011 Centre	96.2	96.3	88.9	88.9
2012 Centre	95.3	83.7	82.4	80.0
2013 Centre	87.7	89.9		
2011 State	89.9	89.1	88.4	89.6
2012 State	87.4	85.9	84.5	85.5
2013 State	88.7	88.0		

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 1: Figures have been revised for previous years, using integer deemed attendance not decimal.

Note 2: Data for Term 3 and Term 4 2013 will not be reported. It is not comparable with previous years due to the transition to the Same First Day enrolment policy for preschools in 2013 creating a break in series.

Source: Preschool Data Collection, Data Management and Information Systems

Our attendance percentages for the first half of the year were 0.9% over the state average.

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2011 - 2013

Feeder Schools				
Site number - Name	Type	2011	2012	2013
0107 - Crafers Primary School	Govt.	49.0	28.6	45.8
0176 - Heathfield Primary School	Govt.	4.0		6.3
0210 - Aldgate Primary School	Govt.		2.4	
0396 - Scott Creek Primary School	Govt.	2.0		2.1
0413 - Stirling East Primary School	Govt.	11.0	28.6	25.0
0636 - Bridgewater Primary School	Govt.	2.0		
8007 - The Hills Christian Community School	Non-Govt.		2.4	
8052 - Prince Alfred College	Non-Govt.	2.0		
8072 - St Peter's College	Non-Govt.		2.4	
8090 - Walford Anglican School for Girls	Non-Govt.	2.0		
8296 - Rostrevor College	Non-Govt.			2.1
8374 - Pembroke School	Non-Govt.	2.0		
9079 - St Catherine's School	Non-Govt.	22.0	35.7	16.7
9096 - St Michael's Lutheran Primary School	Non-Govt.			2.1
9402 - Sunrise Christian School	Non-Govt.	2.0		
Total		98.0	100.1	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

In 2013 we have seen a pleasing swing back to the public sector schools with 79.2% of our enrolments transitioning to the public sector. Staff have consistently promoted the public schools and 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.

Quality Improvement Plan

This year we focused on elements in six of the quality areas. The Governing Council was consulted and parents invited to attend a Closure day in March. We made progress in all areas however due to many changes in staffing arrangements we were unable to address the Teaching Standards which will become a priority for 2014. Our progress is documented in the tables below.

Educational Program and Practice

Standard/ element	What outcome or goal do we seek?	Priorit y (L/M/ H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
1.1.4	The documentation about each child's program and progress is available to families.	High	Send home Learning Journals with families at the end of every term.	100% of families accessing their child's Learning Journal every term.	Begin term 1, 2013	100% of families accessed their child's Learning Journal and staff followed up parents who did not make comments on the Comment Page provided.
1.1.2	Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program.	High	Staff will develop a new questionnaire and trial it with 10 families this year, ready for our new intake in 2014	Parents will give feedback on the form and staff will modify and work with the trial group enabling the most relevant information about each child to be shared.	Oct 2013	A new questionnaire was developed in term 1 and used with all families in term 2. It gave us more detailed information about the child and parental expectations. Parent feedback was positive.
1.2.1	Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.	High	Set up printer next to computer in main activity area which allows instant down loading and printing of children learning with the child.	Children's Learning Journals contain more spontaneous learning experiences where staff and child work towards recording the learning collaboratively.	April 29 2013	Printer was set up and used by some staff. All staff need additional training in this area.

Children's Health and Safety

Standard/ element	What outcome or goal do we seek?	Priorit y (L/M/ H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
2.1.2	Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation	M	Revise current process to incorporate child responsibilities. Use picture prompts to support children's learning. Document new processes and display.	Ensuring children are confident with the routines for lunch, cleaning up, relaxation and sun screening.	Introduce term 2 review in term 4 as process will change.	Staff created routine picture story cards so children were able to see the routine and become familiar. All children were confident with the routines and expectations.
2.3.2	Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.	H	All external risks will be identified and a risk management plan put in place.	All staff competent to manage all identified risks.	July 5 2013	Staff became more aware of risks when setting up inside and outside learning areas.
2.2.1	Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.	H	Create Healthy Cook book recording each cooking session with recipe and photos. Include healthy food choices learning.	Children are bringing healthier foods for snack and lunch.	Starting term 1	All cooking experiences were recorded in a floor learning book. Children able to identify healthy food choices when choosing cooking experiences.

Physical environment

Standard/ element	What outcome or goal do we seek?	Priority (L/ M/ H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
3.2.1	All staff are familiar and carry out regular procedures to maintain the equipment.	M	Procedures need to be documented so all staff can maintain the equipment	Signage, routines for daily, weekly, termly and annual maintenance jobs are displayed and implemented.	April 15 2013	Signage was made and placed in appropriate areas. All routine tasks are now carried out efficiently.
3.3.1	We need to improve our recycling practices and they need to reflect the community recycling processes.	M	Colour coordinate bins with Council bins i.e. Green for compost, Yellow for recycling, Blue for land fill. Purchase learning resources.	All children and adults recycle successfully.	May 30 2013	New coloured containers were purchased to match the council bins. Children learnt quickly how to recycle/sort their rubbish in relation to food, and the making area.

Staffing arrangements

Standard/ element	What outcome or goal do we seek?	Priority (L/M/ H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
4.2.1.	Ensuring part-time staff have information from staff meetings and the opportunity to participate.	M	Part time staff invited to staff meeting once per term. Part time staff undertake to read staff minutes fortnightly	All staff do regularly attend staff meetings. All staff have common understanding of what is happening in the centre at any time.	July 5 2013	Staff meetings were conducted fortnightly. All staff were invited and if unable to attend staff read the minutes.
4.1.1	Teachers to engage with National Professional Standards.	H	Teachers to share information and work towards gaining proficiency in National Professional Standards for Teachers.	Understanding requirements and fulfilling requirements for registration in 2014	November 2013	This standard was not addressed and becomes a priority for 2014.

Relationships with children

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	H	Review Site Behaviour Code Ensure all staff understand SBC and can implement Recording bullying behaviours in daily journal so they can be followed up. Explicit teaching of acceptable behaviours vs unacceptable behaviours. Having parents support the SBC. Implementing One Plans	Children can manage their own behaviour and recognise when they need support from teachers and or peers. No bullying reports	Ongoing as each group of children move through the kindergarten process.	Staff working consistently with children and recorded progress in the Daily Journal. Parents were supportive working with staff to supportive positive behaviours. No One Plans were required.

Collaborative partnerships with families and communities

Standard/element	What outcome or goal do we seek?	Priority (L/M/H)	How will we get this outcome? (Steps)	Success measure	By when?	Progress notes
6.1.1	There is an effective enrolment and orientation process for families	M	Brain storm with other sites Consultation with parents Staff planning team. Manageable numbers in term 4 allowing a transition programme to occur.	All children settle into Preschool in 2014 with the new one intake policy.	September 2013	95% of new enrolments for 2014 attended Playgroup during 2013 making for an easier transition. A transition program was offered in term 4 with children attending 5 sessions.
6.1.3	Current information about the service is available to families	M	Update and maintain our web site. Train staff to do this	Web site current always.		Web site was always current with newsletters being submitted via the DECD portal fortnightly.

Intervention and Support Programs

During 2013 1.38% 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.

Support professionals from DECD attended the site on a regular basis to provide assessment and monitor children's progress. Information provided by them to staff was used to develop programs to support the children's learning. Private speech pathologists also provided programs for the support ECW to implement with individual children.

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 in terms 3 and 4. Two families made use of this service.

The Curriculum

Our curriculum continues to be one of our strengths at Stirling District Kindergarten. In term one, we focused on Our Identity and the National Child Protection Curriculum. This included having breakfast at kindy in our pyjamas, inviting our families to a special day to celebrate our learning and a family excursion to the Cleland Wildlife Park.



In term two we explored the Arts and Music. We visited the SA Art Gallery to introduce the children to the many wonderful and exciting forms of art. We explored similar mediums at kindy. Our exploration of the arts was celebrated in the form of an Art Show which was held in May from 5.30pm to 7.30pm at kindy.



In June our next phase of focus curriculum begun with dance lessons from Footsteps Dance Company. These lessons took place across four weeks and we showcased our dancing skills in a DISCO late in June. Parents stayed and joined in some dances with us learning some of the children's new groovy moves.



In term three, we had a focus on Literacy which involved going on a journey together; a journey of discovery, excitement, a little bit scary, learning new things, sharing, having fun, listening, talking, making, telling and reading of stories. Our focus was on families also engaging with their child in reading stories at home that was recorded using a giant tree which the children would add leaves to representing each story read at home. By the end of the term our tree had become a wonderful spring tree in Stirling. Each week we had a focus story which we explored. These stories were read, role-played, recorded in paint and recalled at the end of the term in a giant graph recording our favourite story.



In term four our focus was on numeracy and science. Our budding mathematicians and scientists, exercised their inquiring minds through questioning, hypothesising, guessing and exploring new challenges. Each week we had new experiments and new mathematical tools to learn about and incorporate in the children's everyday play. Our vegetable patch was an area where we harvested our broad beans, providing lots of opportunities to practise our mathematical skills. We were able to count how many beans came out of each pod, and compare the size of the bean pods. An added bonus is that we learnt to peel off the layers of skin around the beans, to reveal the sweet and tasty bean inside.



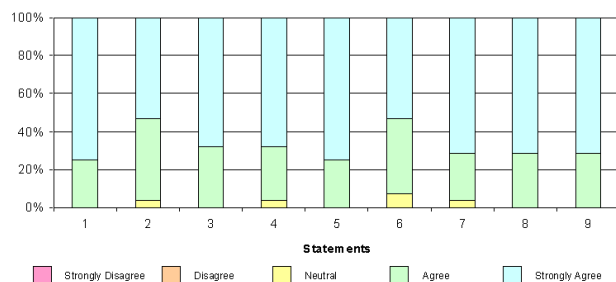
While we had an over arching focus each term the children participated in brainstorming each fort night and their ideas and learning was recorded in the Learning Floor Books. These were on display every day as parents arrived with their children and the parents engaged in sharing this learning with their child. Parents also contributed to the program through sharing special skills such as cooking, gardening, and participating in excursions and local walks. Parents also shared information about their child's interests on a daily basis with teachers which was able to be followed up.



The children's Individual Learning Journals played an important role in empowering children to record their own learning and have ownership over this. This was very powerful as children constantly reflected on their work and shared it with other children and their families. Children took their books home every term for an extended sharing time with families and parents completed the feedback sheet writing a message to their child and to the teachers.



DECD Parent Opinion Survey 2013 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%	28
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	4%	43%	54%	28
3	This preschool has the expectation that children will learn.	0%	0%	0%	32%	68%	28
4	Teachers are enthusiastic in their teaching.	0%	0%	4%	29%	68%	28
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	0%	25%	75%	28
6	My child's teachers clearly inform me about the learning program.	0%	0%	7%	39%	54%	28
7	My child's teachers make learning interesting and enjoyable.	0%	0%	4%	25%	71%	28
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	29%	71%	28
9	The preschool has an excellent learning environment.	0%	0%	0%	29%	71%	28

Parent Comments - Quality of Teaching and Learning

I appreciate all effort and communication made about my child.

I appreciate the regular learning updates in the newsletter and book by the door. It keeps us informed as the kids aren't always good at talking about what they've been up too.

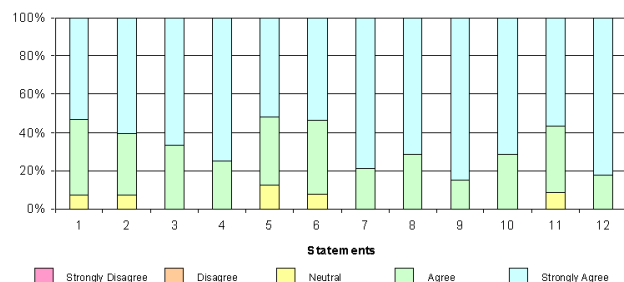
The learning programs are exceptionally good.

We are pleased with the teaching at preschool.

My child has loved attending kindy and has thoroughly enjoyed many of the project work undertaken and the outside visitors.

Felt more feedback could have been given in regards to how child is doing on a weekly basis. Even verbally sometimes you don't know what they have been doing until the fortnightly newsletter.

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%	7%	39%	54%	28
2	My child's teachers provide help and support when it is needed.	0%	0%	7%	32%	61%	28
3	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	33%	67%	27
4	My child is happy at this preschool this year.	0%	0%	0%	25%	75%	28
5	My child would receive support for any special needs he/she had.	0%	0%	12%	36%	52%	25
6	The preschool changes its programs and activities to improve student achievement.	0%	0%	8%	38%	54%	26
7	Children know how they are expected to behave at preschool.	0%	0%	0%	21%	79%	28
8	Teachers at this preschool treat my child fairly.	0%	0%	0%	29%	71%	28
9	This preschool provides a safe and secure environment.	0%	0%	0%	15%	85%	27
10	Children have enough materials and resources for their learning.	0%	0%	0%	29%	71%	28
11	This preschool has information available about other support agencies within the community.	0%	0%	9%	35%	57%	23
12	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	18%	82%	28

Parent Comments - Support of Learning

Would like to see more one to one time on some activities, however staff: student ration is too high, classes too big.

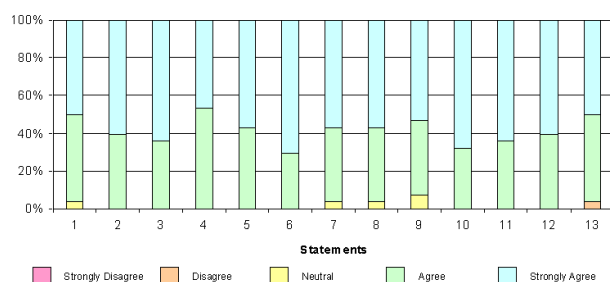
The staff have gone out of their way to help myself and child. They have found extra help for me when needed and have provided the extra care needed for my child. I know that all new staff were made aware of my child's extra needs.

Very caring, polite, consistent.

My child has transformed during the last 12 months from an extremely shy child to one who is able to interact with strangers adequately. I attribute much of this change to his time at kindy which has really brought him out of his shell. I feel a lot more confident about him starting school now compared to 12 months ago.

Communication has been excellent.

Parent Opinion - Relationships and Communication



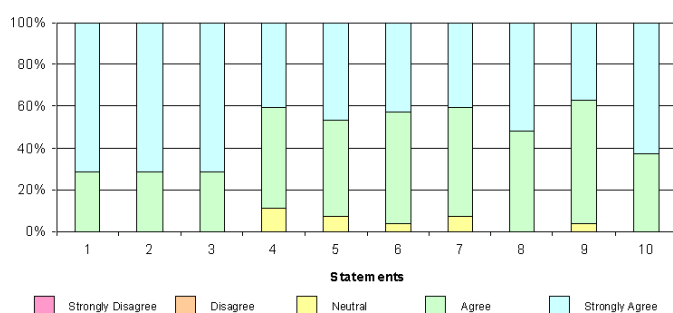
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I feel welcome at this preschool.	0%	0%	4%	46%	50%	28
2	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	39%	61%	28
3	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	36%	64%	28
4	I am given opportunities to have a say in matters about this preschool.	0%	0%	0%	54%	46%	28
5	There is a broad variety of communications that inform me about this preschool.	0%	0%	0%	43%	57%	28
6	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	0%	30%	70%	27
7	The staff always listen to what I have to say about my child's development and needs.	0%	0%	4%	39%	57%	28
8	I receive helpful information about my child's progress and achievement.	0%	0%	4%	39%	57%	28
9	This preschool provides opportunities to discuss my child's progress.	0%	0%	7%	39%	54%	28
10	I am well informed about preschool activities.	0%	0%	0%	32%	68%	28
11	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	0%	36%	64%	28
12	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	0%	39%	61%	28
13	Teachers let me know how well my child is doing.	0%	4%	0%	46%	50%	28

Parent Comments - Relationships and Communication

From the comments teachers have made to me I feel that they have gotten to know my child as an individual and were aware of their interests and talents and this assisted my child's learning.

Love the email communication - makes it much easier for those who are not always able to drop off/collect their children from kindy.

Parent Opinion - Leadership and Decision Making



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	This preschool is well organised this year.	0%	0%	0%	29%	71%	28
2	I have confidence in how the preschool is managed.	0%	0%	0%	29%	71%	28
3	I believe there is effective educational leadership within the preschool.	0%	0%	0%	29%	71%	28
4	The preschool seeks parents' opinions about educational programs.	0%	0%	11%	48%	41%	27
5	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	7%	46%	46%	28
6	The preschool is always looking for ways to improve what it does.	0%	0%	4%	54%	43%	28
7	Parents are invited to participate in decisions about their child's education.	0%	0%	7%	52%	41%	27
8	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	0%	48%	52%	27
9	The preschool includes parents and community in decision making.	0%	0%	4%	59%	37%	27
10	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	37%	63%	27

Parent Comments - Leadership and Decision Making

We are very lucky to have such a wonderfully organised kindy! Both B and C have had fantastic experiences and loved it.

My daughter never likes to leave mum for anyone including relatives, this kindy has been fantastic for her and us!!

This has been an excellent pre-school to start my child's education. We are extremely happy with all aspects.

Thanks for providing such a fantastic preschool for my child. We have watched her grow and become confident. Staff have been excellent and the leadership is fantastic.

Parent Comments - Other comments

H has enjoyed his time at SDK. I feel he is now well prepared for school. Thanks to everyone for their help and support.

Thank you so much!

Am concerned about class size, there should definitely be more assistants - ratio is too high.

Our son has enjoyed the creative and play learning offered at kindy. We also liked the way that the staff recognised the children's interests and altered learning to suit this.

Conclusion

We have received very positive feedback from the parents this year. All parents were given the opportunity to respond to the Parent Survey and 28 parents returned their survey. Parents were also able to provide feedback through emails, the Learning Floor Book and we also gathered written feedback from the Art Show. Our staffing was according to DECD regulations and we operated with a ratio of 1:13 so we can not address the concerns of some parents that the groups were too large. Most parents were happy with the communication however one parent wanted weekly feed back on their child's progress. All parents are openly invited to talk/ phone or email staff at any time. In 2014 a consideration could be making available teachers email addresses so parents can email them directly.

Governing Council Chairperson's Report February 2013

2013 has been quite a year of change for Stirling District Kindergarten.

Intake changes: The transition to a single intake for schools and kindergartens has brought with it some uncertainty regarding child and staff numbers. With a little bit of luck and lots of good planning, Catriona and team have managed to offer flexible options for families to ensure that each child could get the hours to which they are entitled.

Playgroup changes: In the early part of the year, the requirement for additional kindy sessions resulted in a temporary rescheduling of playgroup as the kindergarten facilities were not available on Friday mornings. More recently, playgroup has been affected by DECD rules that meant that we had to change to a parent volunteer run playgroup. Thanks to Jenny Greenow and Jane MacMillan for holding the role of playgroup coordinator, and to Mignon McCleay and the other parents whose dedication has allowed it to continue in its new form. I hope that it can remain a sustainable solution as playgroup offers great social opportunities for parents and kids as well as an easier transition into kindy.

Changing chairs: In July, Sarah Barrera stepped down from the governing council chair for personal reasons. I'd like to thank her for her commitment and leadership throughout 2012 and the bulk of 2013.

As a governing council, we benefited from the decision made in 2012 to raise kindy fees and limit fundraising to just the art show. The effort that the staff and volunteers put into the show was well rewarded as the art show provided a great night for all and raised nearly \$3000 for new play equipment for the kindy.

Changing rooms? Negotiations continue regarding the kindy taking occupancy of the front rooms of the building which are currently used by Child and Youth Health. Unfortunately this process is not moving as quickly as we hoped. If this change can occur, the front rooms will provide additional office and meeting space, as well as a smaller room for engaging in small groups with kids.

Some of the changes that will be felt most strongly are those in staffing. This year we say thank you and farewell to Pip, Sally, Monica and Sue. All have been invaluable during their time with us and we wish them the best of luck in their future endeavours.

The most recent change to affect our kindy community is the departure of Catriona. Through her 6 years here she has dramatically altered the kindy environment and I'd like to thank her, on behalf of the Governing Council and the kindergarten community for her dedication and service and wish her all the very best as she takes her next steps as Director of Stirling East Kindergarten.

Many thanks go to Jane MacMillan for taking on the responsibility of representing the kindergarten on the selection panel to replace Catriona. I look forward to welcoming Gordon Combes as the incoming Director of Stirling District Kindergarten.

As Catriona's final legacy, new flooring will be laid throughout the kindy during the summer break. Catriona has spent so much time to measure, chasing funding and tradespeople, and organising so that required maintenance can be performed with as little impact on the children as possible. Thank you again Catriona. It would be remiss of me to not thank Angela for her services this year. Throughout all this change, she remains our stalwart teacher. Thank you for providing a rock amongst the eddies, Angela!

Finally, my heartfelt thanks to the willing band of volunteers who help to keep the kindy running. My fellow Governing Council members have been enthusiastic and engaged. Thanks to all the parents (and grandparents etc) who have helped out in working bees and by visiting, bringing special talents and topics to the kindy.

To all of you moving on from Stirling District Kindergarten, thank you for your involvement and contributions during your time with us. To ongoing and incoming families and staff, may 2014 bring plenty more exciting changes.

Freya Newton
Chair, Stirling District Kindergarten Governing Council