Madison Park Kindergarten Annual Report 2015
1. CONTEXT

**Preschool Name:** Madison Park Kindergarten  
**Preschool Number:** 2640  
**Preschool Director:** Lucia Gatti  
**Partnership:** Salisbury

Madison Park Kindergarten is a part time site (0.8) stand-alone kindergarten nestled in a quiet suburban street in Salisbury East. We operate from Mondays to with Thursdays offering families a combination of two 6 hour days and a ½ morning session.

Madison Park Kindergarten educators and community value a rich play based learning environment for children which aims to foster children’s voice, resilience, social skills, problem-solving and to become citizens that care for others in our community.

Our priorities are wellbeing & engagement, phonological awareness, numeracy and environmental understanding.

2. REPORT FROM GOVERNING COUNCIL

I was elected Treasurer of the Governing Council in term 1 2015. As a Treasurer my role was to count and bank all monies /cheques received by the Kindergarten. As a member of the Governing Council I was able to be involved in the running of the kindy- fundraisers, excursion and the goals of the kindergarten. My daughter and I felt a real sense of Belonging and community as a result of being a member of the Council.

**Highlights of the year included:**

◊ Excursion to Gumeracha  
◊ Walkathon fundraiser  
◊ Patch Theatre excursion  
◊ Dance/ movement class  
◊ Chickens  
◊ Cooking with parents  
◊ Christmas concert

3. HIGHLIGHTS 2015

With a new cohort of children starting the kindergarten year our primary focus was ensuring that children transitioned smoothly, felt comfortable and happy in their new surroundings and formed trusting relationships with educators. Children were allocated an educator for their small group work to build a rapport with them, build confidence, get to know one another and help them to learn the names of their peers.

Our central pedagogical belief ‘that the children learn best through play when they are highly engaged have the time and space to try things for themselves’ guided our interactions and behaviors.

Throughout the year children’s interest shaped the curriculum – in term one children’s interest in farm animals peaked as we had visits from baby chicks, goats, and animal bones were brought in from one of the children’s farm properties. The children were all invited to the farm property however due to distance and risk factors a visit to Gumeracha farm was organized instead for term 2.

Following the farm visit 2 chickens were donated to the kindergarten and the parents set up an enclosure and hutch for them. The children have spent countless hours observing them, feeding them our left over food scraps, making sure they have clean water and collecting their eggs. An egg
collection chart was designed and once children collect the eggs they write their name on the chart and glue on an egg symbol next to their name. Our chickens have had a huge impact on the children so much so that 3 of our families have also set up chickens at home. It has been a wonderful learning experience ‘eggs are warm’ when they are laid and found quickly. Children have learnt to be responsible in their care of them; they show affection and have learnt about the natural cycle of life. The eggs have been used in our cooking, discarded egg shells go in the compost bin, food scraps go to feed the chickens and then come the eggs and the cycle continues.

4. QUALITY IMPROVEMENT PLAN

Improvements for Quality Area 1 Educational Program and Practice

Element 1.1
This year supporting children in their development of phonological awareness was a priority and sustained by the DECD speech pathologist who worked with educators and parents in promoting the importance of speech sounds and literacy development.

‘Research has shown that children with well-developed phonological awareness skills learn to read more easily. Additionally, the ability to hear individual sounds in words has a strong correlation with later literacy outcomes (Konza, 2011).’

Educators used the Phonological Skill Mapping tool for the first time to obtain data on children’s phonological skills – rhyme matching and syllabification to determine how best to plan learning experiences according to their needs based on the data collected. See Appendix for results.

The Pre Lit programme was also utilized for the first time to promote print concepts, vocab, rhyme and syllable play through reading specific texts in our small groups. Educators valued this programme highly and children gained a good understanding of the stories due to repeated readings and the specific tasks set.

Recommendation: Educators will reflect on the benefits /drawback of using the Pre Lit programme

Element 1.1
Working on developing children’s emerging numeracy skills was also a priority. As a staff team our focus was on training and development to improve our numeracy understanding as well as planning & developing maths tasks and setting up opportunities for numeracy learning.

Educators attended an Anne Baker workshop with educators from the Salisbury Partnership. Resources were purchased for staff reading which became a focus for professional dialogue by building educators’ understanding of Number sense in particular. Throughout the year educators also attended Professional Learning Community meetings held at the local feeder school and various preschools to exchange ideas and resources. Staff meetings and training & development included sharing numeracy ideas for small group work, viewing math’s journals from other sites as well as 2 numeracy webinars.

Recommendation: Educators will be reflecting & reviewing ‘where to next’ in our numeracy journey

Element 1.1.2
Educators trailed the Collaborative Teaching and Learning Tool and the Daily Planner to capture children’s daily learning and their interests which then impacted on our programming. Educators found the daily recording of children’s ideas/work a challenging task at first but have recognized the value for themselves a approach to reflecting on the day’s events and learning. Educators observed that children were keen to come along and share their ideas/ drawings in the journal. Parent’s positive response was noted as they would sit and look at the entries either with their children or by themselves and occasionally take the opportunity to record their own thoughts on the learning.

Element 1.2.1
A new observation sheet for every child was used to closely monitor children’s interests with the purpose of documenting children’s learning more thoroughly and following the cycle of improvement – to observe, monitor, document and reflect. A new A3 tracking sheet to record the type of observations recorded per child was also introduced as well as an ILP record sheet for each child.
**Recommendation:** Educators struggled with the varied recording sheets used to monitor & track children’s learning and this will need to be streamlined and reviewed next year.

**Quality Area 2: Children’ Health and Safety**

**Element 2.1.2**

Educators questioned the running of the lunch routine for children as a result several suggestions were made and implemented over the course of term one. Educators trialled various strategies and noted that a more relaxed atmosphere was achieved by giving children choices about activities to do when they finished their lunch-listening to relaxing music, a short DVD, new materials on offer made a difference to children’s and educators well-being.  

**Recommendation** We will trial these new strategies next year with the new cohort of children and monitor their effectiveness.

**Element 2.2**

Educators continued to promote healthy eating by example as well as offering cooking experiences throughout the year. The ‘Nude food’ campaign was introduced with the idea of families recognising that ‘fresh is best’ and less processed foods is more desirable for children’s health.

**Quality Area 3: Physical Environment**

**Element 3.1.1**

A new awning was installed to alleviate heat and promote greater outdoor comfort when using the outdoor area for children’s activities thereby providing increased shaded area and promoting sun safety.

**Element 3.1.2**

Soft fall was replaced to ensure adequate coverage under climbing equipment in line with DECD guidelines. The sand pit cover was finally installed after much deliberation and problem solving due to its awkward shape and ensuring a clean sandpit for children’s use.

**Element 3.1.3**

Sustainable practices at our site continue to be highlighted every year due to the new cohort of children coming through. ‘Nude food’ was encouraged at lunch and snack time – a nude food board with photos of children eating nude food as well as daily conversations with children became part of our routine. The new chickens also supported children’s understanding of the ‘food cycle’ and how the benefits to our environment.

**Recommendation:** the end of year indoor/ outdoor inspection checklist will highlight any further work that will need to be actioned.

**Quality Area 4: Staffing Arrangements**

**Element 4.2.2**

Educators engaged in conversations and shared stories about children’s learning to build a common understanding on capturing children’s learning – including the Collaborative Teaching and Learning journal.  

**Recommendation:** This will continue next year as educators build their understanding of children’s numeracy development and the new Literacy and numeracy Indicators.

**Element 4.1**

A new staff roster has been developed to indicate staff location for lunch roster, toilet cleaning roster and inside/ outside staff duties. This will need to be reviewed given the new 1:11 ratio to ensure we meet regulatory requirements at all times.

**Quality Area 5: Relationships with children**

**Element 5.1.1**

Educators spent time monitoring and recording their interactions to ensure that positive and encouraging language was used in supporting children with their learning.
A TURNUGY HD sports cam was purchased and trialled by educators to use in their small group to record children’s communication with educators and each other.

**Element 5.2**
A new behaviour log was introduced so that children’s behaviour/ incidences can be monitored and reflected upon by staff during staff meetings. This was effective process and will continue next year as educators could monitor & reflect on incidences that occurred and plan intervention strategies accordingly.

**Quality Area 6: Collaborative Partnerships with families**

**Element 6.1.2**
Educators talked with parents and offered the opportunity to be involved in contributing to the philosophy statement. Children’s response was sought and also included in the philosophy statement. Parents have been active in caring for our garden, donating plants, feeding the chickens on the weekend, taking our resident frog home over the holidays, repairing wooden equipment. Parents have also been encouraged to come and sing the ‘Goodbye’ song in their home language which the children have enjoyed as well as greeting the children. Several of our families have also come to share their cooking expertise and recipes with us as well as made up the Kindy Chef hats and aprons. Other parents have contributed by coming along and sharing their expertise or hobbies such as the gem stones and aboriginal artefacts.

**Quality Area 7: Leadership and service management**

**Element 7.1.1**
The review of the Induction Folder task was actioned and not finalised and we will need to review the existing Induction folder to ensure that all practices and procedures are clearly outlined for next year.

**Element 7.1.5:** All Governing Council members received clearances for Criminal History Screening & completed their RAN training. This is an ongoing practice.

**Familiarization of the Indicators of Preschool Literacy and Numeracy**

Funding was used for educators to attend an all-day training on the Indicators. In addition a webinar was purchased and in-house training provided on numeracy learning in general to support the educators in their own numeracy understanding to underpin the familiarisation of the Indicators.

5. **INTERVENTION AND SUPPORT PROGRAMS**

In 2015 DECD additional funds were made available by the site employing an ECW (Catherine) to work with individuals and groups of children. The ECW was also involved in small group work to support literacy understanding. Educators were able to assess children at risk using a range of tools: observations, speech and language checklists, Involvement scales, and second term interview data. Information offered by parents during the initial enrolment process was considered by teachers in making recommendations and assisting in screening children. In 2015-10 children were identified with speech difficulties varying from mild to moderate to significant and referred to Department for Education and Child Development speech services. However 7 children were eligible for funding under the preschool support programme. Most of the children receiving speech support have made significant progress with their speech and the DECD speech pathologist will be monitoring their progress once they commence school to ensure that they are progressing. An additional 2 children were referred to our Special Educator for preschool support regarding developmental learning concerns. Our bilingual worker supported 3 children from non-English speaking background and all children have made progress with their receptive & expressive language.
6. STUDENT DATA

6.1 Enrolment
6.2 Attendance

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<td>Enrolments</td>
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Last year we had slightly lower enrolments than 2014 and attendance is consistently lower in Term 3 with higher incidences of sickness due to flu season.

6.3 Destination – Feeder Schools

<table>
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<tr>
<th>Site</th>
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Gulfview Heights Primary School and Madison Park Primary School continue to be the preferred public schools with a total of 66% of our children enrolling in these schools.

7. CLIENT OPINION

There were only 3 responses to the Parent Opinion Survey however an internal questionnaire had positive responses about our curriculum, staff & learner well-being.
8. ACCOUNTABILITY

All volunteers complied with the DECD regulations requiring a Criminal History screening as well as RAN training. Contractors and 3rd. Party providers were all screened and their details recorded on the new DSCI record.

9. FINANCIAL STATEMENT

Financial Report has been filed with DECD Financial Unit as per requirement.

10. Appendix

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The data indicates that there was a marked improvement in children’s syllabification & rhyme matching skills from Term 1 to Term 4.