

Elizabeth East Kindergarten

Annual Report

2015



1. CONTEXT

Org Unit No:	2612	Preschool Director	Ms Elzbieta Koczwara
Preschool Name:	Elizabeth East Kindergarten	Partnership	Elizabeth

EEK context

The Elizabeth East Kindergarten (EEK) is a full-time centre. From 2010 the centre offered 15 hours of preschool (universal access). EEK provides a combination of morning, afternoon and all day sessions and occasional care two sessions per week. The children who are attending the EEKindergarten are mostly from Elizabeth East, Hilbank and other Elizabeth areas.

Staff

1 teacher, 1 director, 0.2 teacher or equivalent ECW (for universal preschool) 0.5 (Early Childhood Worker) ECW 0.2 Occasional Care Worker (OCC), and support workers vary each term.

Children

During 2015 the number of children for sessional kindergarten increased to 48 in term 4.

Sessions are offered Monday-Thursday averaging up to 30 children per session. EEK offers flexible session arrangements including lunch care for full day care. The universal preschool offers 15 hours per week (five sessions). About 90% of children attended 5 sessions per week. During 2015 about 10 children left the area and 12 new children enrolled after the year had started.

Sessions are offered Monday-Thursday averaging up to 30 children per session. EEK offers flexible session arrangements including lunch care for full day care. The occasional care program catered for up to 32 children starting at 2 years of age.

EEK caters for children with challenging behaviour, severe health issues, social/emotional, speech and language, and global developmental delay. EEK staff also support parents in accessing additional services for their children, e.g. Disability SA, Child Development Unit, Novita, Autism SA, etc.

2. REPORT FROM GOVERNING COUNCIL

Elizabeth East Kindergarten staff worked closely with the whole community particularly with the Governing Council during 2015. The Governing Council promoted and supported EEK through various actions:

Regular meetings (2 per term) were held and decisions about all issues regarding the running of the kindergarten were discussed and followed through. The Governing Council also supported and overlooked financial decisions. The Governing Council facilitated and supported the decision of increasing fees to \$85 per term for 2015. The Governing Council also recommended a further upgrade of the outside area to promote nature play. Therefore after lots of discussions the final decision was made to employ a person who will design and oversee the project. the natural playground was to be erected during term four but due to different issues the project will be undertaken during term1/2016.

There are ongoing issues with EEK emergency and gate entrance which needed to be repositioned as the land where the gates were on was reclaimed by the owner. Since the beginning (2014) the Asset services are aware and regularly reminded of this situation and in (December 2015) the decision was made to fund a new emergency and entry gate.

3. HIGHLIGHTS 2015

In 2015 the EEK hosted and celebrated 19 different family/child oriented celebrations to support and highlight connections and needs of the community.

Four Pre service teachers from Uni SA had their placement at EEK.

- 2 parent / child excursions
- Excursion to “ Hope” college –working with community
- Mothers, Fathers and Grandparents - Special Person Day – celebrating families
- Christmas concert
- Easter Celebration
- “Shoe box” collection supported by wider community for special unprivileged children from third world country (26 boxes collected and sent)
- Informal and formal meetings with the community to further support EEK
- Children are involved in designing of our playground
- Sun safe - pd for children
- Camp quality- a puppet show focussed on children’s cancer issues
- Emergency services visit to promote childrens understanding and learning
- Lots of cooking activities with parents and volunteers
- Living eggs - promoting children’s learning and understanding and responsibility of how to look after pets, animals who are dependent on others.
- Regular visits from EEP school/visiting EEP schools.
- NAWMA- following our recycle,reuse and reduce

During 2015 we have been able to provide a vibrant play based curriculum for all children (taking into consideration their abilities, knowledge and interests). EEK used a thematic approach focused on different types of text from fiction to nonfiction, focusing on comprehension and building on children’s interests while working in developing language and literacy. In order to support our QIP, the children and their parents were exposed and invited to participate in excursions and site visits/gathering.

We continued weekly visits to the local school library and participated in reception classes to further the children’s literacy skills. These visits will continue on an ongoing basis during 2016 in order to provide a smooth transition to local EEPs school and networking which will further support both educational sites.

4. QUALITY IMPROVEMENT PLAN

During 2015 EEK staff identified and worked further at making sure that all children are supported and resilient in approaching and resolving new challenges in a meaningful and supportive EEK environment while providing learning experiences especially focusing on Literacy and Numeracy.

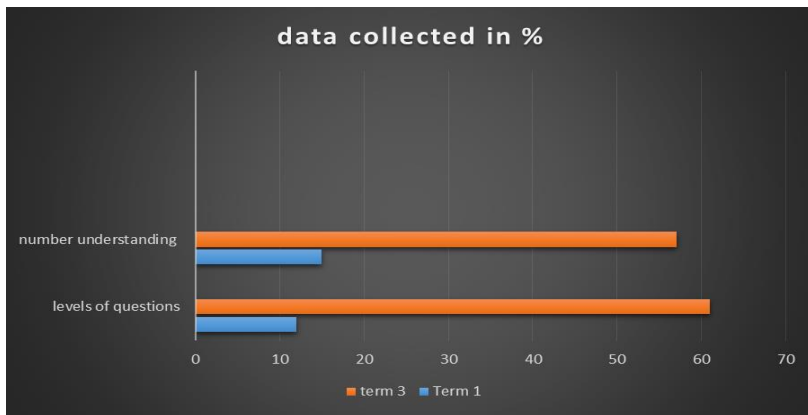
Indicators of Preschool Literacy and Numeracy were implemented as much as possible as well as PD workshops related to Numeracy indicators for early childhood professionals were attended by all staff members.

In house Literacy and Numeracy PD sessions were provided and all staff was responsible to familiarize themselves with the content. The indicators were further unpacked and explored by individuals then spontaneously used during learning experiences in all areas of the curriculum.

Three of the staff team attended the Workshop organized by Elizabeth Partnership for all levels of schooling. As a result of that the EEK staff coordinated a friendly family audit related to parents understanding the importance of numeracy. Both areas in QIP were predominantly worked on during 2015.

All staff took part in PD which focused on how to better approach/connect with each individual child. Regular discussions based on observations, of staff participation with children supported by short video clips, pictures, jottings helped in the process.

1.1.5	<p>All children to learn, develop and extend their play and participation skills in the program</p> <p>All children to build their independence and resilience.</p> <p>Learning Outcome 4: Children are confident and involved learners</p> <ul style="list-style-type: none"> ❖ Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. ❖ Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. ❖ Children resource their own learning through connecting with people, place, technologies and natural and processed materials 	<p>H Effective interactions and supervision of children</p> <p>Connect to a variety of learning opportunities to</p> <p>Strengthen or extend children’s learning</p> <p>Small group and 1:1 work</p> <p>with child/children to cater for individual needs</p> <p>Build on child’s interest and involve other children in the process</p> <p>Record child’s achievement and share it with family through</p> <ul style="list-style-type: none"> ❖ Observations ❖ Photos ❖ Child’s projects ❖ Portfolios ❖ Reflections ❖ Planning <p>Communicate a clear expectation of a child (always achievable)</p> <p>Child/adult initiated learning experiences to enable child’s interests to be followed</p> <ul style="list-style-type: none"> ❖ Interest groups ❖ Individual learning <p>Clear guidelines, consequences,</p> <p>Individual and group discussions</p> <p>Developmentally appropriate practices used to support the needs of CALD and special right children</p> <p>Open honest and supportive communication participation with parents of all children especially CALD and special right children</p>	<p>Feelings and emotions expressed in a positive way</p> <p>Children are respecting, understanding and following rules</p> <p>Children’s participation and involvement improved</p> <p>Inviting and meaningful learning environment for all children</p> <p>Resources used to support individual needs include:</p> <ul style="list-style-type: none"> ❖ Tablet ❖ Compics (support children in their communication/understanding) ❖ Tactile toys ❖ Quiet/relaxing room <p>Educators build on children’s existing knowledge and skills to enhance their learning</p>	End of 2015
4.2.3	<p>Educators to be responsive, purposeful to EEK’s needs to direct their full attention to their work with children</p>	<p>M Each employee has particular tasks to be responsible and accountable for</p> <p>Colour coded resources for easy cataloguing and storage</p> <p>To do list to be followed and signed</p> <p>Personal development sessions per year to formally discuss responsibilities.</p> <p>Support/courses to further develop skills.</p> <p>Critical reflection using J&P.</p> <p>Volunteer tasks are displayed and followed</p>	<p>All educators being aware of, and responsible for, their tasks and being able to step in to support others.</p> <p>Constant scaffolding of EEK environment to provide the best learning environment for children.</p> <p>A volunteer helps in preparing resources</p>	ongoing



Furthermore all children’s literacy and numeracy goals were identified in term 1 and then in term 3 data was collected and then compared to previous results to find the progress. Appropriate action was taken by educators to address each child’s participation.

The children’s progress in all areas was evident especially in Literacy in Numeracy. 6 children needed to be further extended in literacy and 4 in numeracy.

At the same time the learning skills of some children did not improve a great deal due to attendance issues and other diagnosed disorders and disabilities.

Overall by the end of term 3 children’s efficiency in new skills grew by approximately 45 %,

Student Data

The EEK staff was able to support children in their learning by providing them with developmentally appropriate learning experiences. Each child’s learning needs and achievements were documented. ILP’s documents were updated and learning goals established then evaluated as needed. A variety of methods were used to accurately support children. e.g. observations (RRR scale), check lists, family information and input. The children who had any additional needs were supported through early intervention programs and DECD disability services e.g. speech, hearing, psychology, social work. The EEK also work with outside DECD agencies as needed. Additional support was offered to children who needed to be support more due to their abilities. In term 1 a child with spectrum Autism disorder was enrolled and needed to be supported during all time while at kindy. Furthermore twins “straight” from a refugee camp (no English with some trauma) were enrolled and before being comfortable and trusting, at times 2 staff members needed to attend to them. Limited support was offered (18 hours over the year). 2 other bilingual children were enrolled but because they were not a priority we were not able to receive any support.

Last year only 2 Aboriginal children were enrolled (starting school 2016) who were very motivated and highly achieving in their learning. The parents of the students were happy with the program provided and extra funding was used for aboriginal performances and resources.

A number of children were supported by a speech program, 3 children presented with additional needs and other agencies (e.g. CDU), were involved in delivering the program collaborating with us as much as they could. Also here, additional support was provided by the kindergarten.

Traditionally our family literacy program works hand in hand with parents wanting to be involved with their children. Literacy kits are being borrowed by parents chosen by children, persona doll (Percy platypus) visits children’s houses and parents help children to write and/or draw their experiences in a special diary book. A story a day where parents (educators also help) can read any book they choose at kindy and then after 20 books read the children receive their certificate. This program is proven to be very popular and children request parents to do that before other activities.

Enrolments

Figure 1: Enrolments by Term

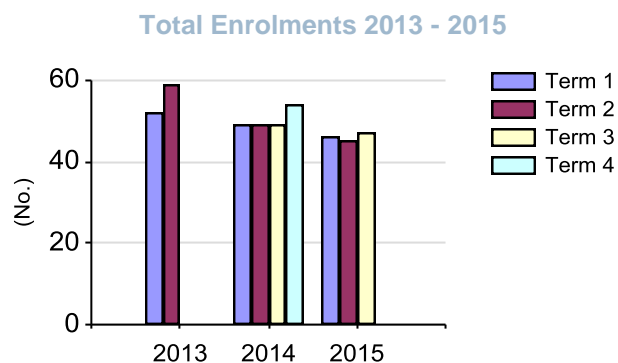


Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2013	52	59		
2014	49	49	49	54
2015	46	45	47	

9 children left EEK and 11 enrolled or re-enrolled during the year.

Attendance

Figure 2: Attendance by Term

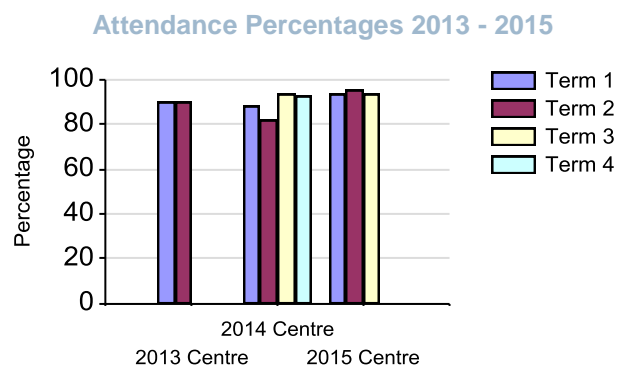


Table 2: Attendance Percentages 2013 - 2015

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	90.4	89.8		
2014 Centre	87.8	81.6	93.9	92.6
2015 Centre	93.5	95.6	93.6	
2013 State	88.7	88.0		
2014 State	90.0	88.9	86.1	87.1

2015 State	90.5	88.5	86.3
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Due to a high number of children missing out on kindergarten sessions, the kindergarten offered more flexible sessions and contacted those with poor attendance. Furthermore some children were not able to attend due to sickness, family holidays or other reasons not disclosed to EEK. Because of that, in 2016 all children will be able to choose to come 2 full days and 1 ½ day. We hope that this option will help in improving attendance.

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2013 - 2015

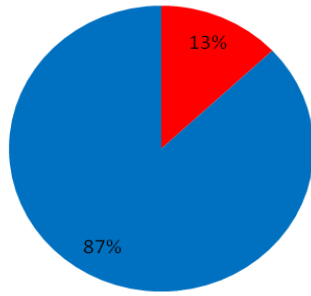
Feeder Schools				
Site number - Name	Type	2013	2014	2015
0897 - Elizabeth Grove Primary School	Govt.	2.7		
0943 - Elizabeth East Primary School	Govt.	67.6	73.9	63.8
0948 - Elizabeth Park Primary School	Govt.		2.2	2.1
0949 - Elizabeth Vale Primary School	Govt.			4.3
1038 - South Downs Primary School	Govt.	2.7	2.2	2.1
1848 - Golden Grove Primary School	Govt.			2.1
1854 - Blakeview Primary School	Govt.			2.1
5463 - Burc College - Elizabeth East Campus	Non-Govt.			4.3
8000 - Catherine McAuley School	Non-Govt.		2.2	
8033 - St Columba College	Non-Govt.		2.2	4.3
8243 - Blakes Crossing Christian College	Non-Govt.			2.1
8423 - Hope Christian College	Non-Govt.	2.7	2.2	4.3
8439 - Tyndale Christian School	Non-Govt.		2.2	4.3
9022 - St Mary Magdalene's School	Non-Govt.	5.4		
9023 - St Thomas More School	Non-Govt.	18.9	10.9	4.3
9043 - Burc College - Gilles Plains Campus	Non-Govt.		2.2	
Total		100.0	100.2	100.1

Most of EEK's children will attend the Elizabeth East Primary School as we have a close connection with the school, especially with the junior primary classes. We also keep in contact with other schools where our children may enroll. St Thomas Moore, Tyndale Christian School.

All children's absences were followed, parents were called. Where ever possible, arrangements were made for children to attend during opening hours regardless of child's time table. Even though this arrangement was available, there were children who still did not attend.

Source: Preschool Data Collection, Data Management and Information Systems

7. CLIENT OPINION



Extremely happy with the service provided 87%
Agreed with the service provided 13%

We are happy with the client satisfaction, and next year we hope will also bring a high parents' satisfaction.

8. ACCOUNTABILITY

All people engaged with DECD sites/services as DECD employees and volunteers as well as contractors and Governing Council, have relevant and current history clearances Currency periods are indicated in the guiding documents provided. Record and copies of cited are kept at EEK .

9. FINANCIAL REPORT

EEK is financially stable
Balance Sheet and Profit and Loss, prepared by the Centre's Book Keeper.
About 30 % of our families did not pay kindy fees.