Annual Report
2011
Improvement & Accountability

The DECS Improvement and Accountability Framework (DIAf) supports sites at state, district and school/preschool level to achieve and sustain high performance. It integrates processes of improvement and accountability to achieve effectiveness. The framework consists of five elements:

**Standards**
- The standards that guide our work and direct our improvement efforts

**Self Review**
- An annual process intended to help us reflect on how effective we are and what areas require improvement

**Improvement Planning**
- The process through which we focus on priorities for improvement, currently described in plans such as the Site Learning Plan, Early Years Literacy Plan etc

**Intervention and Support**
- The way in which we provide additional resourcing and assistance for those students and programs needing extra support

**Performance Reporting**
- The way in which we account for our performance. This annual report is one way in which we do this.
Nine Principles Of Improvement & Effectiveness

Underpinning the five elements are nine principles that reflect the work of effective preschools.

They include:
- Focus on Learning
- Thinking Systemically
- Shared Leadership
- Attend to Culture
- Listen and respond
- Make Data Count
- Set Direction
- Target Resources
- Continuously Improve

As a DECS site, we have implemented the improvement and accountability framework and addressed relevant principles as part of our self review. This report describes the outcomes of this process.

Maria Barber presented by Jacqui Schulz
Director 2011

Susan Jenner
President
Setting Direction

Centre Philosophy:
We aim to develop children emotionally, socially, physically and intellectually. Kindergarten is a place where children feel safe, happy, supported and encouraged. Children’s work is highly valued. All kindergarten families are valued by staff. Staff encourage children to make their own decisions and to take responsibility for these. The kindergarten is a dynamic source of information and support for parents and caregivers.

Centre Values
Participation – Children at risk identified using wellbeing audit
Innovation – Interactive White Board used daily
Engagement – supportive learning environment
Learning through play – focus on dispositions for learning
Riverton Kindergarten

- 96 kilometres north of Adelaide
- Agriculture area - sheep, cattle and cropping
- High level of employment
- English is spoken in most homes.
- Positive support from families involved with the centre
- Changing demographic - higher levels of support (behaviour & speech) to meet the additional needs
- Gradual increase in enrolments
- Strong transition program weekly reciprocal visits with Riverton Primary School & formal visits in final term
Context

- 0.5 Kindy - Director / ECW
- 2 full days Monday / Wednesday
- 17 eligible enrolments
- Pre-entry Mon or Wed am
- 7.5 hours Pre School Support
- Unfunded Occasional Care
- Playgroup (Thurs)
- 3 feeder schools
Preschool enrolments were high during terms 1, 2 & 3 enabling us to receive supplementary staff funding and employ an extra teacher one day a week.

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
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<td>2009</td>
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<td>19</td>
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<td>2010</td>
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<tr>
<td>2011</td>
<td>18</td>
<td>23</td>
<td>18</td>
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</tbody>
</table>
We had excellent attendance again in 2011. The average dropped from 94% to 93% over the three terms counted. This is above the state average of 89%.
99% of our children enrolled at Riverton Primary School in 2011 and a strong transition program is in place to support continuity of learning. 1% of children at Tarlee Primary School in 2011. Transition programs to other schools are negotiated as required.
Focus on Learning

- Term 1
- Summer
- Sea environment
- Water Awareness sessions at Riverton Pool
- Pancake Day
- Harmony Day
- Veggie patch
Focus on Learning

Term 2
- Belonging
- When I grow up, I want to be?
- Fire Stations
- Road safety and signs
- Keeping healthy
  - Visit from a nurse, Ros Rowett
  - Ambulance
- Autumn
- Mothers and Babies
  - Visit from a mother and her baby, Renae and Eloise
- Reconciliation week.
- Literacy Focus on writing letters
- Staff endeavoring to engage children in extended conversations ‘strive for five’
Focus on Learning

- **Term 3**
  - Winter, rain, rainbows
  - Circus
    - Being at a circus
    - Physical activities associated with a circus
  - Book week ‘One world many stories’
  - Being with nature
    - Bears
    - Bees
    - Smells of nature
Focus on Learning

Term 4
- Observing lifecycle
  - silk worms
  - Butterflies
  - frogs
- Literacy focus on
  - Initial sounds
  - Rhythm/rhyme
- Spring
- pets
- Healthy active & strong
  - Healthy food
  - Eating a rainbow
  - Cleaning teeth
- Obstacle - a-thon during Physical Education Week
- Christmas celebrations
Focus on learning

- 78% of families agree or strongly agree that their child receives high quality teaching at Riverton Kindergarten.
- The National Early Years Learning Framework is fully implemented and operational
- Learning Outcomes and dispositions for learning are reflected in weekly program
- Emergent program following children’s interests is documented using photos and informs future program
- Summative reports written to Learning Outcomes for all children in their final term.
Continuous Improvement

Site Improvement Plan

Priority 1 Literacy
Children will be confident in their use of oral language.

Key Actions
- Open ended provided opportunities for children to explore and learn use language.
- Group and individual work used extensively to focus on being talkative.
- ‘Strive for 5’ implemented.
- Engaged in explicit teaching focusing on being talkative and verbal interactions
- Continued to use TROLL language assessment tool with all children.

Recommendations
- Continue to use TROLL language assessment tool with all children.
- Engage in emergent literacy professional development
- Implement emergent literacy strategies, focussing on Rhyme, alliteration and varied vocabulary.
- Encourage all families to borrow from the Kindy library

Outcomes
- All children showed a growth on the TROLL language use scale by their final term of kindy.
- All staff engaged in emergent literacy professional development and implemented new teaching strategies.
- Library borrowing was promoted at enrolment, through the newsletter and the ‘Reading Challenge’. Staff noticed an increase in the number of children borrowing books from the kindy library.
Priority 2 Numeracy

Children will be competent in their numeracy skills

Key Actions

- Numeracy activities covered the five strands.
- Observations measured the distance travelled for individuals and highlighted concepts that needed further development.
- Staff engaged in Professional Learning to examine explicit teaching strategies in numeracy and increase confidence.

Recommendations

Continue to explore numeracy and decide on relevant data to collect to show children’s progress as a site and individually.
Continuous Improvement

Professional Development attended by staff

- National Quality Standards introduction session
- Early Years Learning Framework Familiarisation session
- Asthma Training
- Responding to abuse and neglect
- BELS and Senior – First Aid training
- Speech Pathology training
- Regional Leaders 2 day Conferences each term
- Leading Early Learning Day each term
Culture

- DIAF Self review tools used by Staff and Governing Council; and Validation completed in November 2011.
- Parent Opinion Survey completed by families online or a paper copy which was then entered online by staff.
- Professional Development opportunities for staff both in and out of work hours.

Recommendations
- Review values and centre philosophy with staff, Governing Council and Kindergarten community.
Children’s emotional wellbeing was measured by staff each term using Ferre Laevers traffic light scale.

Early Intervention funding in 2010 was used to support children identified as orange or red in areas such as developing relationships, social skills, group entry skills, confidence or strategies to cope with separation anxiety. Collecting this data has continued in 2011. Children that are flagged as being in the red or orange to red groups are then given extra support to help then develop the social skills needed for every day life.
Leadership

- Hub group with Staff from Saddleworth ELC & Hamley Bridge Kindy – met twice
- Psychological health survey completed by staff in term 3
- Rebecca and Maria were involved in Regional Leader’s days and Leading Early Learning Days.
Continued to offer unfunded occasional Care to meet community need. Accessed by a number of families.

Most parents returned child information sheet during pre-entry

Excellent response rate to parent opinion survey

Governing Council well supported, with all positions filled

**Recommendation:**

Continue to offer Unfunded Occasional Care and pursue community interest for Rural Care to meet community need while alternative care options are explored.
Collated Parent Opinion Survey results have been received. A number of data sources have been used throughout the year including demographic, perception, process and achievement data.

Extensive data collection processes operate as standard practice.
Recommendations

- Focus on two priorities for 2012 Site Improvement Plan; Literacy and Numeracy.
- Consider recommendations from the validation process.
  - Continue to build connections with home and primary school
  - Review data
  - Continue to explore numeracy
  - Explore RRR in particular relationships scale
  - Student voice