SALISBURY PARK
CHILDHOOD SERVICES CENTRE
CENTRE NUMBER: 2668

“A Place To Belong, Where Learning Is Fun”

Annual Report 2010
Site Context
Salisbury Park Childhood Services Centre is a part-time, stand alone kindergarten. We are situated in a quiet suburban back street, opposite Salisbury Park Primary School.
In 2010 our warranted staffing provided 0.5 hours of operation. This was increased to 0.6, utilizing site funds, which had been saved on staffing in previous years. This allowed for full day kindergarten sessions to continue to be offered on Tuesday, Wednesday and Thursday, providing families with continuity and flexibility.
The majority of our students attend on 2 full days, with a small percentage of families choosing for their child to attend 1 full and 2 half days or 3 half days. 56.7% of our families travel from outside the local area to attend our centre.

Reasons provided include:
- Availability of 2 full days
- Choosing to return with second child
- Older siblings attending Salisbury Park Primary School
- Centre preference over ‘local’ kindergarten

Pre-Entry sessions are offered on Tuesday, Wednesday or Thursday mornings, 9.00 – 11.45am.

This year we made a change to our Playgroup operation day, which changed from Friday morning to Wednesday morning 9.30 – 11.30am. Playgroup became integrated into the kindy session, with Playgroup families utilizing the centre independently for the last hour, when staff and children attended a weekly visit to the Salisbury Park Primary school hall. This proved to be a positive change for the centre, with Playgroup enrolments increasing from 13.7 in 2009 to 20.7 in 2010.

Community Profile
- Families from a range of socio-economic backgrounds access this centre.
- 29.7% of children come from single parent families, with 8.1% of these living in ‘shared care’ arrangements.
- 8% identified with English as a Second Language.
- Our number of Aboriginal enrolment remains low at 2.7%

Student Profile
- During 2010 5.4% of children were identified as Student’s with a Disability.
- 12% of children were identified with moderate to severe Speech & Language delays
- All of the above children qualified for DECS funded ‘Pre-School Support’
- 13.5% of our students were identified as ‘At Risk’ in learning, however did not qualify for DECS support. Early Intervention funding was provided from site funds for these children. On average 3 hours a week of Early Intervention support was provided each term.

Staff Profile
The staff team consists of 5 members
- 1 Director Julie Stevenson
- 1 Teacher Peta Pahl
- 1 Early Childhood Worker Judy Krake
- 1 Pre-School Support Worker Jo Goodes
- 1 Pre-School Support Worker/Finance Officer Cherryl Tatarelli

Both the Director and Teacher have over 20 years experience working in South Australian Kindergartens. The Teacher and ECW have worked at this site for 10+ years. The Director has just completed her 3 year tenure at this centre. This was her first appointment as a Director.
The Director’s position was advertised late in 2010, with Julie Stevenson being reappointed for the next 5 years.
Staff worked 0.6 (3 full days) and accessed their non-contact time independently one afternoon each. This allowed the site to continue to offer families the choice from 3 days of operation.
- Staff Meetings were held twice a term
- Program Meetings were held each fortnight
- An annual Staff Performance Management Review was held, which supported continual staff growth & development
2010 ‘A Year of Growth & Development’
During 2010 the staff team and Governing Council worked together to achieve a number of new initiatives and developments for the site. In term 1, after consultation with parents & local schools, staff initiated new Summative Report & Centre Program formats, which incorporated the National Early Years Curriculum Framework, ‘Belonging, Being & Becoming’. These have been used throughout the year, with positive feedback from both parents & school staff. The site has continued to implement the ‘You Can Do It’ Social & Emotional Wellbeing Program. Data was gathered on all children in the areas of ‘Confidence’, ‘Persistence’, ‘Resilience’, ‘Organisation’, and ‘Getting Along’ skills. Data analysis drove the direction for the following term, based on the needs of the children. During 2010 all the above areas were covered.

Site Facility Improvements
- 2 raised vegetable gardens were installed
- 3 fruit trees were planted, making a total of 4, including 2 x apple, 1 orange & 1 nectarine tree
- A second rainwater tank was installed to provide irrigation for the new ‘growing’ area.

These additions have provided the children with an opportunity for ‘hands on’ learning, developed skills and awareness for growing and eating ‘healthy’ food, and created awareness for care and respect for our environment. Produce grown was utilized by the children at ‘snack time’ and shared with families.

Community Highlights
- ‘VIP Day’
- ‘Obstacle-a-thon’
- Community Garage Sale
- Kindy Disco
- Joint advertising ‘flyer’ with Salisbury Park Primary School
- Family Photos
- Participation in the Annual Salisbury Christmas Pageant
- Participation at the Salisbury Park Primary School end of year assembly
- End of year ‘Family Celebration Night’

Curriculum Special Events
- Annual Book Fair held during ‘Book Week’
- ‘Living Eggs’ Display
- Delta ‘Dog Safe’ Program
- ‘Water Safety’ Program
- A visit from the mobile ‘Nature Education Centre’, with a variety of native animals
- A visit to the Adelaide Zoo
- 2 visits from Indigenous staff at ‘Marra Dreaming’ to engage our children in traditional ‘dot’ painting

Positive ‘Partnership Programs’ with Salisbury Park Primary School continued in 2010 including:
- A weekly ‘Student Swop’ of 45 minutes for 5 kindy and reception students
- A ‘Mentor Program’ with yr. 4/5 students was modified in term 2 to include 4-5 students visiting weekly to provide a literacy based experience for a small group of kindergarten children.
- A weekly visit to the school hall for physical activities and games
- A weekly visit to the school library to share a literacy experience with school staff
Site Improvement Plan 2010

Developing Children’s Oral Language Skills

During 2010 the goal at Salisbury Park Childhood Services Centre, was to build the levels of emergent literacy skills for all learners. This goal was in line with, and supported the Northern Adelaide Regional focus to ‘Improve the comprehension outcomes for all learners”. Our aim was to break down our 2009 ‘Literacy Focus’ to provide specific ‘SMART’ data sets, aimed at enhancing the oral language skills of all children. We were also able to target the 20% of learners who were eligible for additional support with their oral language development. A number of Improvement Strategies were incorporated, which included:

1. The introduction of the ‘TROLL’ assessment tool, (Teacher Rating of Oral Language and Literacy) Used with all children at the site
2. The introduction of a ‘Book Based’ literacy program, with focus on child’s interests & analysis of needs
3. Initiating ‘focus words’ from stories to explicitly build children’s vocabulary
4. Attendance at numerous staff Professional Development sessions targeted at ‘Emergent Literacy Skills’
5. 4 ‘Play Boxes’ compiled to inspire language based ‘dramatic’ play, building onto children’s knowledge and interests
6. Incorporating ‘Literacy & Numeracy’ kits into the weekly book borrowing program
7. Provide ‘fridge magnets’ to all families to remind them of centre ‘borrowing days’
8. $2,000 towards new materials & resources

Learning Targets, Data & Evidence

‘TROLL’ Targets were set at 80% of children achieving in the top two boxes (Well Developed & Accomplished Stage) after 4 terms at kindy

Data reveals:
- Term 1 100% of children meet target
- Term 2 83% of children meet target
- Term 3 60% of children meet target
- Term 4 81%

NB. 40% of children were identified with moderate to severe language difficulties

The introduction of ‘Focus Words’, taken from these stories, was introduced to build and extend children’s vocabulary. Words were categorized into 3 stages

1. No knowledge of the word (red)
2. Have heard the word before, it has something to do with…. (yellow)
3. Know the word and can use it appropriately (green)

Staff used a range of teaching strategies to develop word knowledge in children including repetition, explicit teaching of meaning and the use of concrete objects where possible. Children increased their word knowledge and developed new concepts and confidence to use these appropriately.

Our high targets were met in all but one term, where there was a significantly higher % of children identified with severe oral language delays.

Implications for 2011

Our continued learning target will be to achieve 80% of children ‘recognising & producing rhyme’ on exit from kindy. The explicit teaching of rhyme awareness will be a priority.

We also aim to build into our literacy program the specific building blocks for reading & writing including ‘Print Knowledge & Phonological Awareness’. These are the foundational skills that children require for later literacy success. Strategies include, incorporating aspects of the ‘Jolly Phonics Program’, which is currently taught from R-3 at Salisbury Park Primary School, and providing learners with a variety of texts which link with prior knowledge.

Our ‘Book Based’ Literacy Program was effective in engaging all children with the use of quality and popular picture books. Repetition of text enhanced familiarization and led to high levels of interest and confidence by all learners. A different ‘Focus Book’ was introduced each term and included a variety of stories by ‘Pamela Allen’, ‘The Hungry Caterpillar’ by Eric Carle, ‘Wombat Stew’ by Marcia Vaughan and ‘Handa’s Surprise’ by Eileen Browne.

Targets of 80% of children being ‘consistent’ in their ability to ‘recall & share familiar stories’ on exit from kindy were met in 3 of the 4 terms.

Data reveals:
- Term 1 83%
- Term 2 90%
- Term 3 60%
- Term 4 81%

The introduction of ‘Focus Words’, taken from these stories, was introduced to build and extend children’s vocabulary. Words were categorized into 3 stages

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Staff used a range of teaching strategies to develop word knowledge in children including repetition, explicit teaching of meaning and the use of concrete objects where possible. Children increased their word knowledge and developed new concepts and confidence to use these appropriately.
Vocabulary Targets were set at 70% of children being familiar with focus words and using them in conversation by the end of term. Data revealed 68.7% of children reached this target.

We became aware that the ‘focus words’ needed to be adapted for younger children or those identified with language delays. Implementation of 2 sets of focus words continued in term 4. Data for this group of children reveals:

- Beginning of term 4 .... 47.3% (green)
- End of term 4 ............83.9% (green)

Implications for 2011
Explicitly teaching ‘Focus Words’ has proved to be an effective strategy to build children’s vocabulary and will continue to be implemented at the site.

Staff Professional Development
During 2010 centre based and support staff engaged in a number of training sessions associated with the ‘Talking Literacy Project’ (Early Years) All staff attended ‘Book Based Learning’, ‘Vocabulary: The Early Years’ & ‘Building Phonological Awareness’, which all provided successful learning strategies that have been adopted at our site. Staff also attended a number of ‘Literacy In Action’ workshops, which provided rich examples of best practice, in developing Emergent Literacy Skills in young children. Staff attended 2 of these sessions as a team, which increased team motivation and ensured improvement of site goals and strategies.

Implications for 2011
Continue to provide sufficient funds in centre Budget to cater for staff attendance at quality Professional Learning Programs.
- Staff Team attendance at Stephen Graham’s ‘Building Comprehension – Early Years Literacy in Preschool’ February 2011.
- Support with implementing ‘Jolly Phonics’ Program from JP staff at SPPS

Play Boxes
With the support of families, 4 new ‘Play Boxes’ were developed during 2010, incorporating toys, literacy materials, props, costumes & teaching experiences in the areas of:
- Fruit & vegetable shop
- Restaurant
- Pet shop/Vets
- Post Office
These have provided a quick valuable resource to enhance children’s pretend play, language, vocabulary, general knowledge, social skills & confidence. We believe these have had a positive impact on the high levels of learners meeting targets.

Weekly Book & Kit Borrowing Program
In 2009 it was determined that 64% of children were borrowing books from the centre on a regular basis. During that year the borrowing program moved from being reliant on parents recording books borrowed on a ‘choose to be involved' basis, to a centre supported program with parent volunteers supporting children to borrow on a weekly basis.

In 2010 our aim was to increase regular borrowing patterns to 80%, including the many literacy & numeracy kits that the centre has. The goal was for all children to be given the opportunity to borrow 1 book & 1 kit each week. Fridge magnets were developed by children, and provided to all families to remind them of the borrowing days. The new borrowing system proved to be a massive task for the parent volunteers, with books and kits difficult to track. A new system was developed in term 2, where all kits were re-labeled to distinguish them as ‘kits’. Borrowing rates were as follows:

- Term 1 = 50%
- Term 2 = 51%
- Term 3 = 35%
- Term 4 = 39%
Whilst the children enjoyed having access to the quality ‘kit’ resources at home, we found the return rate thus the continued borrowing rate was decreasing. In term 4 due to 40% of kits and 26% of books being lost, misplaced, damaged or not returned, kits were removed from the borrowing program and again offered on a ‘choose to be involved’ basis. This ensures that children have the support of parents to return the items appropriately. This system will continue in 2011.

‘You Can Do It’ Social & Emotional Sills Program
During 2010 this program continued into its third year of operation. Staff & parents value the program, with the opportunity for families to continue discussions in the home environment. Students moving to Salisbury Park Primary School benefit, as the program is also implemented with the reception class.

Governing Council
Our 2010 Governing Council met 8 times during the year. They are a hard working group of parents who provided a family perspective to centre policies, fundraising initiatives, site directions and priorities. One of the goals of this group was to raise community awareness for our site and the services offered. Achievements included the introduction of a Community Garage Sale, which helped to strengthen relationships across the site. A joint advertising ‘flyer’ with Salisbury Park Primary School was also produced and is being circulated in the surrounding areas to drive awareness for the high quality programs offered at the site. Participation of staff, children and families, in the Annual Salisbury Christmas Pageant was another highlight. Our involvement also led to participation by students from Salisbury Park Primary School.

In 2011 the Governing Council is interested in pursuing the possibility of a centre name change to ‘Salisbury Park Kindergarten’. This would help to alleviate community confusion related to the services offered at our site.

Site Review & Validation
Governing Council members took an active role in the Centre Review and Validation process which occurred on 30th June 2010. When members were informed of this review, all 11 members chose to be involved to offer insight and feedback on the improvement processes being initiated. Feedback given to panel members David O’Brien Assistant Regional Director NAR, Karen Schultz Early Childhood Consultant NAR and Lucia Gatti Preschool Director, was positive and confirmed the high standards of consultation and partnerships that exist at this site.

Recommendations: “The panel believes that the Director, staff and the community provide an outstanding exemplar with respect to managing improvement in a preschool setting. The panel notes that over the three year focus of this validation much has improved and many projects are clearly ‘works in progress’.

Implications for the future
The need to further develop the transition processes with attention to the transfer of relevant information between the centre and feeder schools will continue to be followed in 2011. Centre staff are currently involved in discussions with staff at Salisbury Park Primary School, to develop a survey aimed at seeking feedback from families whose children have been involved in the current ‘student swap’ and ‘transition program’. Analysis of responses will aim to improve this process for all involved.

Centre staff also sought input from school staff, when developing our new Summative Report format. To ensure we are meeting their needs with this report. We have requested ‘photo’ book resources from our feeder schools as visual resources to familiarize children with the physical environments of their school before and during their transition phase. Analysis of the ‘SPELD’ Literacy data, currently collected from reception children at SPPS will highlight specific areas of literacy need. With support from reception staff, we aim to develop ways to improve the early literacy skills of learners with a focus on print and phonological awareness at our site. Collaboration of data analysis across sites aims to improve outcomes and continuity of learning for students.

Maria De’Rose, reception teacher from Salisbury Park Primary, will be the guest speaker at our 2011 AGM. She will introduce families to the principals of the ‘Jolly Phonics’ literacy program, which is currently implemented at the school.

Parent Opinion Survey
There has been a continued increase in the number of responses for the Parent Opinion Survey:

- 6 in 2008,
- 12 in 2009
- 15 in 2010

In 2010 surveys were provided to 34 families, whose children had attended the centre for at least 2 terms. The responses received show parents were overall very happy with the site and the services offered.
Parent comments included:
“The preschool has a great environment for children and families. My children have benefitted greatly with the fun learning programs”

“This is a great and welcoming place, the staff is very approachable”

“The preschool has a great leader and wonderful staff that make a great team”

“The staff are always implementing new strategies for the children to learn, and provide as much support as my child and others need”

Quality of Teaching and Learning
97.5% of parents strongly agree or agree there are high quality programs at this centre. 1.5% gave a neutral response

Support of Learning
96.6% of parents strongly agree or agree there is high quality support of learning. 3.4% gave a neutral response

Relationships and Communication
96.8% of parents strongly agree or agree there are high quality relationships and communication. 3.2% gave a neutral response

Leadership and Decision Making
95% of parents strongly agree or agree there is high quality leadership and decision making practices. 3.1% gave a neutral response. 2.1% disagreed

Implications for 2011
Higher survey return rates from families would provide a more accurate picture of the overall Parent Satisfaction Levels for the site.

In 2011 staff will continue to hand deliver surveys to families, providing explanations for the importance and value placed on their feedback.

Predicted enrolments for 2011 show a slow increase.

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Enrolment & Attendance Data

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Local Demographics showed a decline in kindergarten enrolments during 2009, with 122 enrolments for the year. Warranted staffing for 2010 was set at 0.5, however this was increased to 0.6 using site funds. The aim was to continue to offer session options from 3 days, in the hope of building future enrolment numbers.

During 2010 enrolments have increased to 139, however this does not equate to an increase in warranted staffing for 2011.

We will start 2011 at 0.5, with a community vote taken at the end of 2010, deciding Wednesday & Thursday will be the days of operation. We will continue to offer all 4 year old children 2 full days.

Staff will access their non-contact entitlement on Friday morning.

Our attendance rates continued to be above the regional & state average, with a slight dip during term 3 due to higher rates of illness.

We believe this is a direct result of the value families place on our service.