Penneshaw Kindergarten  
Annual Report  
2010  

To engage, to teach, to inspire, to learn.

Context Statement

Penneshaw Kindergarten is a part-time, rural kindergarten offering up to three sessions of preschool per week to children aged from 3 ½ years. We have a .4 director and a .35 ECW. Our Kindergarten offers an educational program to children in the Dudley Peninsula, with two children currently travelling from the American River area to attend. Kangaroo Island Children’s Services offers Long Day Care for children age 6 months to 10 years, at the kindergarten site, when kindergarten is not operating. While we are an 18-place centre, preschool enrolments have been low this year and this trend will continue in 2011. Childcare numbers have steadily increased, indicating a future increase in enrolments.

2010 Highlights

Everyday at Penneshaw Kindergarten is full of highlights. While these may not be earth-shattering events, they are the personal achievements of individual children and deserve to be celebrated.

3 children successfully transitioned into school

5 children learnt to swing themselves on the swing

A child has grown in confidence and can now stand in front of the group and say good morning to everyone

A child has extended their interest in using the digital camera to taking photos to record things of interest
A child can use the ‘kidpix’ computer program to draw pictures to share personal events with others.

2 children have become so inspired by ‘The Very Hungry Caterpillar’ book that they have created their own version of the story and illustrated it on the computer.

The newest member of our group has quickly developed trusting relationships with staff and children.

Our youngest friend has used his strong verbal communication skills to take on many different pretend play roles and includes others in his play scenarios.

The problem of birds ‘pooing’ on our deck has been solved! Thankfully, we did not have to kill the birds or poison them as some children suggested! Our second attempt at making a scarecrow – ‘a bigger one that was put up higher’ worked!

Bobby the turtle survived his term with us and provided some fantastic learning opportunities.

Bob and Jennie Teasdale invited us to their beautiful property to fossick in rock pools, fly kites on the beach, search for creatures in their garden and touch special treasures in their house such as their rock wall and handmade quilt.

A moth laid eggs at our centre and caterpillars hatched out of them.

Our ‘Back of the Pantry’ Fundraising event at the school’s Gala Day raised $228 to purchase something from our wish list.

We showed off our creativity through our entries into the Kingscote Show, Christmas Tree Festival and our performance in the School Concert. We will continue to support community events in 2011.

**How our children performed in 2010**

Observations, learning stories, photos, Language and Speech Link data, work samples and relationship videos have captured children’s learning throughout 2010. Many individual goals set by children and staff have been achieved. Our Language Links Data indicates all children retested have improved, but children’s understanding of language is an area we need to continue to work on in 2011.

**Our Self Review in 2010**

Deb and I undertook the Self Review process again this year analysing and reviewing our progress towards our Site Improvement Plan and using the DIAF principles – Think Systematically, Shared Leadership and Target Resources to further analyse our practices. The data sets we used included:

- Questionnaire in our enrolment pack
- Learning stories
- Observations
- Relationships video footage
- Communication book information
- Parent interview information
- Children’s work samples
- Individual plans
The completion of the 2010 Self Review outlined the following areas to be addressed in 2011 in relation to the DIAF principles.

**Think Systemically:**
- refining record keeping on children’s learning to show learning over time
- Develop shared education plans with parents to foster more parent input into programming
- Providing more opportunities for parents to provide feedback rather than just annually in the preschool opinion survey
- Become familiar with the new administration system

**Target Resources**
- Review the amount of resources put into staff development
- Complete a stock-take
- Develop an outdoor plan
- Involve parents in discussing what materials they believe we need

**Shared Leadership**
- Work with the new KICS team leader to develop efficient centre learning programs and processes
- Review ECW role and the role of the Governing Council
- Develop playgroup in Penneshaw

**What we have achieved in 2010**

The focus areas of the Penneshaw Kindergarten 2010 Site Improvement Plan included:

1. Challenging children’s capabilities
2. Using the National Early Years Framework
3. Oral Language Development
4. Numeracy
5. Relationships with Children
6. Relationships with families and the community

1. **Challenging Children’s Capabilities**

After watching our involvement videos in 2009 we questioned how cognitively challenged children were when engaged in kindergarten experiences. Deb (our ECW) and I discussed and recorded what it would look like, sound like and feel like if children were cognitively challenged. We then brainstormed ways to provide a more challenging program. The following ideas were implemented throughout 2010:

- Offer more new experiences
• Provide an opportunity for children to revisit experiences
• More visitors/excursions to bring new ideas
• Encouraged children to teach each other skills
• Improve our questioning skills
• Encourage children to take more responsibility in routines
• Recognised opportunity to challenge children

Photos, learning stories and observations show evidence that these strategies have challenged children and improved their involvement. When watching our relationships videos it was evident that children were highly involved and at time did not require an adult interaction to facilitate this.

Future Direction
• Improve documentation on children’s learning over time and individual engagement in the program

2. Using the National Early Years Framework
This year we have commenced using the National Early Years Framework – Belonging, Being and Becoming. Staff have used the documents for programming, analysing learning stories and observation collection. Elements of the new framework have been communicated to parents through Governing Council, via Sharing Books, the program, enrolment packs and Summative Reports. Staff have a general understanding of the content of the framework and use the principles and terminology is reflected in planning, assessment and reporting.

Future Direction
• Staff to explore elements of the document in more depth
• The document is shared with the R/1 teacher and the format and content of the summative report is reviewed

3. Oral Language Development
Children’s oral language development has continued to be a focus in 2010. All children at age 4 have been assessed using the Language and Speech Links web based assessment tool. This tool has enabled staff to identify children who have difficulty with their speech and understanding of language and suggest experiences that can support children’s learning at home and in the kindergarten setting. With half the children attending Penneshaw Kindergarten presenting with a delay in language development, explicit teaching of language concepts have been incorporated into the kindergarten program. As staff are aware of the language needs of individuals, incidental moments in play can also be effectively used to build children’s’ understanding and use of language. The Language Links data has also been used to refer children to DECS support services.

Language links data collected again when children have turned 5 has shown improvement, some significantly. Oral language packs have been created for parents to support their child’s development at home. Children’s oral language results are included in their summative reports to ensure children’s oral language needs are supported at school.
**Future Direction**

- Continue to use Language Links assessments and programs
- Create more oral language packs
- Promote the importance of oral development with parents of childcare/playgroup children and staff

4. **Numeracy**

In 2010, staff undertook an assessment of the Kindergarten environment, using the Environment Scan in the 'Early Childhood Literacy and Numeracy: Building good practices' document, to determine how well it supported children's literacy and numeracy development. The results were recorded and resources were purchased (scales, sorting containers etc), and modifications made (improved access to measuring tools, recording instruments etc), to better support numeracy learning.

A review of the numeracy elements in the National Early Years Framework and our data collection on numeracy presented in learning stories, observations and photos, indicated improvements can be made in this area.

**Future Direction**

- Devise and implement improved numeracy data collection method to show learning over time and work towards outcomes reflected in the Belonging, Being and Becoming.

5. **Relationships with Children**

Relationships with children was a major focus within the region and our site this year as ‘the relationships we build and the style of our interactions with young children are critical to their present and future wellbeing, to their learning, their development and their social competence’(DECS 2008).

Deb and I attended a training session on the use of the Relationships Scales and rated children’s relationship with staff using the scales in the Respect Reflect Relate document, scoring 3.5 in round one in March. We reflected on our practices and devised and implemented improvement strategies which included being more aware of children on the edge of interactions, involved children in routines so staff members are spending the maximum time possible with the children, and consider following the children’s leads and interests more rather than implementing our own agenda.

Round 2 data, collected in term 4, presented improvements in the identified areas but not in the overall score, as this remained 3.5. On reflection the overall score reflects consistent quality relationships with children and a program that values quality relationships and children’s independence.

**Future Direction**

- Improve our questioning skills, timing and quality of interaction.
- Continue to recognise the importance of relationships and their impact on children’s learning
6. Relationships with families and the community

In 2010 we implemented the following strategies to improve our relationships with families and the community:

- Established a website
- Asked for feedback via the communication book or email on issues we were discussing at Governing Council meetings – eg vision, program format, literacy packs and library visits
- Sent our Governing Council minutes to all families
- Used talents and resources from parents and the community to improve the program

Parents were given more opportunity to provide feedback on elements of the kindergarten program and we did receive some feedback from parents via the communication book who were not on the Governing Council. With only 4 preschool opinion surveys returned it is difficult to make comparisons with last years surveys, however we did improve in the area “I am well informed about preschool activities”.

Future Direction

• continue to ask for feedback from all parents via the communication book
• Look at ways we can seek parent opinion about our educational program throughout the year and involve them more in making decisions about their child’s education eg share education plans

What the Governing Council has achieved in 2010

Our Governing Council members this year were:

Chairperson: Kylie Keir
Treasurer: Nicola Boss
Secretary: Donna Smith
Members: Nikki Boss, Deb Butler, Kristie Werner

Our AGM was held in March with 2 general meetings held each term.

The Governing Council in 2010 have been involved in:

• Approval and monitoring of the Site Improvement Plan and budget
• Decisions involving the content of our website and the format of learning stories
• Approving a pupil free day to allow staff to attend training and development together
• Reviewing the centre vision, programming format, and the use of literacy packs and library visits
• Reviewing and approving the Grievance Policy and Bushfire Action Plan
• Providing a member to be on the Selection Panel for the Kindergarten Director’s Positions
- Discussing the possibility of starting a playgroup at the centre
- Fundraising – ‘Back of the Pantry’ raffle

**Parent Feedback**

50% of parent surveys were returned. Parents were satisfied with the ‘quality of teaching and learning’ agreeing or strongly agreeing with all statements. Parents were also happy with the way staff supported learning but one parent felt their child did not have access to quality materials and resources or enough resources for their learning.

Parents were positive in their responses to our centres ‘relationships and communication’ an area staff have worked towards improving this year through increasing parents opportunities to have input into centre decisions and involvement in the curriculum. Parent responses to the statements around ‘Leadership and decision making’ have prompted staff to develop ‘shared education plans’ for implementation next year and continue to encourage all families to become more involved in preschool activities and management through joining the Governing Council.

**Enrolment and Attendance Data**

As predicted enrolments in 2010 have been low. Unfortunately kindergarten attendance has also been poor, dropping below the attendance percentage of the region and DECS.

**Financial Report**

End of year financial reports attached.