



Adams Road Children's Centre

Annual Report 2015

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1. CONTEXT

Preschool Name:	Adams Road Children's Centre	Preschool Number:	2696
Preschool Director:	Mrs. Amy Mudge (Nee Watson)	Partnership:	Uleybury

Adams Road Children's Centre was established in 1991 to cater for the many families moving into the developing estates of Craigmore, which has now continued into Blakeview Grove and Blake's Crossing. We are a full time centre offering 15 hours per week of Preschool for eligible 4 year olds structured as 2 full days (8:30-3:15) and one alternating half day (8:30-11:30) each fortnight.

Staffing for 2015 entitlement was 1 Director, 1.5 Teachers and 2 ECW + Universal access as well as termly preschool support and bilingual workers. Enrolments are at capacity and an application to increase capacity from 98 to 100 was granted due to neighboring preschools also being full. Site works to include verandah as indoor learning space were also completed in order to apply for an increase in capacity from 41 to 55 per session (after being put under the renovation clause which would result in a reduction of capacity to 41 to 48 per session).

Staff 2015

Name	Role	Fraction of time
Amy	Director	1.0
Tahlia Eckert	Teacher	1.0
Tina Henderson	Teacher	1.0
Samantha Melbourne	Teacher	.2-.4 contracts during year
Sue Greig	ECW	.8
Debbie Krauel	ECW	.6
Michaela Harrison	ECW	.4
Casey Lam	ECW	.8
Sue Cruickshank	Preschool Support ECW	Varied hours during year 12-16 hours

Our 2015 staff team have had yet another busy and productive year. Continuing with our progress and QIP goals from 2014,

Michaela Harrison was allocated as part of permanent staff entitlement, working for 2 days per week, and the remainder of her fraction at another site.

Tahlia Eckert filled the position of Universal access teacher and acting Director whilst Amy was on long service leave for 3 weeks during term 2. Tahlia is a much loved teacher in our community who has worked here for over 9 years her skills in early childhood education are an asset to our Centre.

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Our preschool support worker was Sue Cruickshank, a skilled ECW in speech/language support and all round skilled ECW.

Our staff continuing their ongoing service at the site include Debbie Krauel, Sue Greig who have worked a number of years providing education and care for the students in our community. Casey Lam worked as Preschool support, admin support and Universal access ECW this year, taking on a range of roles. Her versatility and dedication have ensured some great support managing the many admin, health and safety management and daily routine tasks required in such a large site. Tina Henderson worked as the sites full time teacher, and acting director part time to cover Amy on leave. Tina has been working at the site for 3 years and her range of skills and experience across kindergarten are great contribution to our team.

Governing Council 2015	
Name	Role
Nikkia Ennett	Chairperson
Katrina Zwarts	Treasurer
Belinda Newstead	Secretary
Natascha Schranz	(joint)
Katrina Smith	Member
Emma Draper	Member
Tanya Maree	Member
Helen Patterson	Member
Shelley Enders	Member
Natalie	Member

Some members from 2014 Governing council continued on including Helen Patterson, Katrina Zwarts and Belinda Newstead. We had a great turn out during the year and recruits – new members, all keep to participate and support the centre.

Governing Council was the biggest for the site in a number of years, consisting of 10 members and a site staff member.

The council were very enthusiastic about the centre and their children's learning, initiating a number of fundraising initiatives and even a working bee. Governing Council played a key role in decision making, fundraising, policy ratification and supported the directions of our centre this year.

Overall it was a successful year and a number of members have nominated to continue on in 2016.

2. Report From Governing Council

REPORT FROM GOVERNING COUNCIL (Chairperson – Nikkia Ennett)

The start of 2015 brought our governing council 6 New members and brought back 4 from the previous council. Amy returned to being director bringing with her further improvements and upgrades within the centre.

2015 brought a new structure to days and hours available to all children. Blue group were offered Monday Tuesdays and half day Wednesdays on odd number weeks, yellow group was offered Thursdays, Fridays and half day Wednesdays on even weeks. This proved to be successful allowing the children to start a project, leave it over night to return the next day to complete the project. It also allowed more bonding to be done with teachers and students.

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The governing council held a number of fundraising events to help the centre purchase much needed resources and play equipment for the children's enjoyment and development, including sausage sizzles, Christmas, Mothers/Father's day stalls and a Christmas Raffle.

In 2015 the governing council signed off on the plans to close in the veranda with clear blinds to make the inside bigger to allow more students to attend the centre. Also they signed off on the movement of the shed which was completed in the July school holidays and the back yard to renovated which has been completed over the Christmas/New Year Break. The changes were discussed with the children prior to being done so they could have an input on what they would like to see and play with at the centre.

We followed the previous year in allow the 2015 students to have twilight kindy which was a raging success with all students and had them bringing family members and loved ones to share a pickic dinner and a play before a small celebration and concert was held.

During the year the children were lucky to enjoy many adventures such as swimming lessons at StarPlex, The Moon Is a Balloon theatre performance, Nature Play at Parra Wirra National park. They also got to participate in the Dancify Program during term 2 with Heidi celebrated at the end with a concert for the parents, even had the parents up doing the chicken dance with the students. Community visitors also attended during the year, including The police and local MFS which allowed the children to learn about safety and how to duck and crawl if there was a fire.

At the end of 2014 we farewelled 100 children with a graduation ceremony, at which each child was presented with personalized graduation certificates as a gift from the Centre.

We wish the children well as they move on from Adams road Children's Centre and hope they look back and remember with fondness memories of their time spent here.

201+ AGM Scheduled for 24th of February

3. 2015 HIGHLIGHTS

2015 has further embedded new practices of 2014 and has opened up some wonderful learning opportunities and improvements for Adams Road Children's Centre. A standout highlight was a positive National Quality Standards Assessment resulting in an Exceeding Rating.

There were further improvements to the structure of groups such as Teaching Groups 'Kangaroos and Koalas' leading to improved attendance learning outcomes and relationships through consistency of children attending in the same group.

Improved parent and community participation contributed to the success of 2015 including increased numbers in Governing Council participation, volunteers for activities and excursions and special events including Twilight kindy celebration.

The site itself received a number of improvements to facilities, equipment and storage.

Indoor improvements included-

- New vinyl flooring in bathroom areas
- Storage cupboard replacement
- Bookshelf replacement
- Finger guards and good closers to be up to NQS standards

Improvements in the outdoor learning area included –

- Replacement of shade blind fabric to plastic, for NQS standards

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- Installation of hearing on the verandah for NQS standards
- Relocation of shed for improved visibility, storage and safety.
- Installation of new swing set.
- Plans designed for holiday work of yard rejuvenation.

Quality improvement planning was a great success in 2015, with the whole staff participating in self review processes for the first time, including input from Governing Council and community. This assessment resulted in an Exceeding the National Quality Standards Rating.

Excursion

During term 3 Adams Road Kindergarten went on excursion to see "The Moon is a Balloon Performance. Blue Group went to Tanunda theatre to see the performance and Yellow Group to the Golden Grove theatre. As part of the excursion we had lunch and went on a nature play adventure at Parra Wirra Recreation park, children enjoyed a lunchtime picnic, bushwalking and play in the scrublands. We built stick cubby houses, collected nature artefacts and observed plant and animal life, including Emus.

Twilight Kindy

At the end of Term 4, with support of Governing Council volunteers Adams Road Children's Centre held its second Twilight Kindy celebration. A family picnic theme was the choice for catering this year and families sat together and ate meals they provided themselves, whilst drinks were on sale by volunteers and staff. Families came together with their children for a special evening kindergarten session. The evening was topped off by a short concert by the Kindergarten children to some Christmas kindy favourite songs and fingerplays. The children each received a small gift from kindy to thank them for a fantastic year.

Participating in activities with Playford Campus

This year expanded the relationships with the neighboring Campus. There was a number of opportunities provided for the kindergarten to be involved in the development of 'Discovery Learning sessions' with the JP classes at Playford School, participate in sports day and participate in Anzac Day, Giving Tree and assemblies. The children also made regular visits to the school library to participate in activities with the librarian.

These experiences throughout the year supported a smooth transition for children as they prepared for school. They were comfortable in a new site and had already developed relationships with children and staff from the sites. The continuity of learning from kindergarten to school was improved greatly and across campus and there are plans in progress for a more comprehensive transition opportunity in 2016 and beyond.

Fire & Police Visit Term 4.

As part of learning about safety and the community in Term 4, the Police and Fire Service came to visit with their vehicles. The children listened to a talk and presentation about their roles in the community and were able to get inside the police car and fire truck, and even have a turn at squirting the hose!

Dancify

During term 2 the children participated in a fortnightly dance lesson from Dancify, developing their movement skills and coordination to popular children's music. The activity was a highlight in the children's week, celebrated at the end of the term with a presentation to families, including a dance with the parents!

Swimming

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Adams Road Children's Centre continued their tradition of participating in swimming lessons at Gawler StarPlex for two consecutive Wonderful Wednesday sessions. Staff supported swimming instructors in the pool during the lessons. Children had the opportunity to develop confidence, try new things, and develop skills and coordination as they swam. This activity was enjoyed thoroughly and inspired many lines of programming development to include water safety discussions, trying new things and developing confidence.

Kindergym

Due to change in timetable we were unable to attend the StarPlex kindergym facility, so as a Wonderful Wednesday activity we set up indoor learning space as kindergym. Providing many opportunities to jump, roll, crawl, climb and encourage gross motor skill and coordination. This activity was well received and next year we endeavor to be able to provide both this format and the Starplex facility as part of a session or excursion.

Wonderful Wednesdays

Throughout the year our ½ day Wednesday session were known as Wonderful Wednesdays. Featuring a programmed special activity to encourage participation, skill development and regular attendance. Cooking, theme days, dress up days, construction day, sensory play day, mud day, local excursions, footy colours day, and beach day were all included. Wonderful Wednesdays also included Fruit/Vegetable snack sharing in support of our new healthy eating policy. Special activities will be included in 2016 as part of the ½ day session on Wednesdays to encourage regular attendance and participation for the site.

4. QUALITY IMPROVEMENT PLAN

2015 expanded on the foundations of 2014's Quality improvement planning. Both staff and

community collaborated in developing our quality improvement plan. Our pupil free day in term 1 was dedicated to self-review and plan development, including input from Governing Council.

A draft plan was shared with Governing Council before being finalized at staff meeting, and being approved and actioned throughout 2015.

An easy to read and colour coded summary of our Quality improvement plan (Left) was displayed in the Centre for parents and community and regularly referred to at meetings,

Our site was assessed by the Regulatory authority in Term 2 against the National Quality Standards and was given an "Exceeding Rating". Staff and community celebrated this achievement and have used report findings and recommendations as follow up for further plans.

Adams Road Children's Centre Quality Improvement Plan 2015

Quality area 1 Educational Program and Practice

Children's feedback and input into planning decisions
Improvements to assessment, reporting and programming cycles

Quality area 2 Children's Health and Safety

Improved opportunities for rest and relaxation
Improved physical education opportunities, data collection and programming

Quality area 3 Physical Environment-

Focus on sustainability practices
Improvements to outdoor learning environment

Quality area 4 Staffing arrangements

A performance development plan for all staff members
Revise service philosophy with community

Quality area 5 Relationships with children

Improvements to Small group programming
Student Commissions work with partnership- Child directed

Quality area 6 Collaborative partnerships with families and communities

Improved transitions process into preschool and out of preschool

Quality area 7- Leadership and service management

Shared staff roles and responsibilities across site.

During the year staff had regular opportunities to reflect on QIP progress and evaluate future directions. Ongoing evaluation and self-review will continue in 2016 to include new areas for development and acknowledge embeddedness of new practices as a result of the 2014 and 2015 QIP plans.

Key points and improvement

Quality area 1- Educational Program and Practice

Children's feedback and input into planning decisions

Improvements to assessment, reporting and programming cycles

Quality Area 1

Children's feedback was included in a variety of ways throughout the 2015 year. We trialled spontaneous

feedback, programming meetings with children, feedback from observation data, staff meeting and reflection as well as work through student commissions. Such positive improvements were seen instantly with increased engagement in the program, interactions between children and positive parent opinions and feedback .

Throughout the 2015 year we sought further improvement to our assessment, reporting and programming cycles through experimenting with different formats, staff discussions and participation in results plus meetings with the partnership, developing a common headset around data collection in kindergarten and ways to collect information on students through play based and observational methods. A 'Traffic Light' data collection system was developed across the partnership and we were able to clearly see student progress, needs and track improvements throughout the year. This work will be continued throughout 2016 as we make the process more succinct.

Parent teacher interviews were offered during term 2 to discuss childrens learning goals and progress. For those who participated this was a valuable communication method to catch up on childrens specific interests, skills and needs and was an experience valued by parents and feedback was positive through opinion surveys

Recommendations for 2016...

Create a resource for data collection to ensure consistency across site

Continued work with Uleybury preschool sites in targeted responses to data collection

Continue to offer parent interviews and an option during term 2.

Quality area Children's Health and Safety

Improved opportunities for rest and relaxation

Improved physical education opportunities, data collection and programming

Quality Area 2

A range of initiatives into improving health outcomes occurred during 2015,

Describe improvements such

as healthy eating policy

The kindergarten funded activities including swimming lessons and as well as the Dancify program throughout the year which were all well received in parent feedback and Governing Council discussion, these programs will continue throughout 2015. Improved opportunities for rest and relaxation were embedded in preschool routines and learning areas.

Recommendations for 2016 ...

Quality area 3 Physical Environment-

Focus on sustainability practices

Improvements to outdoor learning environment

Quality Area 3

A number of improvements to a range of outdoor facilities and bringing building up to NQS standards was undertaken during the year. This included major

outdoor improvements, enclosing the verandah with plastic blinds, door closers and finger guards installed to existing doors. The shed was replaced and re located closer to the fence line to allow for improved visibility and supervision and increased space for the new yard area.

Consultation and planning with Simon Hutchinson from Climbing Tree including aspects from Betty Fox's 2014 plan for a nature play focused outdoor learning environment.

Applications were made to DECD for a yard improvement Grant, but we were unsuccessful, there were many applications statewide. The project was site funded.

Storage was improved through the replacement of cabinetry in the staff toilet area and the art corner.

See pictures in appendix of yard space improvements

Recommendations for 2016 ...

Continue with plans for yard development stage 2 and budget /fundraise accordingly

Continue improvements to storage, document filing and de clutter.

Quality area 4

PDP process was improved though developing a new document for use with staff.

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Service Philosophy was reviewed including staff, family and community input throughout the year. Together at staff meeting, with Governing Council and on Pupil free day a new Philosophy was developed. The 2015 -2016 Philosophy is reader friendly, succinct and includes an up to date values and beliefs of our site culture. Adams Road and inclu

Regular staff meetings were a key focus during this year. Providing adequate time for programming decisions, QIP progress, information sharing and evaluation of practices. This had a profound effect of staff collaboration and relationships and provided opportunities for the new staff to participate in the team.

Staff collaborated across the partnership with termly "Hub Group" meetings with Craigmore, Blakeview and one Tree Hill Preschool on a range of early childhood topics including Play, Documentation and Learning Stories. Staff also participated in Primary Math's Association T&D with these sites about Numeracy in Preschool.

Recommendations for 2016 ...

Review philosophy document yearly.

Further develop the written PDP plan with staff.

Continue partnership work with Hub group

Participate in Numeracy and Literacy indicators T&D opportunities

Quality Area 5

Small groups work was trialed throughout 2015, including trial of focus groups with staff at a particular time, which developed to staff having focus children they would work with during the preschool routine. Staff collected observations and completed the traffic light date for their students and reported back at programming meeting with lines of development ideas and feedback. This was a valuable way of collecting individual student information across such a large site. This process can be further explored and developed throughout 2016.

Student commission's work continued with Uleybury Partnerships, with 4 Adams Road Children participating in activities twice per term at Elizabeth Downs School. Children participated in Growth Mindset activities and came back to kindy and shared them at group time and in planning in the site.

Move to learn training session held on site to understand the reflexes and movement skills of children, including strategies to support them and improve behavior proactively. This opportunity supported staff understanding a diverse range of our learners needs in our site and provided a strong foundation for move to learn activities to implement in the preschool program to support children's physical development.

Recommendations for 2016 ...

Continue partnership work with student commissions and implement further into preschool program.

Further develop staff focus groups to collect information, scaffold and extend children's interests and skills.

Quality Area 6

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2015 saw deepened relationships with neighboring sites and the community. This included improvements in transitions to school and Preschool.

Through collaboration with both Playford School and Catherine McCauley Schools children had opportunities to visit their future sites, participate in activities such as library visits, development play sessions, assembly special services and sports day. .

Parent information sessions were held 1:1 with an informal meeting with staff to fill in forms, answer questions, purchase uniforms, have a look around and book into a transition visit time. This format rolled very smoothly and was well received by families.

As the 2015 children attended their official transition visits at school, transition visits for 2016 Adams Road Students occurred.

Recommendations for 2016...

Continued 1:1 parent induction session for new students

Trial an improved school transition sessions during term 4, more regular visits.

Quality Area 7

Shared staff roles and responsibilities across the site were further developed during 2015 as staff took on roles in finance, banking, observations, data collection, admin tasks, cleaning duties etc. Staff collaboration was further improved and staff participated in a variety of shared events, trainings and social activities.

Philosophy statement was positive in promoting the Adams Road values and staff were keen to participate and express their feelings and ideas.

Recommendations for 2016...

Review new philosophy document yearly.

Continue shared responsibilities during the change in 2016 such as Director on maternity leave.

How funding was used to support the familiarization of the indicators of preschool numeracy and literacy.

This year the site explored and familiarized with the new Literacy and Numeracy indicators through staff meetings, professional reading, discussions, Hub group meetings and pupil free days. We worked with our ECL to discuss and explore the document and collected site based examples on the indicators. We plan to attend a familiarization session in 2016 to further develop this knowledge and integrate their use into the Centre. Our 2015 statement of learning acknowledged and included literacy and numeracy indicator examples of children's learning.

- Hub Group Meetings included familiarization with the indicators
- Staff booked in for PMA Lisa Jayne Indicators session for 2016

- Time on pupil free day used for discussion and familiarization of the indicators and included in statement of learning
- Results plus time through partnership for Director also included opportunities to explore and discuss indicators and use in preschool.

5. Intervention and support

Support is available to children through various avenues. Children who are identified as having additional needs are referred to the Preschool Support program and a worker provides targeted opportunity in small group and 1:1. Preschool support provides some opportunity to support them work towards goals set by a DECD or other agency profession such as a speech pathologist. These goals are monitored and reviewed during professional visits during the year. The program provides vital 1:1 speech & language practice, opportunities to practice social interactions, support behavior, support toileting and changing needs and to participate fully in the preschool curriculum. This year preschool our support worker was Sue Cruickshank, who did a tremendous job and worked above and beyond to help her students achieve positive results as part of the program. This year the importance of whole team participation for students with additional needs was emphasized and preschool support was embraced by the whole team, who worked alongside our PSP worker to help students achieve their positive outcomes.

Bilingual support is applied for through the Bilingual Assistance Program. Depending on the level of support required workers may be ESL support to assist the child or be fluent in the child's first language to support the student and family as they participate at preschool, including conversing with parents and caregivers, interpreting notices and providing support for improved communication between the site and family.

In 2015 at Adams Road a number of children received support and intervention including-

- ---Students accessed the Preschool Support Program. Mainly for speech and language. 3 for ASD/Behavior needs.
- 6 Students have received bilingual support from Arabic/Dinka worker

STUDENT DATA

6.1 Enrolments

7. Figure 1: Enrolments by Term

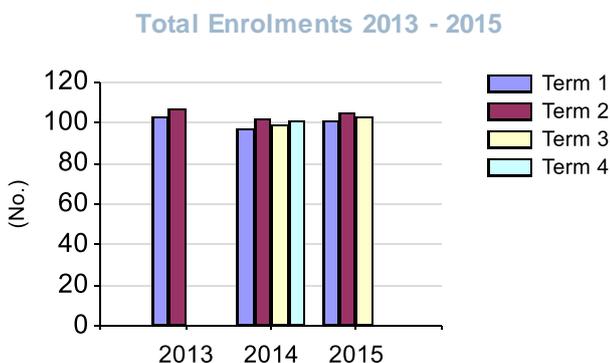


Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2013	103	107		
2014	97	102	99	101
2015	101	105	103	

- 9. Based on person counts in the two week reference period each term.
- 10. Excludes pre-entry.
- 11. Source: Preschool Data Collection, Data Management and Information Systems

Based on person counts in the two week reference period each term.

Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

6.2 Attendance

Figure 2: Attendance by Term

Attendance Percentages 2012 - 2014

Figure 2: Attendance by Term

Attendance Percentages 2013 - 2015

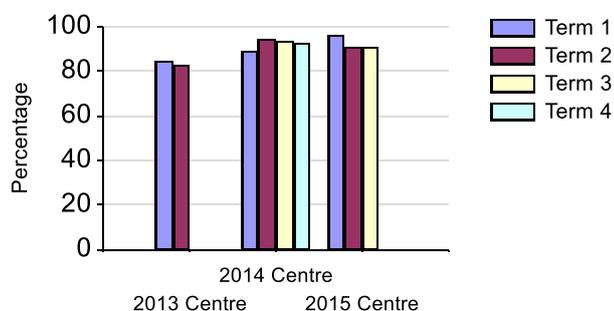


Table 2: Attendance Percentages 2013 - 2015

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	84.5	83.2		
2014 Centre	88.7	94.1	93.9	93.1
<u>2015 Centre</u>	<u>96.0</u>	<u>90.5</u>	<u>91.3</u>	
2013 State	88.7	88.0		
2014 State	90.0	88.9	86.1	87.1
2015 State	90.5	88.5	86.3	

6.3 Destination-Feeder Schools

Table 3: Feeder School Percentage Data 2012 - 2014

Most students transitioned to the schools across the Road, DECD- Playford Primary School (55.1) and Catherine McAuley (Non-Govt) (24.5%). The improved transition programs and collaboration with these sites supported families' decision to enroll their children at these schools, whilst some families opted for Private school options nearby such as Trinity College (7.1%).

Table 3: Feeder School Percentage Data 2013 - 2015

Feeder Schools				
Site number - Name	Type	2013	2014	2015
0322 - One Tree Hill Primary School	Govt.	1.1		
0947 - Elizabeth Downs Primary School	Govt.	1.1		
1004 - West Beach Primary School	Govt.			1.0
1028 - Charles Campbell College	Govt.			1.0
1449 - Craigmore South Primary School	Govt.	1.1		
1482 - Munno Para Primary School	Govt.			1.0
1854 - Blakeview Primary School	Govt.	5.7	2.3	3.1
1879 - Playford Primary School	Govt.	59.1	53.9	55.1
1900 - Mark Oliphant College (B-12)	Govt.	1.1		
8000 - Catherine McAuley School	Non-Govt.	9.1	30.3	24.5
8033 - St Columba College	Non-Govt.	9.1		3.1
8165 - Trinity College Blakeview School	Non-Govt.	9.1	9.0	7.1
8243 - Blakes Crossing Christian College	Non-Govt.			1.0
8423 - Hope Christian College	Non-Govt.	2.3	2.3	2.0
8439 - Tyndale Christian School	Non-Govt.	1.1		
9023 - St Thomas More School	Non-Govt.		2.3	
9036 - St Brigid's School	Non-Govt.			1.0
Total		99.9	100.1	99.9

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.

Due to rounding totals may not add up to 100%.

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

7 CLIENT OPINION CONTEXT

There were 3 responses to our DECD parent opinion survey (Appendix 2)

Quality of Teaching and Learning

of respondents believe their child receives high quality teaching at the preschool. Feedback comments included-

Parent Comments - Support of Learning

of those surveyed indicated their child is happy at preschool this year and 89% indicated they received support to their needs. Feedback comments included-

Relationships and Communication

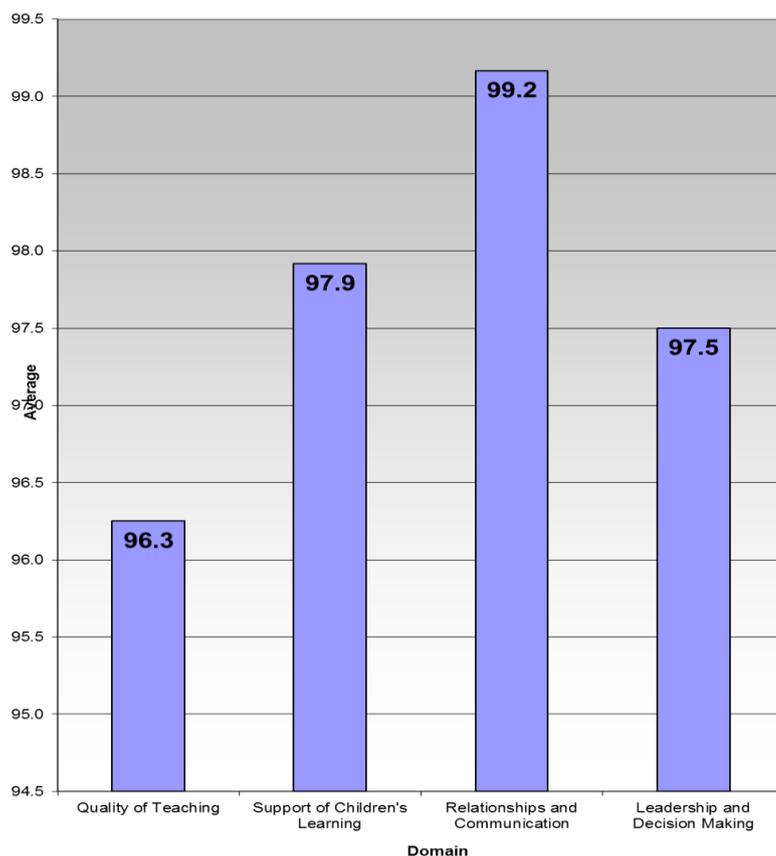
of respondents are comfortable to approach a staff member to discuss their child's progress and 78% believe they are well informed of the Preschools activities. Feedback comments included-

Parent Comments - Leadership and Decision Making

are confident in the way the preschool is managed and 88% believe the preschool includes the community in decision making. Feedback comments included-

At the end of 2015 another survey was conducted with many more respondents (32)
(See appendix 3)

Adams Road Survey 2015 Feedback as %



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All

Feedback averaged over 95% with Relationships and communication being the strongest result. Although still scoring over 96.3% SQuality of teaching will continue to be a focus during QIP planning for 2016 and beyond as a result of this data.

Some clear directions for 2016 planning can also be seen as a result of end of year surveys, including further improvements to-

8.ACCOUNTABILITY- Criminal History Screening

All Governing Council members, volunteers and staff members of the site have been cleared for DSCI screening.

A folder is kept in the office with details of DECD screening clearances.

Contractors are monitored through screening audit records

An audit of screening process was undertaken in July and results encouraged a cycle for induction and collection of this information. Any prospective volunteers are given information with regards to screening and supported through the process.

. <http://www.decd.sa.gov.au/docs/documents/1/ChsSummaryforSiteLeaders.pdf>

9 Financial Statement

10 Grants state

11 Grants Commonwealth

12 Parent Contributions

13 Other

Conclusion

Signatures CONTEXT

Director: _____

Governing Council Chairperson: _____