Agnes Goode Kindergarten

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Annual Report 2010

Directors: Kathy Wiseman & Amanda Hogarth

Governing Council : Pina Bria (Chairperson)
Introduction

Agnes Goode Kindergarten is a fulltime kindergarten with approx. 70 enrolments, located in the inner eastern Adelaide suburb of Stepney. We also provide an integrated Occasional Care Programme, utilised by approx. 90 families per week, with up to 12 babies and toddlers per session. For access and equity purposes, to enable children to attend their kindergarten entitlement, we offer a Full Day programme, with up to 20 children staying for Lunch Care daily.

Throughout 2010, we have had an increasing number of children attending who have English as a second language (with Mandarin, Cantonese, Telegu, Malayam, Sinhalese and Tagalog languages), well supported by kindergarten staff and the Bilingual Support program. We also have an increasing percentage of children attending with additional and complex needs, who have been supported well by the staff team, targeted individual Preschool Support plans, and school liaison for successful school transition.

As all of our seven staff are part time, with Director’s, Teacher’s and kindergarten and Occasional Care ECWs job sharing, we focus on continuity, collaboration and communication.

Highlights

2010 was another busy year, full of lots of learning and achievements. Staff actioned our Site Learning Plan, Annual Improvement Plan, and a Literacy Plan. We reviewed data collection methods, trialling new tools and processes.
We maintained strong relationships with local feeder schools, and early years sites and organised a successful regional early years leaders meeting.

We focused on connections with our local and wider community, with ‘shared lunches’, international Child Sponsorship, support of the Learning Links Program in Port Pirie, supported families in need through Salvation Army initiatives, and ran parent information sessions with a range of guest speakers, including on language, literacy and fine motor skill development, with Speech and Occupational therapists.

Staff were actively engaged in a range of training and development, including on the new National Curriculum, Sensory Integration, Emotional Regulation, First Aid, Asthma and Autism. Beccy achieved her Step 9 (advanced) teacher status.

Education and in particular, early childhood, are in the midst of times of change and opportunity. The National Quality Agenda for Early Childhood and Care provides new legislation and initiatives to increase the quality of education and services for young children. New regulatory systems from 2012 include many positive national reforms, such as increased staff qualifications, improved child: staff ratios, a national curriculum and quality standards. As staff we need to be proactive in ensuring we move into these changes in an informed, reflective and strategic way – identifying key early years issues, requirements, implications and timelines for implementation. We are exploring issues which impact on our site immediately and into the future, including meeting compliancy with National Quality Standards (Accreditation); the new National Curriculum; implementation of 15 hours of Universal Access preschool; and the National Single Intake for schools and preschools.

Our site continued participation in the DIAF (DECS Improvement and Accountability Framework) process this year, as part of our process of continuous improvement and strategic thinking. Kathy and Amanda worked closely with Magill and Rose Park Kindergarten staff, utilising the DIAF principles of ‘focus on learning’; ‘shared leadership’; attend to culture’; ‘listen and respond’; ‘make data count’; ‘set direction’; target resources’ and continuously improve’ we evaluated our current practice, developed review questions and planned for the future.
Improvement priorities 2010
ENROLMENT AND ATTENDANCE DATA

Our aim for 2010 to increase enrolments was achieved, ensuring our current level of staffing (3 FTE) has been retained. The planned, targeted effort to increase our profile in the community, extensive use of the kindergarten website, and offering the flexible ‘full day’ policy has led to a rapid and sustained rise.

We have also noted a changing demographic in our community and enrolments, with a clear increase in families moving from interstate and overseas, with children having English as a second language. It is important our kindergarten provides an inclusive, culturally supportive and reflective environment – and that our planning for all continues to focus on the sense of community and connections we value.

PARENT OPINION SURVEY

We received some excellent feedback from families through the DECS survey. We scored highly in all 4 areas “quality of teaching and learning”; “support of learning”; “leadership and communication”; “relationships and communication”. We have noted the need for additional local/site specific, qualitative feedback, and further input from our feeder schools eg re pre and post school data. See attached tables.

FINANCIAL REPORT

See attached

SITE PRIORITIES FOR 2011

“Our image of the child is rich in potential, strong, powerful, competent, and most of all connected to adults and other children”

Our future planning is based on our Site Learning Plan (2008-2010), our Regional plan, the Parent Opinion Survey, Governing Council and community input, and a range of site quantitative and qualitative data.
As outlined in our Annual Improvement Plan, in **2011** we will focus on –

- **oral language** and ITC skills, particularly the use of digital media and computer programs for numeracy, literacy and oral language development
- focusing on **connections** with the local and wider community
- **social functioning** and **dispositions** – relationships that children form with each other (friendships) and with staff, to enhance their well being
- **individualised learning support** - ECSS, and accessing additional **specialised services** to improve learning outcomes for children.
- **Implementation of state and national early childhood requirements**, including incorporating the National Curriculum (EYLF); working proactively towards compliancy with the National Quality Standards; undergoing DIAF Validation processes; planning towards the Single Year intake and implementation of 15 hours of **Universal Access** preschool; and implementing the new DECS administration system (**EYS**).

We would like to thank the **whole staff team** for their energy, collaboration, humour, professionalism, and their strong commitment to children’s education.

We would like to express our gratitude to the small but loyal governing council, and the wider parent community, who have embraced the kindergarten opportunities, and made Agnes Goode a thriving **learning community**.

**Kathy, Amanda, Beccy, Deanna, Dianne, Lidia** (staff, Agnes Goode Kindergarten)