Context

Preschool Name: Magill Kindergarten  Preschool Number: 4641
Preschool Director: Isobel Quick  Region: Eastern Adelaide

During 2012 a number of new staff were appointed to Magill Kindergarten, including a new Director, part time teachers, and a new Early Childhood Worker, with one staff member continuing from 2011. The continuing staff member undertook a role in another site for term 3. Universal Access commenced at Magill in 2012, resulting in a change of session offerings for families. Session offering was altered during term 2 to ensure that the staff team was able to work collaboratively to provide a quality curriculum for the children. Ensuring that the site was prepared for the implementation of National Quality Standards was a key focus for the year.

Quality Improvement Plan

Including all staff in the review of the centre against the quality criteria and the development of the Quality Improvement Plan was a key focus of our work. A pupil free day and much of our out of hours staff meeting time was allocated to this task. Taking time to work together to gain understanding of the criteria, identify strengths, and develop a plan to address areas for improvement ensures a depth of understanding amongst the team. Parents and Governing Council were involved in the review of policies and in responding predominantly to Quality Area 6–Collaborative Partnerships with Families and Community.

Quality Area 1 Educational Program and Practice.
A pupil free day was allocated to reflection on this area. The team developed a site philosophy and reviewed our values. We “unpacked” them to ensure that we all have a common understanding. Input and feedback from Governing Council was incorporated. Families were offered the opportunity to contribute. This year we have developed and refined our process for curriculum planning, reporting and reflection to ensure that the needs of all children are met. The process incorporates input from parents and children and documents planning for individuals to ensure that we are inclusive of all learners. Development of the process included input from all staff and Governing Council. Staff have found that the process of formulating Individual Learning Plans with parents adds greatly to our understanding of the child, and our ability to work in partnership with parents. The original model of session provision left the team with only 1 hour a week after hours to meet as a team. This proved inadequate for curriculum development and reflection, and had a negative impact on the wellbeing of staff. This was addressed as a matter of urgency and staff perception data indicates that 100% of staff now feel that they have sufficient time together as a team to plan and prepare.

The team developed an interest in exploring how the environment contributed to children’s learning, and how enquiry projects could be incorporated into our curriculum. We attended a number of professional learning sessions together. This was a focus of our professional reading. We were fortunate to have a UniSA staff member on our Governing Council who stimulated our thinking in this area. Staff and children participated in an excursion to the Art Gallery where children explored self portraits as a reflection of identity. This workshop was run by an Italian art educator, using Reggio Emilia’s pedagogic approach. We will continue on with this work in 2013.

Our target in the area of literacy was for 80% of children to achieve a score of 20 or more with Concepts about Print (CAP) 62% achieved, and 80% to achieve a score of 30 or more with Screen of Phonological Awareness (SPA)-81% achieved. Included in the data are children with additional needs and children for whom English is an additional language. It is worth noting that the regional target for CAP for 2013 has been altered after professional discussion, to achieve a score of 17 or more, rather than the 20 aimed for this year.
We found the process of assessing children using SPA and CAP useful as we developed our ability to teach these concepts. The graph above demonstrates how we developed pedagogy which improved children’s final scores as the year progressed. Data from the assessments was collated to show us where we needed to develop and extend individuals. Whilst it was useful this year-the assessment process is extremely time consuming. (We assessed children during their first and final terms at preschool.) Staff are questioning whether assessing children twice is the most effective use of their time.

Future Planning
- Review processes for 2013 to include
  - curriculum planning for individuals including those with additional needs and English as an additional language in term 3 2013.
  - Literacy Assessment Processes
  - Use of DIAF rubriks
- Review implementation of Child Protection Curriculum Week 0 2013
- Staff Professional Learning for 2013 to include-
  - exploration of EYLF -practice
  - “co-creation of the curriculum with children”,
  - promotion of positive dispositions for learning
  - use of enquiry projects to promote the learning of ALL children

Quality Area 2 Children’s Health and Safety
Major achievements in this area include a review of all of our policies relating to skin protection, healthy eating, first aid, emergencies, hot weather etc. Resources were allocated to ensuring that staff updated their First Aid training to comply with National Quality Standards. Risk assessments are being completed, and barriers have been installed to ensure that children do not access unsafe areas. Considerable funding ($1500) has been put into enabling staff to attend the required First Aid, Anaphylaxis and Asthma training.

Future Planning
- Work with facilities management and our Disability Coordinator to improve nappy changing facilities.

Quality Area 3 Physical Environment
In 2012 we have continued to build on the grounds development undertaken in 2011, with planting and mulching. Installation of fitted carpet removed a trip hazard and gave children more space for block play. Review of resources, storage and furnishings has resulted in more efficient access to materials, and improvements in the indoor learning environment.

Future Planning
- Work with facilities Management to ensure that all of our boundary fencing/outdoor storage complies with National Quality Standards.
- We have been successful in applying for a Telstra grant to fund resource development so that our learning environment is more inclusive of all families’ cultural background.
Quality Area 4 Staffing Arrangements
Over the year the team developed a high level of cohesion and collaborative focus on our improvement journey. The team is to be commended for their commitment to improving learning for children at Magill, and their willingness to engage with the time consuming demands of NQS documentation.
We trialed and reviewed daily routines, and staff rosters, a number of times, to ensure that they promoted optimum learning, children were always well supervised, and staff wellbeing was promoted.
Future Planning
- Development of a comprehensive and sustainable induction process for staff and volunteers.

Quality Area 5 Relationships with Children
The change to the session offering in term 2 enabled us to create two discrete groups of children who attend on different days. This results in promotion of children’s friendship development and sense of belonging.
During 2012 the behavior policy was reviewed and redeveloped. This will be contained in the new induction for staff and volunteers package.

Quality Area 6 Collaborative Partnerships with Families and Communities
Collaborative partnerships were significantly expanded with our formalization of the Individual Learning Plan process. The staff “survey monkey” survey indicates that 100% of staff perceive that this process enhances partnerships with parents.
A number of visits for all children to Magill School gave children the opportunity to experience being in a school playground and classroom. Visits by all children to the Magill School Dental Clinic have established a relationship which will be continued next year.
Future Planning
- Update website, external signage and develop information leaflets in Mandarin, Sinhalese, and Hindi to facilitate easy access to the preschool.

Quality Area 7 Leadership and Service Management
Collaborative development of the site philosophy and Quality Improvement Plan (QIP) has been a key focus throughout the year. It was important that these documents were meaningful and owned by the Magill team. We tried a number of different methods to gain feedback from parents, and found that the one to one discussions staff have with parents as part of ILP and Summative Report sharing provided some good feedback.
An online staff survey was developed this year results of which have been mentioned earlier. Staff felt that their effectiveness would be improved with more time to plan how to use the learning gained in our PD sessions. Staff were satisfied with the amount of input they had into decision making.
Performance Management processes have been commenced, and will need to be closely coordinated with team professional learning in 2013.
Future Planning
- Documentation of a quality improvement process for the site
- Development of effective feedback processes for parents.
- Sharing the philosophy and QIP more broadly as new families move in to the centre.

Intervention and Support Programs
We refined the systems we use to increase the effectiveness of support programs for targeted children, including termly review. The clarification of our assessment and reporting process for all children also benefited children with additional needs. Information collected from parents and from staff observations and assessments was used to write Individual Learning Plans for all of our children at the beginning of their second term at preschool. The staff survey showed that 100% of the staff felt that the new process enabled them to work more effectively in partnership with parents.
Our speech pathologist provided the following feedback-She indicated her “recognition of the great job the whole team are doing, particularly with signing for non verbal children. This is really challenging to put into practice, yet I saw it often”, “You have ticked all the boxes we need for non verbal children to increase oral language.”
There is a significant group of children who have English as an additional language at Magill. For most of the year our team included a teacher who was undertaking her PHD in meeting the needs of
this group. We were pleased to note that a strong proportion of our EAL students did well with our literacy assessments as they left for school.

Report from Governing Council

<A report from the Governing Council, including major decisions and achievements.>

Student Data

<table>
<thead>
<tr>
<th>Enrolments</th>
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**Total Enrolments 2010 - 2012**

![Graph showing enrolment by term from 2010 to 2012.](image)

<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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<td>56</td>
<td>52</td>
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Enrolments have dropped somewhat in 2012. This is due to the implementation of National Quality Standards. The number of children we could enrol is limited by our building capacity (30) and with the staff that we are funded for.
### Attendance

#### Attendance Percentages 2010 - 2012

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
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<tr>
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<td>89.5</td>
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<tr>
<td>2011 State</td>
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<td>88.4</td>
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<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.4</td>
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</table>

Two full days of preschool per week were provided for all children, with a Wednesday morning a fortnight, as a result of the provision of universal access funding. We noted that children generally only missed their full days of preschool in cases of illness or family holiday. Some families were not able to take up the half day due to work commitments, or wanting some time at home with their child. Attendance on the full days was often 100%. For children with additional needs who found the days too long, we were able to offer them shorter days and every Wednesday morning. Universal access funding gave us the opportunity to offer all families full days with no extra charge for lunch care. This removed a financial factor which had prohibited some families from using full days (and allowed the corresponding high attendance rate).

### Feeder Schools

#### Feeder Schools

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
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<th>2011</th>
<th>2012</th>
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<tbody>
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</table>
Magill School continues to be where the majority of the children go on leaving the kindergarten, with St Joseph’s School a destination for 18% of our children.

**Client Opinion**

This was not completed in 2012, but will be once again in 2013.

**Financial Statement**

<Income by funding source>

<Your End of Year Profit and Loss Statement may be included as an appendix>