Crystal Brook Kindergarten
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Crystal Brook Kindergarten
Annual Report
2012
Crystal Brook Kindergarten is a part-time centre. At the beginning of 2012 the centre introduced 15 hours of Preschool. Preschool operates on Tuesdays and Thursdays 8:45 am to 3:15 pm and alternate Mondays 8:45 am to 12:45 pm. The extension of hours on full days has aligned the centre operating hours with the school, helping parents with arrival and departure times, and for children using the school buses. This has been successful for parents as the school and kindergarten are co-located.

The Crystal Brook Kindergarten also runs Funded Occasional Care for children 0-5 years on Tuesday and Thursday mornings. This is well utilized and often full. The centre is hoping to extend the sessions to cater to the community demand, especially with ‘Same First Day’ starting in 2013.

Playgroup runs weekly. This is well supported by families in the community. In 2013 CaHFS will use the centre to run clinic on Fridays. Playgroup will change to Fridays allowing parents to network whilst clinic is running.
Quality Improvement Plan

The QIP was developed in 3 areas of improvement during 2012.

Part 1 – Learning Priorities

Learning Priority ~ Literacy

Target
All children move at least two levels on the TROLL (Teacher Rating of Literacy and Oral Language) scale in each of the 8 areas or are at level 4/Accomplished on the TROLL Scale by the time they start school.

Strategies:

1. Continue Rhyme Time with Playgroup. Run Kindy and playgroup alongside each other on Mondays to allow for Universal Access and Rhyme Time opportunities.
2. Staff have a clear focus on ‘Strive for 5’. This will be reflected in Professional Development Plans.
3. Increase small group opportunities in the centre routine. Concentrate on oral language skills. Divide children into groups according to their TROLL Score to tailor learning to children’s development level.
4. Have explicit activities in the learning programme to enhance Oral Language skills. Use Emergent Literacy strategies in the programme; ‘Strive for 5’, Vocabulary, Book Planning, Word of the Day, RASCAL.
5. All staff to do Emergent Literacy Training and Development.
6. Meet with the reception teacher each term to share literacy development information for the children starting school.
7. Engage with the Relationship Scales in the RRR resource.

Results
45% of children who transitioned from Kindy to school during 2012 were at an Accomplished level or had moved at least 2 levels on the TROLL Oral Language Scale in the 8 areas. The 8 areas of Oral Language are the ability to:

   1. Have a conversation with adults and peers.
   2. Communicate a personal experience in a clear and logical sequence.
   3. Ask questions about topics of interest.
   4. Use talk while engaging in pretend play.
   5. Recognize and produce rhymes.
   6. Use a varied vocabulary.
   7. Be understood by adults when speaking to them.
   8. Express curiosity about how and why things happen.

The average scores of children at the centre when they turn four years old and when they exit to start school show improvement in all areas from 2011 to 2012.

Some areas of interest include:
- Rhyming has the lowest Exit score, but the largest gain.
- Understandability has the highest score, but the smallest gain.
- Conversations, Communicating Personal Experience, Asking Questions and Talk while pretending are important elements of Relationship developing. These areas have high scores reflecting the work staff are doing the RRR Relationship Scales.
- First scores are higher reflecting the whole centre approach which includes Playgroup, Occasional Care and Kindy.

![Graphs showing FIRST ORAL LANGUAGE SCORE and EXIT ORAL LANGUAGE SCORE]

### 2013 Recommendations
Focus on Rhyming as part of Literacy Priority.

The centre used the ‘Respect, Reflect, Relate’ Relationships assessment tools for developing their functional relationships with children for best learning outcomes. In term 1 and term 4 Jane Moore, Early Childhood Consultant and Alyce Ridgeway, Speech Pathologist conducted the scales on 1/3 of the centre’s children 0-5yrs.

**Term 1**

Commendations
- Lunch Times and small groups showed great interaction opportunities at high functioning levels.
- As a team we are positive, friendly and respectful.
- Score of 2.8, the required minimum standard is 2.5.
- Educators seek interactions and look for opportunities.

Recommendations
- Awareness of educator’s placement in the space.
- Need for equity of children receiving interactions. Quiet children sometimes miss out.
- Make the most of opportunities to video interactions and learn from watching and analysing quality interactions.

**Term 4**

Commendations
- Use of small groups
- Using routine times for positive interactions and learning times
- Placement in space and making sure all areas have an engaging educator
- Occasional Care workers, praised for their ability to engage the young children and have quality interactions with them.
- Score of 3.5.

Recommendations
- Being aware of quiet reserved children and children who need assistance to join play.
- Ensure new staff and volunteers have an understanding of being talkative with children and the site priorities.

2013 Recommendations
Continue working on the Relationship Scales, to develop embedded practice and sustainable outcomes.
Part 2 – Centre Philosophy

At Crystal Brook Kindergarten we believe that “We learn through play together”.

A play based learning environment for children 0-5 years provides effective tools for their unique developmental needs and lifelong learning. Relationships between staff, children, families, community and specialist services ensures an environment that caters for each child’s individual needs and potential.

We value:

<table>
<thead>
<tr>
<th>Relationships</th>
<th>Achievement</th>
<th>Creativity</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>We are committed to:</td>
<td>We are committed to:</td>
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<tr>
<td></td>
<td>- Working collaboratively,</td>
<td>- Providing opportunity and materials to develop and express individual ideas.</td>
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<tr>
<td></td>
<td>- Develop trusting and caring relationships.</td>
<td>- Draw on past experience and knowledge of families and learners.</td>
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<td></td>
<td>- Interactions between children and adults and children and children, and families of caregivers</td>
<td>- Celebrate ‘having a go’.</td>
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<tr>
<td></td>
<td>- Valuing involvement and support.</td>
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</tbody>
</table>

We are committed to:

- Valuing achievement of others and celebrate progress made.
- High expectations for all learners,
- A learning programme that caters for different learning styles and stages.
- Reflecting on learning.
Part 3 – NQS Standards

An Action Plan has been developed where staff have identified areas of National Quality Standards that are not met on a legislation level. All items are low risk requiring an upgrade of procedure and paper work.

Staff Reviewed the National Quality Standards in Term 1.

Areas of Strength

- **QA 1 Educational Programme and Practice**
  Children’s learning is documented.
  The learning programme is informed by children’s development and interests, Early Years Learning Framework, TROLL/Data.
  Every child is supported in the programme.
  Educators support children’s learning through their ideas, play and intentional teaching.
  Educators critically reflect on children’s learning at staff meetings.
  The centre routine maximise opportunities for each child’s learning. Eg small groups

- **QA 2 Children’s Health and Safety**
  Individual Health needs are recognised and supported, and displayed.
  Hygiene and infection control procedures are followed.
  Physical Activity is promoted.

- **QA 3 Physical Environment**
  Outdoor space is adequate for it’s purpose.
  Equipment is age appropriate and activities are planned for the children.
  Facilities are designed to ensure access for all children.

- **QA 4 Staffing arrangements**
  Educators and staff work collaboratively and support each other.
  Staff are respectful of each other and ethical.
  Professional Standards guide practice.
  We celebrate each other’s successes.

- **QA 5 Relationships with children**
  Staff have trusting relationships and interactions are warm.
  The dignity of each child is a priority and is maintained.
  Children are supported to manage their own behaviour, respond appropriately and resolve conflicts.
  Children and parents express a feeling of being safe and secure

- **QA 6 Collaborative Partnerships with families and communities**
  Develop and implement transition processes ‘Same First Day’ with Playgroup, Occasional Care, Kindy and School.

- **QA 7 Leadership and service management**
  Rigorous implementation of professional development plans.
2013 Recommendations
Area for Improvement in 2013

- **QA 1 Educational Programme and Practice**
  Implement children’s individual learning goals more effectively into the main programme.

- **QA 2 Children’s Health and Safety**
  Raise children’s and families awareness of current protective behaviour practices.

- **QA 3 Physical Environment**
  Increase awareness of being environmentally friendly. Increase access for children to quality natural environments.

- **QA 6 Collaborative Partnerships with families and communities**
  Develop and implement transition processes for ‘Same First Day’ with Playgroup, Occasional Care, Kindy and School.

- **QA 7 Leadership and service management**
  Rigorous implementation of professional development plans.

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Emergency Services in our Community

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**Intervention and Support Programmes**

The Crystal Brook Kindergarten has approx. 30% of enrolments receiving Preschool Support for additional needs. Staff monitor children’s development closely and use screening assessment to identify additional intervention and referral. The kindy and Occasional Care Staff refer children to DECD Support Services and Pt Pirie Health Service. The staff work closely with families and other agencies to ensure the best learning outcomes for children, goals are unified and consistent. Agencies include CaFHS, Learning Together, Families SA, Pt Pirie Health Service, DECD Support Services, and Crystal Brook Primary School.
Governing Council Chairperson’s Report 2013

Last year 2012, was quite successful for the Kindergarten on many fronts. Thank you to all involved in the running of the kindergarten, Director, teachers, volunteers and parents. Everybody’s contribution to the running of the kindergarten is noticed and greatly appreciated.

Fundraising continued to be run by the governing council, this approach seems to work quite well, but there is always the possibility to form a separate fundraising committee again should the numbers of Governing Council members improve. From the funds raised ($7000) the committee was able to purchase a new fridge, new photocopier, new cupboards and most importantly new items for the children to use (painting easels, home corner items, etc).

Fundraising Events for the year included
- Raffles – Easter
- Coffee Cups – Thank you Beck Crawford
- Chocolates - Thank you Emma Gulin
- Market Day – Thank you Ali Gulin, Jade Inglis, Beck Crawford and numerous others
- Tea towels – Thank you Rachel Kirchner
- Family Portraits

The Kindergarten Staff have done a wonderful service for all students with extra activities during the year including an excursion to the Road Safety Centre and the Port Pirie Library with a ride on the miniature train, hosting the Biggest Morning Tea and bravely taking students to the swimming pool at the end of the year.

The staff have managed to implement the single intake of students with ease and the kindergarten is running smoothly. The support from staff and parents received throughout the year has been tremendous, no task was ever in need of chasing up and helpers were always available. It is noted that the same families do tend to assist with all tasks, but as that is a general rule for all clubs and committees I am grateful we have the hard workers in our group.

Projects for 2012 consisted of having the new white board up and running, the purchase of the whiteboard was worked in with the school so we could purchase this at a discounted price and including the training as well. Governing Council also decided to upgrade two of the kindergarten computers so the one for the whiteboard was up to date.

Playgroup families are an important part of our kindergarten group along with the occasional care families, Thank you to all those who attend these sessions and keep our kindergarten well attended and supported.

Thank you to all parents and caregivers for all the support, advice and generosity you have given both the staff and the governing council.

Jacinta Huxtable
Chairperson 2012
Data shows the centre’s enrolments have peaked in term 1 2012. This has resulted in an increase in staff for a small period of time. Staff also changed the daily routine of the centre, to maximise learning opportunities for all children. The most significant change has been having small groups for learning activities and lunch time. The large group has been for transition activities such as greetings, tidy up, moving into small groups.

The attendance has been below the region average of 86.75% (except term 2) during the 2 data collection weeks for each term.

**Occasional Care**

Occasional Care was consistently booked during 2012. At times children booking were extended to fortnightly to allow equal access.

**Playgroup**

The number of Playgroup families ranged from 5 to 10 during the year.

**Feeder Schools**

100% of enrolments transitioned to the Crystal Brook Primary School.

**Client Opinion**

The kindergarten received 15 responses to the DECD Parent Opinion Survey. Parent’s strongly agreed that Teaching and Learning programme was of high quality. There is a pattern of parents wanting to be more informed about the Learning Programme. Parent comments expressed praise to the staff for operating with high numbers of children, the emphasis on communication and small groups. Parents expressed concerns about the high numbers attending and low support for children with additional needs.

The centre also conducted a survey which included Kindy and Occasional Care families. We received 18 responses.

Responses indicated:

- Parents feel welcome to the centre.
- Staff have trusting relationships with their child.
- Newsletters are the most informative form of communication for families.
- The majority of families feel the centre is well integrated and all participants work together towards goals and programmes.
# Financial Statement

## Assets

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**Total Assets**  
$21,733.17

## Liabilities

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**Total Liabilities and Equity**  
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