Banksia Park Kindergarten

Annual Report

2012

Context

<table>
<thead>
<tr>
<th>Org Unit No:</th>
<th>Preschool Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>4604</td>
<td>Ms Elspeth McKinnon</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preschool Name:</th>
<th>Region:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Banksia Park Kindergarten</td>
<td>Northern Adelaide</td>
</tr>
</tbody>
</table>

Student Data
Enrolments: Or enrollments have steadily increased with a large increase in Term four not as yet being available on this Data.

Figure 1: Enrolments by Term

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>36</td>
<td>37</td>
<td>35</td>
<td>34</td>
</tr>
<tr>
<td>2011</td>
<td>31</td>
<td>33</td>
<td>34</td>
<td>37</td>
</tr>
<tr>
<td>2012</td>
<td>33</td>
<td>38</td>
<td>39</td>
<td></td>
</tr>
</tbody>
</table>

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

Attendance: Our attendances have been steady and slightly above regional adverages

Figure 2: Attendance by Term

Table 2: Attendance Percentages 2010 - 2012

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>2010 Centre</td>
</tr>
<tr>
<td>2011 Centre</td>
</tr>
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</table>
Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

### Feeder School Percentage Data

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>0138 - Frances Primary School</td>
<td>Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0432 - Tea Tree Gully Primary School</td>
<td>Govt.</td>
<td>21.0</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>0596 - Highbury Primary School</td>
<td>Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1015 - Banksia Park Primary School</td>
<td>Govt.</td>
<td>71.0</td>
<td>53.0</td>
<td>58.1</td>
</tr>
<tr>
<td>1100 - Surrey Downs R-7 School</td>
<td>Govt.</td>
<td>6.0</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>1540 - Ardtornish Primary School</td>
<td>Govt.</td>
<td>6.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8226 - Golden Grove Lutheran Primary School</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8337 - Trinity College North School</td>
<td>Non-Govt.</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8385 - Saint David’s Parish School</td>
<td>Non-Govt.</td>
<td>35.0</td>
<td>30.2</td>
<td></td>
</tr>
<tr>
<td>8454 - Pedare Christian College</td>
<td>Non-Govt.</td>
<td>6.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>99.8</td>
</tr>
</tbody>
</table>

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

Parents were surveyed in their child’s last term of Kindergarten. The responses were over all very positive with 199 responses as strongly agree, 38 agree, 4 neutral and 4 didn’t know. We did receive some feedback from one survey regarding concern about repetition of experiences. This has been discussed during staff meetings and we are planning on further data collection on engagement to see how this is reflected in our program.
Banksia Park Kindergarten
Annual Director’s Report
22 of November 2012

Contextual Statement
Banksia Park Kindergarten is a stand alone site. It is set amongst a very picturesque setting of native gum trees and local community grounds and services. These services consist of a football oval, community rooms and tennis courts. We are adjacent to the Banksia Park Primary School. Community involvement is a high focus and this can be reflected in the development and management of the Community garden which is a joint project between the local school and kindergarten. A significant number of children are from families where both parents are in paid employment. The children utilize community care services provided by Banksia Park School OSHC program (before & after preschool sessions), Family Day Care and local child care centres.

Our outdoor environment has been maintained and developed predominately by kindergarten working bees and parents offering their skills as needed

Site Priority 1
Oral Comprehension: children become effective communicators and extend children’s vocabulary through various means.
Strategies:
Staff to attend workshops & extend literacy skill e.g. Presentor - Steven Graham.
Increase children’s vocabulary through awareness and usage of words. Writing up words children say, display around the centre, match words and pictures and discuss with children at group time. Special Person of the week – children take home a work sheet which in their 1st term is all about them & 4th term it is all about their kindergarten experiences.
Targets:
By the end of their 4th Term at pre-school, all had improved by one level of oral language development using the Troll evaluation tool. This covered the areas of phonological awareness, vocabulary development and conversation skills.

Site Priority 2
Children become confident and involved learners. Develop and maintain a Quality Improvement Plan to address National Quality Standards.

Strategies: Staff will implement EYLF planning cycle to achieve success for every child. Staff will reflect, implement and reevaluate the learning environment – inside/outside. Attend workshops about - relate, respect & reflect document. Assessing & reporting in relating to curriculum development & procedures. Reporting will relate to the 5 learning outcomes as outlined by EYLF document – belonging, becoming and being. A Quality Improvement Plan (QUIP) has been developed and will be evaluated and implemented on an ongoing basis.

Targets: By the end of their 4th term all children will have developed a disposition for learning such as confidence, risk taking, persistence & imagination. Further develop children’s own learning through problem solving, enquiry, experimentation and investigation. It will be monitored through the use of the modified EYLF outcomes. Parents will be offered an opportunity to have an interview after their child’s first semester so they can get information on their progress.
The Quip will be displayed for the parents and will be discussed at governing council. It will be regularly evaluated at staff meetings.

Priority 3
Sustainable environment for the kindergarten, healthy eating and water wise.
Target: Develop healthy eating program through displays of healthy food choices articles.
Provide a copy of our healthy eating policy to all families. Develop and further extend both children & parent involvement in the bush garden – school community garden.
Staff attends workshops re: recycling, reusing any objects, KESAB for workshops. Observing changes in the environment and recording these
Maintain our involvement with NRM (Nature resource management and follow our SEMP (Sustainability Education Management Plan)

Targets: develop and maintain a sustainable environment and life style. Photograph
areas of the outside identifying plants & brushes present. Take photo’s each term and compare identifying changes or no change. (SEMP plan)

Children’s Activity Highlights include:

Term 1
Caring for our World a-thon Obstacle Course children used their knowledge and skills to help create the obstacle course props. We also attended an excursion to NAWMA (Northern Waste Management) to further learn about recycling and reusing.

Term 2
We Hosted a parents Night Out, where the children came to kindy at night while their family had some quality grown up time! We liaised with the local school and visited the school library and computer room. We have now established a buddy class with Carol Fallon (Grade 4 and 5) and are attending and presenting at Banksia Park Primary school Assemblies. We caught Public transport to the local library and had stories and activities with the librarian.

Term 3
The Children made decorations and helped in the preparation for our Jungle jam Disco. We learnt about mammals of the world and had an excursion to the Adelaide Museum. Our trip to the library was cancelled due to poor weather but the librarian was able to visit the Kindergarten to show us some of the books and materials available at the library and read to the children.

Term 4
The Children and their families participated in the local Christmas Parade. The children have been learning about other cultures. We have been learning about China from Jing (One of the Kindergarten’s Mothers) and Diwali a Hindi festival. We are planning to finish the year with a performance by Jack and Molly at kindy and a picnic for our end of year Christmas Party.

Site Maintenance

In 2011 we received a grant to fix the flooring in the shed that was very damaged by roots of trees. We were keen to have the trees removed as they were also dropping branches and were a safety concern. We were able to have the floor fixed and the trees removed as well as fixing the climbing area that had become unsafe due to root damage.

The pergola had become rotten and unfortunately no funds were available to repair it so it was removed at a working bee.

The site funded the replacement of new lighting outside as it was not working properly.

In term 3 the kindergarten was broken into the department funded the replacements of computers and a new security screen on the office window.

The boundary fence is an ongoing issue. We are currently getting quotes as we have been made aware there are grants that we will be able to use to replace our fence.

Future Directions 2013
- Continue to build interactive links with the local Banksia Park Primary School
- Develop stronger interactive links with St David’s Parrish School
- Build upon parent inclusion in decision making and interaction within the preschool.
- Continue to build, further develop the Early Years Learning Framework focusing on the 5 learning outcomes and link them with the National Quality Framework Standards (Operational 1/1/2012)
- Continue with our SEMP Plan in 2013

We will continue to work on and develop our Quality Improvement Plan in readiness for NQS assessment.