ANNUAL REPORT VERIFICATION

This annual report provides the Community and the Chief Executive, Department of Education and Children’s Services with important information on aspects of the operation of our preschool. The report contains detail on aspects of the preschool’s core business and describes progress towards the achievement of priorities.

Copies of the report will be made available to:

• The Preschool Community
• All members of the Governing Council
• The Regional Director

The annual report is one significant way in which our preschool meets accountability requirements. This report is signed below by the Director and the Chairperson of the Governing Council to signify that it represents an accurate account of the operations of the preschool and that it complies with the requirements for the preparation of annual reports.

______________________________date

(Please subject to addition of end of year financial statement)

Preschool Director :

______________________________date

(Subject to addition of end of year financial statement)

Governing Council Chairperson :
Site Context 2009

Two Wells Community Children’s Centre provides a high quality education and care experience. We provide a DECS Preschool, a community based Childcare Centre, Before and After School Care, Playgroup, and Child and Youth Health for the Two Wells Community and the families within the Mallala Council Region.

Two Wells Community Children’s Centre is inclusive of all families. We have a very diverse number of families attending the centre and we work hard to achieve sound partnerships with all parents. We are a semi-rural centre next door to the Two Wells Primary school. The centre is 7 years old.

We have 5 university trained teachers working across the site, TAFE qualified childcare staff with a total staff team of 18. In 2009 Two Wells Community Children’s Centre appointed a new Director.

Over the 2009 year we largely worked towards the Site Improvement Plan, our Early Years Literacy Plan targets and the National Accreditation process for childcare validation. Towards the end of 2009 we also participated in a Numeracy Pilot Project in conjunction with 2 Barossa preschools and 3 schools.
## Site Improvement Priorities

<table>
<thead>
<tr>
<th><strong>Target:</strong> Strategic Direction 1: Improved Oral Language</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
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<tr>
<td>Target: 90% of children will have improved literacy results and confidence and competence as a literacy learner as a result of strategic interventions from teachers.</td>
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### Strategies

- To encourage and increase the number of families using the Literacy and Numeracy kit borrowing.
- Strong focus on small explicit group work to encourage and strengthen children’s oral language.
- 12 children who began the 2009 year in their first term of kindy in 2009 were assessed using the site’s oral language, literacy and numeracy assessment tool. This was then repeated in their last term of kindy.
- Staff attended training on Oral Articulation Testing
- Specific programming for oral language activities as well as literacy and numeracy everyday, phonological awareness.
- Social play boxes have been developed and used, regularly during the sessions.
- Literacy and Numeracy and oral language displays for parents and fliers on the development of these three areas and what families can do to enhance these opportunities in the home environment.
- Fortnightly, curriculum newsletters for parents, detailing the literacy, numeracy and oral language content for the fortnight plan.
Outcomes continued
An Example of the literacy and oral language Indicators:

Names objects
Letter recognition
Identifies syllables
Converses with peers and adults
Shows phonological awareness
Follows instructions 1 pt, 2 pt, 3 pt.

14 out of the 17 indicators showed some improvement across each area, the other 3 indicators showed no improvements or change in outcome.
These three indicators showing no improvements are:
Defined pencil grip (all children already had a hand preference at the first assessment and this had not changed at last assessment.)
Child tells a story.
Child uses sentences.

An example of the indicators showing most outcome improvements are:
  Children using and recognising initial sounds of letters
  Children's ability to retell their address
  Children’s ability to copy and draw shapes
  Children’s ability to count 1-10
  Children’s ability to recognise syllables
  Children's ability to recognise rhyme

Recommendations
We still feel this needs to be a priority in the 2010 year. We will start the year with 11 children accessing a DECS speech and language program. We will continue to monitor and collect data on children’s Oral Language.
We will continue with small oral language groups, employment of a teacher for the speech support children, use of visual strategies and large group explicit teaching on letter sounds and phonological awareness, syllabification and rhyme.
Target: **Staff Learning**
How do we use play and ICT to develop opportunities for children to explore measurement.
(This project was designed for learning outcomes for staff and children around mathematics, which in turn develops our ability to better provide mathematical learning for our preschool children) Although this model project was more around staff learning and outcomes we certainly made it an opportunity for all children’s learning outcomes to improve through this project process.

**Children’s Learning Outcome**
Children have the opportunity to expand their mathematical language, understanding and use of measurement tools through cooking.
Children will digitally record their learning through the use of ICT media.
All children will achieve the exploration level using the Preschool Numeracy Observation Tool.
Strategies

Who is Involved
At Two Wells Community Children’s Centre we have 3 teachers who were involved in the numeracy project. We also had a sample of 6 preschool aged children take part in the project. The sample of children included:
- 2 very competent preschool children
- 2 average preschool children
- 2 below average children

Resources purchased to extend children’s learning in mathematics and ICT
Flip Cameras to record children’s mathematical learning
Laptop for the kindy room for children to be able to view and share their mathematical learning with peers and parents.
Book binding machine for children to take photos and produce books to share with children, staff and families.
$1200 worth of measurement resources such as digital scales, clocks, thermometers, measuring jugs, basic cooking utensils, tapes, stop watches, etc.

Tools for Measuring Children’s and Staff Outcomes for the Project
Centre designed staff interview
Centre designed Children’s interview
The Preschool Numeracy Observation Record
AGQTP Evaluation Form

For four weeks teachers explicitly taught many aspects of the measurement component. We also ensured that 50% of our daily activities included measurement learning opportunities, both inside and outside, and we had very structured group times that were visual and hands on and stimulating that made the learning more concrete and relevant for children.
Outcomes

The results for Staff Indicated
The following results reflects staff mathematics confidence and knowledge before the project started.
All three teachers feel they were at a basic to average knowledge base of mathematics as a whole.
All three teachers indicated they ‘dropped out’ of Maths as soon as they could in high school.
All three teachers felt that the number component of mathematics was their strength, with measurement as a second preference.
When asked about their confidence in teaching mathematics to young children, 2 out of 3 indicated they felt ‘ok/need some refreshing’ and one indicated ‘basic makes me feel nervous’.
When staff reflected on teachers they remember and why. Two out of three stated the teachers who built positive respectful relationships, enthusiasm for the subject and made it hands on were more successful in engaging their students.

The Results for staff after the project
While staff have now enrolled in the Mlats 2010 training, the Lady Gowrie Centre Numeracy Training for 2010 and the Primary Maths Association training 2010, it has been hard to really gauge how their learning and confidence has grown as a result of the project as they have not yet completed any of the Professional Development in Mathematics.
All staff, however, have felt the use of the Preschool Numeracy Observation Tool provided a sound base to work from as a data collection tool, and it gave staff an understanding of what children move onto next for numeracy and mathematical development, and it covers all areas of Mathematics.

The Results for Children
All children showed improvements within their mathematical learning in the area of measurement. Upon starting the project 5 out of the 6 children were at the awareness stage on the measurement continuum. By the end of the intense 4 week explicit teaching around measurement concepts, all children reached the exploration stage on the continuum, and one child moved onto the inquiry stage on the numeracy continuum.

Recommendations

To continue our learning and exploration in mathematics and numeracy learning for children and staff. For all staff to attend the planned mathematics training from various educational settings, experienced in mathematics over the 2010 year.
To focus on of the five areas of mathematics each term in depth, covering each aspect. We will also collect mathematical data on a core group of children (15) for the year of kindy attendance, to be able to recognise the learning outcomes and achievements of our future mathematics training for staff, and also our implementation of our learning and the outcome benefits for children, from this intensive training.
DIAF Self Review Process

Review: How are we going?

Kindy

The staff team met during our annual closure day in term 4 and we underwent a preschool DIAF Review process. This is a process to review our current performance in the sites identified areas.

Using the DIAF (DECS Improvement and Accountability Framework) Level 4 Rubrics: performance indicators for the Focus on Learning component staff felt that in the 2009 year we had achieved a level 4 (strategic). Although overall staff feel they have achieved this strategic level in the rubrics continuum, staff do reflect that due to the large influx of children with significant special needs including, diagnosed disabilities, severe speech and language difficulties, developmental delay, behaviour, severe separation anxiety, and 6 preschool children not toilet trained, we feel this has impacted on achieving the strategic target to the best of all children’s and staffs abilities. Staff are concerned that high needs of children with minimal student staffing support, are taking up large amounts of staff time and that different strategies will need to be considered to ensure all children are monitored and planned for adequately in the 2010 year.

IMPROVEMENT PLANNING : Where to from here?

Kindy

When Kindy staff reviewed all 9 DIAF principle areas using the rubrics they identified 2 other areas for our whole site continuous improvement cycle.

They are parent involvement in decision making and educational curriculum and the collection of data.

INTERVENTION & SUPPORT : What will we do to ensure success for all?

It just so happens that as of the beginning of the 2010 year the Two Wells Community Children’s Centre will form its own Governing Council to ensure our families who use the centre are involved in all decision making for the centre. This was a priority and a decision passed down from the whole Two Wells Campus Governing Council in the 2009 year. This council was made up of the Two Wells Primary School the Two Wells Kindergarten, and the Two Wells Community Children’s Centre. We believe that the decision to form our own Governing Council will give parents and stakeholders more of an opportunity to have involvement in decisions and also to have a greater insight into the educational curriculum. It will allow our families to set some strategic directions and goals for the centre from the families and parents who have a vested interest.

In 2010 we have also made plans with two other Barossa Preschools to design and use a method of collecting data that reflects the new Early Years Learning Framework, as well as attendances of children against their learning outcomes. We are also going to use the Preschool Numeracy Observation Tool. Both of these data collection tools are new for staff and will give us some important data on children's learning outcomes in 2010.

Staff will attend training and professional development for the new Early Years Learning Framework (which is the new national early childhood curriculum document) and also a number of Numeracy and mathematics training. All of this training over the year is around curriculum development for staff, and in turn children’s learning.
PERFORMANCE REPORTING Kindy: Who will we inform & how?
We will report our progress and outcomes to our Governing Council, staff, parents and families of the Two Wells Community Children’s Centre, via curriculum newsletters, local Echo paper and conversations.
We will provide DECS with our performance reporting through our Annual Report, Regional Professional Conversations between site leaders and line managers, and the kindergarten has a DIAF Validation in Term 3 2010.

Standards: What are we trying to achieve? How did we go?

**Childcare**

**Accreditation**

In 2009, the childcare section of the centre went through the Accreditation Process

The Quality Improvement and Accreditation System (QIAS) is an Australian Government initiative linked to the funding of childcare benefit to centre based long day care. The QIAS is administered by the National Childcare Accreditation Council Inc (NCAC).

The QIAS process involves (1) Registration - Registering with NCAC. (2) **Self Study & Continuing Improvement** – in regular cycles the centre makes assessments based on quality practices, which involve working with staff, children and families. These results form the centre’s continuing improvement plan. (3) **Validation** – A peer validator trained by NCAC visits the centre for roughly 2.5 days. They complete a validation report based on observations of the centre against standards outlined in the QIAS Quality Practice Guide. It covers over 660 indicators that are validated over this visit. (4) **Moderation** – Moderators assess the quality of the centres practices, guided by information in the centres self study report, the centres validation surveys and the validation reports. These result in a composite quality profile being prepared. (5) **Accreditation Decision** – NCAC makes the accreditation decision based on the preceding 4 steps. The centre is required to continue its self study and improvement cycle.

*In October 2009, the National Childcare Accreditation Council has determined that Two Wells Community Children’s Centre is accredited until December 2012. This is the maximum time available before we will be accredited again by NCAC – we will still be subject to spot checks. This is a tremendous achievement for our services staff, children, families and community. Our service has been congratulated on achieving the highest quality ratings for all 7 Quality Area.*

IMPROVEMENT PLANNING : Where to from here?

Childcare

The childcare centre has been accredited at the highest quality and will not need to participate in the process again until 2012, we have now moved into the maintenance stage and will continue to monitor our progress and remain in the high quality band width.

Part of our improvement plan, highlighted from the accreditation process within the childcare setting, is to continue working towards the continuous planning, programming, evaluation, and observation cycle needed for all children’s individual development planning and implementation.

We are working on settling the staff team with set rosters to provide a more consistent care and learning environment for children, families and staff.

We are also focusing on the outdoor area development for the children across the centre, but in particular for 2010, we would like to establish a safe, outdoor play space for children under 2 years of age. We are also working towards dividing our childcare room to provide separate rooms for children under 2 years of age and for children aged 2-5 years of age, which will allow us to provide a more challenging and developmentally appropriate learning program.
Enrolments

Comment: Our enrolments over the 2009 year have not been strong and the option of dropping to a .5 centre was high in term 4. However at the time of writing this report we have had a large increase in enrolments which now means we are looking to open the kindergarten to fulltime for the beginning of 2010. A number of childcare families have reported that due to school preference they prefer to send the children to a preschool located near their school of choice. Over this year our children are increasingly going to a larger variety of schools, specifically in the private sector.
Two Wells Community Children’s Centre
Attendances 3 year

Comment: While our attendance at preschool remains strong we need to look at how we can further support our indigenous students to attend preschool more regularly. We need to follow up on absences and to promote the importance of attending a preschool setting.
## Aboriginal Education and Employment Strategy outcomes

### More Innovative and Cohesive Services

<table>
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<tr>
<th>Strategies</th>
<th>Outcomes</th>
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### Recommendations:

- Culturally Appropriate Curriculum and Teaching

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<tbody>
<tr>
<td>Continue strong links with local primary school in all aspects of the Aboriginal community and school based indigenous events.</td>
<td>Greater learning/understanding and exposure to the Aboriginal culture, events and a real sense of belonging and pride for our Indigenous children.</td>
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<tr>
<td>Continue to use services such as ARMSU, Murra Dreaming and Sue Harris for indigenous resources and story telling</td>
<td>To make children aware of the medicinal uses, food, and multiple uses some native plants have for the Aboriginal culture.</td>
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<tr>
<td>Native gardens</td>
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### Recommendations:

Grant funding for the outside garden development and utilize our Aboriginal families to design and consider plants for a garden.
<table>
<thead>
<tr>
<th>Participation, Retention and Attendance</th>
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<tbody>
<tr>
<td><strong>Strategies</strong></td>
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<tr>
<td>To continue strengthening partnerships with aboriginal families, and community members and engage any external agencies where appropriate or needed for individual families. To follow up absences from kindy participation.</td>
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**Recommendations:**
Meet with families, survey of needs in enabling more regular attendance at kindy

<table>
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<tr>
<th>Literacy and Numeracy</th>
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<td><strong>Strategies</strong></td>
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<tr>
<td>To work heavily towards our 2010 site improvement plan which is around oral language and literacy and numeracy development. All children attending the kindy regularly will benefit heavily from these strategies. Small explicit group work for these children in age appropriate groups, as we have had children attending from three years of age, and we need to pitch our literacy and numeracy towards these children at a different level than preschool aged child.</td>
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**Recommendations**
In our situation, the majority of our Aboriginal children have special needs of varying degrees. We need more early intervention/support time allocation for these children at the 3 year old level as this is the best time to implement support, so by the time they turn 4 we have already begun the intensive intervention and potentially the gap of learning needs has lessened by the time they are 4 years of age. Creating a more successful second year at kindergarten, during which we can then spend more time on lessening the transition gap of moving onto school.