Liberman Kindergarten is a .6 stand alone preschool at Para Hills with a history of fluctuating enrolments which thankfully have started to increase since mid 2011. Previous low enrolments have caused continual staffing issues.

We commenced the 2012 year with a staffing allocation benchmarked at two staff, a Director and teacher. Though we had the enrolments that should have seen us with 3 staff HR would not grant us an ECW because we had not experienced attendances above 26 for four consecutive terms which was necessary before staffing would automatically be increased. We were informed that we would have to wait until the enrolment data collected after week 3 of term 1. After discussions with our Assistant District Director and Governing Council I decided to employ an E.C.W via TRT for the first few weeks as with 35 enrolments we were sure that we would qualify for our third staff member. Our move was successful and once data was collected and in line with a reviewed category rating for 2012 as a category 1 centre we were granted the third staff member. We then experienced high enough enrolments and subsequent attendances throughout 2012 to keep three staff for the entire year.

2012 saw the continuation of the Universal Preschool Program and us continuing as a .6 centre offering two full day and one half day session for our four year olds. Once it was established that we would continue with a three person staff team, Governing Council reviewed the session times and we reverted our full day sessions back to six hour sessions as of June 5th bringing the total hours offered to our children back to the regulated 15 hours.

For the first time in many years our enrolments were quite high and our attendance patterns averaged 87.2% for the 3 terms for which we have data.

Overall a total of 65 children attended in sessional or pre entry during 2012 with 37 moving on to school or transferring. For 13 of these children English was their second language and D.E.C.D. provided a Bilingual assistant to work with some of them for a term during the year. The D.E.C.D. support services team were involved with 9 children during the year, supporting both children with behavioural issues and children with speech and language issues with the assistance of a speech pathologist and disability coordinator and providing us with funds for a support person to work directly with these children. Extra support time was also provided through the centre's Early Intervention and Literacy and Numeracy grants to support these and other at risk children. A number of children were also given 4year old health checks by the CAYHS screening team.

Once again we hosted five first year UniSA Early childhood students so they could research one of their study requirement projects based on our kindergarten community. This project also required them to do 2 hours each of volunteer work for us, which gave us the opportunity to get some much needed collage resources prepared by them. Also four students from neighbouring secondary schools undertook work experience at the kindergarten.

A Playgroup for families in our local area was run each Friday morning by a volunteer parent and our centre was again used as the venue for a playgroup run to support Family Day Care educators and their clients on Thursday mornings.
In 2012 with the introduction of the National Quality Standards across all Pre school services in Australia, a different requirement for strategic planning came into being. After assessing the kindergarten’s current practices against the 7 standards in late 2011, we were required to develop a Quality Improvement Plan and nominate what improvements as per this plan we would try to achieve for 2012. These achievements were as follows:

**Quality Area 1: Educational program and practice**

To improve staff knowledge of children an Enrolment Questionnaire to enable greater family input was devised and distributed to all families of children enrolling from term two. A parent comment sheet was added to the children’s Portfolio folders and they were relocated to near the parent sign in desk to promote parents commenting on their children’s learning experiences and having more input into their children’s learning.

In our endeavour to further represent the children’s cultural context we continued to apply for bilingual support for ESL children, purchased new multicultural resources and all staff have discussed individual children’s cultures, attended various professional development and involved children in various cultural activities.

A first term report was introduced in term three that linked to a new style summative report which had been introduced in term two. This was done to ensure both staff and parents were better informed of each child’s needs - a concern highlighted in our parent survey response.

We continued our literacy comprehension focus in line with the Northern Adelaide District focus.

The data collected using a modified Teacher Rating of Oral Literacy Language checklist showed that all children entering school had made a gain of at least one level against the identified skill levels which was our goal.

Appendix 1. Comprehension focus Data.

**Quality Area 2: Children’s Health and Safety**

A number of the kindergarten’s health and safety policies were updated including Child Protection Policy, Sun Protection Policy, Healthy Eating Policy and Nut Free policy. The entire staff team updated their Mandatory Notification training.

**Quality Area 3: Physical Environment.**

With the recent increased enrolments it was realized that more non consumable resources were required for both indoor and outdoor use. New construction sets, puzzles and books were bought over the year including a large set of interconnecting indoor blocks.

**Quality Area 7: Leadership and service management.**

A Statement of Philosophy was prepared by staff, sent out to the community to review and then endorsed by Governing Council. Also to ensure secure storage systems for confidential records, three small lockable cabinets were obtained.

For

**Quality Area 6: Collaborative partnerships with families and communities.**

We decided that we needed to update our website and Kindergarten Information book. We received an offer from the DECD website team to update our website for us and decided that was the best way to ensure it complied and so it is still a work in progress. The information book update is one task that will need to be actioned in 2013.
**Intervention and Support Programs**

During 2012 we continued to seek the support of the Regional Speech Pathology team and Disability Coordinator to assess and provide programs for our children with special needs. These programs and additional one to one time provided by our preschool support ECW’s ensured that these children’s learning was improved.

For a small number of our children English was their second language. We endeavored to give extra support for these children by applying for bilingual support workers; however they were unable to provide someone who spoke the language of the children we were most concerned for but an E.S.L. worker provided valuable one to one input to assist the children with acquiring English.

**Report from Governing Council**

Governing Council Report for 2012

2012 saw a steady hold of children throughout the year; allowing Karen and Sharon to continue for the complete year.

The $10.00 fundraising fee was again added this year to all term fees, to save the time of someone coordinating this role. It has been accepted by all.

Once again we saw the Entertainment Book provided for the community to purchase. We sold 12 books providing a small profit to the kindergarten.

The climb-a-thon in September was a fun day had by all, the kids really enjoy the day of outdoor activities that were provided and the kids were all presented with medals.

Family Day Care continued their Thursday sessions. By the end of the year the committee made a decision to end the Family Day Care sessions. This was due to a number of issues which had been occurring for the last 6 months.

The wall that separates the children’s toilet from the locker room has been painted with a mural of children at play.

The jungle mural theme has been finished in the playgroup room. Under the water theme is going to be started in 2013 on the wall by the toilet and the back veranda doors in the playgroup.

The decision was made to upgrade our photocopier and to replace it with one that would also print in colour.

Kylie Rigby
The 2012 year was a rewarding one. Some of the highlights were:

- Celebrating Chinese New Year with the children making dragon masks and performing a Dragon parade around the yard. We also cooked and shared fried rice.
- We celebrated Pancake Day by cooking our own pancakes.
- A successful Morning Tea and A.G.M. at which 6 parents were nominated or volunteered to serve on our Governing Council.
- Visit by members of the Metropolitan Fire service, who spoke to the children about fire safety and then allowed them all to have a turn at holding and spraying the fire hose.
- An Easter Afternoon Tea attended by most families.
- A visit from Remabi Park enabling the children to learn about and handle some native Australian animals.
- A visit from the Delta Dog Safe program where children learnt how to handle both familiar and unfamiliar dogs safely.
- Both the kindergarten and playgroup children had photos taken by Kidspix.
- A visit by Sunny Sun Safe with a focus on sun safety.
- An excursion to Patch Theatre, where we saw a production of “The Lion in the Night.”
- Families were involved in collecting Woolworth’s stickers towards redeeming them for resources that we received this term. The new doll’s furniture for the doll’s house as well as the large jungle animals the children were playing with last week.
- A climb-a-thon (our only major fundraiser for the year since introducing a fundraising fee) was held to raise funds for outdoor equipment including a new swing frame.
- Once again we were involved in Scholastics “Classroom Care Project” with our families reading over 100 books through their Literacy Kit borrowing and home story readings hence Scholastic donated books to other needy children.
- The children from Para Hills West preschool joined us at our kindy for a performance of ‘Peter and the Wolf’ by the Petit Theatre Ballet Company.
- We celebrated the end of year by sharing some of our favourite songs with family and friends and then having a shared party lunch.
Student Data

Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2010 - 2012

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>19</td>
<td>16</td>
<td>13</td>
<td>18</td>
</tr>
<tr>
<td>2011</td>
<td>16</td>
<td>22</td>
<td>28</td>
<td>32</td>
</tr>
<tr>
<td>2012</td>
<td>35</td>
<td>31</td>
<td>26</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
Figure 2: Attendance by Term

Table 2: Attendance Percentages 2010 - 2012

<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 Centre</td>
<td>89.5</td>
<td>81.3</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>2011 Centre</td>
<td>93.8</td>
<td>86.4</td>
<td>89.3</td>
<td>87.5</td>
</tr>
<tr>
<td>2012 Centre</td>
<td>82.9</td>
<td>90.3</td>
<td>88.5</td>
<td></td>
</tr>
<tr>
<td>2010 State</td>
<td>88.8</td>
<td>90.3</td>
<td>88.0</td>
<td>88.2</td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.4</td>
<td></td>
</tr>
</tbody>
</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

As the data shows the enrolment numbers had increased dramatically at the end of 2011 and had held steady for the 2012 year. Though a few of these children had been referred from neighbouring centres that were full the majority of enrolments came from within our geographical boundary. Attendance on average for the year was good, equal or above the state level.
### Feeder Schools

Table 3: Feeder School Percentage Data 2010 - 2012

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>0352 - Pooraka Primary School</td>
<td>Govt.</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0632 - Keller Road Primary School</td>
<td>Govt.</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0983 - Brahma Lodge Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0987 - Mawson Lakes School</td>
<td>Govt.</td>
<td>7.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1045 - Para Hills West Primary School</td>
<td>Govt.</td>
<td>15.4</td>
<td>5.0</td>
<td>25.0</td>
</tr>
<tr>
<td>1134 - East Para Primary School</td>
<td>Govt.</td>
<td>53.9</td>
<td>32.0</td>
<td>25.0</td>
</tr>
<tr>
<td>1162 - Ingle Farm Primary School</td>
<td>Govt.</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1201 - Gulfview Heights Primary School</td>
<td>Govt.</td>
<td>15.4</td>
<td>11.0</td>
<td>5.0</td>
</tr>
<tr>
<td>1325 - Para Hills Junior Primary School</td>
<td>Govt.</td>
<td>21.0</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>8006 - St Francis Xavier’s Regionl Cath Sch</td>
<td>Non-Govt.</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8226 - Golden Grove Lutheran Primary School</td>
<td>Non-Govt.</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8439 - Tyndale Christian School</td>
<td>Non-Govt.</td>
<td>11.0</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td>9016 - St Gabriel’s School</td>
<td>Non-Govt.</td>
<td>7.7</td>
<td>10.0</td>
<td></td>
</tr>
<tr>
<td>9072 - St Augustine’s Parish School</td>
<td>Non-Govt.</td>
<td>5.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9115 - Prescott Primary School - Northern</td>
<td>Non-Govt.</td>
<td>5.0</td>
<td>5.0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.1</td>
<td>100.0</td>
<td>100.0</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%.

As the chart shows the majority of our children exit to the local public schools with the remaining 25% to a variety of private schools.
Client Opinion

This area of the survey has returned an overall positive response. The question of concern is “My child’s teacher clearly informs me about the learning program.” It is a practice of the kindergarten to post the current program on the entry information board weekly as well as information being included in fortnightly newsletters. Individual Learning stories for the learning s children are involved in are placed in the children’s Portfolio folders which are available for parents to look at.
This area of survey has returned an overall positive response. The question of concern is “The preschool has information available about other support agencies within the community.” Information is available in pamphlet form and all staff has a wide knowledge of what support agencies are available within our community, parents only need ask.
This area of survey has returned an overall positive response. The question of concern is “There is a broad variety of communications that inform me about this preschool.” As with the program newsletters and notes posted on the whiteboard at the kindergarten entrance notify our immediate community of what is happening at the kindergarten. Our Parent Information booklet issued on enrolment, posters distributed to a variety of venues and our website notify the community of what sessions and programs we offer.
This area of survey has returned an overall positive response. There are however a number of questions of concern. When taking in to consideration the number of responders and percentage of negative reply to each question represents just one parent though disappointing it is an ongoing area of concern. All questions are concerned with the ability for parents to be involved in both programming and planning within the kindergarten. When parents are notified of the current program in newsletters the offer is often made for them to become involved with what their children are learning. Joining the Governing Council is the other way to be involved and as all involved in the running of a kindergarten know it is difficult to get parents to join even though we constantly promote to do so.
1. Comprehension Focus data.