Brahma Lodge
Kindergarten
Annual Report
2015
1. CONTEXT

Preschool Name: BRAHMA LODGE KINDERGARTEN  
Preschool Number: 2604
Preschool Director: KRISTIN BATEMAN  
Partnership: SALISBURY

This year saw our enrolments grow from 17 in term 4 of 2014 to 28 by term 4 2015. We had a higher number of English as a Second language children than we have had in the past with nine out if the 28 children speaking a language other than English at home. Two of these children accessed the Bilingual program. We had three children receiving Preschool support for Speech and language delays and also for behaviour support in term one and this increased to seven children included in the Preschool support program in term four.

Our staff team consisted of a Director, a contract Teacher, two Preschool support workers sharing the Preschool Support Hours and a Bilingual worker one session a week. Our sessions were Tuesdays and Wednesdays and Thursday mornings to ensure all children had access to 15 hours of preschool.

2. REPORT FROM GOVERNING COUNCIL

Throughout 2015, we held two Governing Council meetings each term. Numbers of attendees remained fairly consistent with 5 or more parents attending each meeting. The Governing Council conducted numerous fundraising activities throughout the year including a Bunnings BBQ, Calendars, Cookie Dough, several raffles and Parent Catalogues. These fundraising events raised over $3000.00 for the kindy which is fantastic!!

The Governing Council approved the purchase of a Microsoft Tablet to use with the interactive system. This will be purchased during the Christmas Holiday period.

The Governing council showed an interest in the Quality Improvement Plan and were supportive of closure days for staff to work through this.

The Governing Council held several Working Bees to maintain the yard. They painted the fences, spread bark chips in climbing and swings areas, topped up sand in the sandpit, weeded/maintained gardens. A member of the Governing council found an old boat and the kindy purchased it for the outdoor play area. Some of the governing Council members restored the boat and the children painted it. This was then added to our outdoor play area and has been very popular with the children.

3. HIGHLIGHTS 2015

Throughout 2015, we focused our learning across a wide variety of topics.

- We learnt about “Me” which included learning about our bodies, families, friends, feelings, people who help us and Healthy eating. This also included Child Protection curriculum about staying safe and developing a network of people we can talk to and trust.
- Other topics we touched on included Animals, Transport, Under the Sea, People in the Community who help us.
- A Visit from NAWMA from Northern Adelaide Waste Management Authority to discuss recycling with the children during Term one.
- An exciting Excursion to the Adelaide Zoo during term two to further our learning about Animals.
- A Fantastic Excursion to Road Safety Centre in the City run by SAPOL during Term three. This was a great experience to further children's learning about road safety and the Police who can help us.
- Visit from Jack and Molly sharing their Christmas Show during Term four.
- Established a Veggie Garden and grew our own vegetables. We used these to cook Quiche and also used the spring onions in spring rolls.
- We celebrated Chinese New Year, Pancake Day, Harmony Day, Easter, Diwali, Maother’s Day, Father's Day, Book week and Remembrance Day through activities, dressing up, cooking and group discussions and research.
- We had Eggs from Henny Penny Hatching. We watched chicks hatch out of the eggs and start growing into little chickens.
Other Highlights throughout the year include:

- Providing the opportunity for Parent/Teacher interviews to further share children’s learning with families.
- Sharing the Learning Journey folders with families once or twice a term. We received positive comments from families regarding the Learning Journey folders being shared and also the content of the folders.
- Small groups focusing on developing early literacy skills including Syllables, Alliteration and Rhyme.
- Little Athletics visited the kindy and ran two sessions to assist with developing children’s gross motor and ball skills.
- Steady Growth in the number of Enrolments during the year.

### 4. QUALITY IMPROVEMENT PLAN

Throughout 2015, our main priority was to make improvements in Quality Area 1 – Educational program and practice.

#### Quality Area 1 – Educational program and practice

Our improvement priorities in this area included streamlining our Observation process, familiarizing ourselves with the Literacy and Numeracy Indicators, sharing children’s learning with families and developing a more consistent approach to Numeracy across our Partnership.

- **Throughout 2015**, we trialed several different ways of recording and displaying our program to parents. We wanted to ensure it was easy to read, included the EYLF and also the activities that we would be providing for children. We also continued to review our weekly program to ensure that we are continually meeting the needs of the children and that the children are engaging with the curriculum that we provide. We invited parents to attend a Parent/Teacher interview to discuss their child’s progress. 3 parents chose to access this opportunity. We are not sure why more parents didn’t access this opportunity, however they may have felt well informed about their child’s learning through the Learning Journey folders. In 2016, we will continue with this opportunity and we will try to gather some feedback from parents after they have attended the interview.

- **During 2015**, we sent home questionnaires to parents at the start of the year to gather information about the child’s family, culture and what the family thinks are the child’s strengths and areas they believe the child needs assistance in developing. These questionnaires also provided parents with the opportunity to share how they would like to be involved in the curriculum through cooking activities, joining governing council and assisting with cleaning and other small jobs. We also looked at different ways to inform parents about their child’s learning. We sent children’s Learning Journey Folders home twice a term for the children to share with their families. We received positive comments from families that they really enjoyed sharing in their child’s learning throughout the year.

- **During 2015**, as a Partnership we decided that our focus would be around developing Numeracy in all sites. As a staff team, we attended several Professional Learning sessions with other kindergartens in the partnership to share ideas and develop our understanding about Numeracy. We also attended a familiarization session regarding the Literacy & Numeracy Indicators with other kindergartens in our partnership. As a team in 2016, we will continue to access Numeracy training and look at ways of improving Numeracy opportunities for children and also processes to gather and monitor data on children’s numeracy learning.

#### Quality Area 2 – Children’s health and safety

During 2015, we have been developing a process to identify and fix hazards. This will continue in 2016. We also developed a process to display Allergies and Asthma for staff to see and keep informed of children’s needs.

#### Quality Area 3 – Physical environment

During 2015, we focused on developing children’s understanding of the environment and sustainability. We had a visit from NAMWA to discuss recycling and also purchased coloured bins so that children can recycle and sort their rubbish.
Quality Area 4 – Staffing arrangements
Our improvement priorities in this area included developing a professional development procedure with staff and also notifying families about the importance of regular attendance to improve attendance rates.

- I have continued a process of professional development for staff during 2015. This included meeting with the teacher to discuss and review her professional development and training. We also discussed moving her from Provisional Teacher Registration to Full Registration. We will continue to have informal discussions about professional development and meet formally twice a year to discuss her goals. I have also worked with my 0.2 ECW to finish her Diploma of Children’s Services. I also employed a new ECW and worked with her to finish her Certificate IV and develop her skills as a Preschool Support Worker.
- I have sent a letter home to families each term to inform them of the importance of regular attendance at kindergarten. During 2015, our attendance rates improved slightly during the year. I will monitor our attendance rates during 2016 and if needed, I will once again send home the letter to remind and inform parents about the importance of regular attendance.

Quality Area 5 – Relationships with children
Staff felt that we addressed this area very well. We felt that our strengths were that we welcomed children and families upon enrolment and every day, that we ran a ‘social skills’ program for children at risk, we discussed our Behaviour Code with parents and with the children regularly, we offered collaborative play experiences for the children and also that staff modeled positive language for the children. Staff will continue to do these things and also be looking for opportunities to ensure that families feel welcome and valued in our centre. During 2016, will also endeavor to capture ‘evidence’ of the warm relationships with children and families.

During 2015, we offered small group programs for children at risk, especially for children with English as a Second language and children with language difficulties. These small groups were extremely successful in meeting children’s needs and assisting them to move forward. Our future enrolments look to include a high number of ESL children and due to the success of these groups this year, we will continue to use small groups to meet children’s needs through focused small group programs.

Quality Area 6 – Collaborative partnerships with families and communities
Our improvement priorities in this area included inviting all new parents to attend a parent information session during the first Transition visit to inform them of routines and provide them with information they will need to know regarding the running of the kindergarten. This was held during the first transition visit. This went well with all families being informed with the same information and all delivered at the same time. However, this was difficult at times as some children were upset as this was their first visit to kindy. In 2016, we may need to work out another strategy to ensure that all families are well informed about the running of the kindergarten including routines, how they can help and the kindy curriculum.

Quality Area 7 – Leadership and service management
Our improvement priorities in this area included including the Governing Council in the review of the Sites Philosophy Statement and reviewing the policies throughout the year.

During one Governing Council meeting, I presented the Philosophy Statement with the parents. We discussed the different areas and things that we valued. Parents commented and added some things. They liked the current layout and agreed with all the additions. We will continue to involve the Governing Council when reviewing the Philosophy statement in 2016. We will also look at ways to include the children’s thought and ideas in the review process.

In 2016, I will develop a review process to ensure that all policies are reviewed each year.

Literacy and Numeracy Indicators funding
We only used half of the funding for familiarization of The Literacy and Numeracy Indicators as there was limited Professional Development sessions offered through DECD. Staff attended one day of familiarization with the Indicators, however this was not very comprehensive and left staff still feeling unsure about the Indicators. The remaining funding will be utilized next year to further develop staff familiarity and use of the Indicators in our planning and reporting and assessment.
5. INTERVENTION AND SUPPORT PROGRAMS

Seven children accessed the Preschool Support Program throughout the year for speech and language, global delay, Autism and Behaviour support with a total of 16 hours of Preschool Support in Term four. Three children accessed Speech Pathology services through DECD. One child accessed the services of the DECD Behaviour Coach. Two children also accessed the Psychology services in DECD. One child accessed services through Disability services and staff worked with the Speech pathologist, Occupational Therapist and Physiotherapist to implement a program to meet this child’s needs. Two children also accessed Occupational therapy through Community Health and staff worked with them to meet the child’s needs.

Throughout the year these children improved in all areas of their development. One child received a small special class placement and all other children moved onto mainstream schools.

Two children accessed Bilingual support through DECD. These two children spoke different languages but were supported by the same Bilingual worker as she spoke both languages. This support for the children and the families was invaluable as she translated newsletters to families and shared important information about how the children were developing in English and in the language they spoke at home.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

![Enrolments by Term Chart]

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>2013</td>
<td>16</td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>18</td>
<td>18</td>
<td>19</td>
<td>17</td>
</tr>
<tr>
<td>2015</td>
<td>24</td>
<td>26</td>
<td>28</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

During 2015, our enrolments increased as the year progressed. Enrolments increased from 17 in term four 2014 up to 28 enrolments in term 4 2015. The high number of children were difficult to manage at times with only 2 staff members, however due to our high level of preschool support hours we usually had 3 adults on site each session.

Our enrolments for 2016 are also looking high at this stage. We are at capacity with 30 enrolled for next year.
6.2 Attendance

Figure 2: Attendance by Term

<table>
<thead>
<tr>
<th>Attendance Percentages 2013 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
</tr>
<tr>
<td>2013 Centre</td>
</tr>
<tr>
<td>2014 Centre</td>
</tr>
<tr>
<td>2015 Centre</td>
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<tr>
<td>2013 State</td>
</tr>
<tr>
<td>2014 State</td>
</tr>
<tr>
<td>2015 State</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

Our attendance rates remained quite high for most of 2015. When comparing 2015 to previous years, they all show a slight decline during terms two and there probably caused by increased illness in children during the cooler winter months.

Staff continue to call families whose children are absent for more than two consecutive days to see if they are alright. Parents are also encouraged to contact the centre if there is absent.
### 6.3 Destination – Feeder Schools

#### Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Site number</th>
<th>Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0649 - Madison Park School</td>
<td>0649</td>
<td>Madison Park School</td>
<td>Govt.</td>
<td>5.6</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>0983 - Brahma Lodge Primary School</td>
<td>0983</td>
<td>Brahma Lodge Primary School</td>
<td>Govt.</td>
<td>100.0</td>
<td>66.7</td>
<td>60.9</td>
</tr>
<tr>
<td>1194 - Salisbury Downs Primary School</td>
<td>1194</td>
<td>Salisbury Downs Primary School</td>
<td>Govt.</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1201 - Gulfview Heights Primary School</td>
<td>1201</td>
<td>Gulfview Heights Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>17.4</td>
</tr>
<tr>
<td>1430 - The Heights School</td>
<td>1430</td>
<td>The Heights School</td>
<td>Govt.</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8006 - St Francis Xavier's Regionl Cath Sch</td>
<td>8006</td>
<td>St Francis Xavier's Regionl Cath Sch</td>
<td>Non-Govt.</td>
<td></td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>8399 - Holy Family Catholic School</td>
<td>8399</td>
<td>Holy Family Catholic School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>8.7</td>
</tr>
<tr>
<td>8439 - Tyndale Christian School</td>
<td>8439</td>
<td>Tyndale Christian School</td>
<td>Non-Govt.</td>
<td>5.6</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>9043 - Burc College - Gilles Plains Campus</td>
<td>9043</td>
<td>Burc College - Gilles Plains Campus</td>
<td>Non-Govt.</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9072 - St Augustine's Parish School</td>
<td>9072</td>
<td>St Augustine's Parish School</td>
<td>Non-Govt.</td>
<td>5.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td>100.0</td>
<td>100.3</td>
<td>100.2</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

Over the past few years, the number of children attending the local primary school has declined slightly. I am not sure of the reason for this. All schools in the area display information for parents on our community notice board so parents may feel they have more choice in determining what school their child will attend.

#### 7. CLIENT OPINION

During 2015, I sent out a different Parent Opinion Survey. This survey is under the headings in the National Quality Standards. I chose this survey as I wanted the feedback from Parents to align with the Quality Improvement Plan of the centre. We received 6 parent surveys returned out of 27 families. This is a return rate of approximately 22%.

**2015 Parent Opinion Data**

**Quality Area 1 – Educational Program and Practice**
Of the 6 surveys, on average 52% strongly agreed, 45% agreed and 3% neutral with each of the 5 statements in this section.

**Quality Area 2 – Children's Health and Safety**
Of the 6 surveys, on average 67% strongly agreed, 27% agreed and 6% neutral with each of the 5 statements in this section.

**Quality Area 3 – Physical Environment**
Of the 6 surveys, on average 53% strongly agreed, 43% agreed and 4% neutral with each of the 5 statements in this section.

**Quality Area 4 – Staffing Arrangements**
Of the 6 surveys, on average 53% strongly agreed, 37% agreed and 10% neutral with each of the 5 statements in this section.
Quality Area 5 – Relationships with children
Of the 6 surveys, on average 60% strongly agreed and 40% agreed with each of the 5 statements in this section.

Quality Area 6 – Collaborative Partnerships with Families and Communities
Of the 6 surveys, on average 60% strongly agreed and 40% agreed with each of the 5 statements in this section.

Quality Area 7 – Leadership and Service Management
Of the 6 surveys, on average 50% strongly agreed and 50% agreed with each of the 5 statements in this section.

As this is the first year that we have used this format of survey, we do not have any comparative data as yet. As the years progress, the comparative data will be interesting.

This shows that parents strongly agree and agree with most of statements in the survey. We will continue to develop creative ways to share children’s learning with families as parents opinions have improved over the previous few years in this area.

8. ACCOUNTABILITY

During 2015, all Governing Council members held an up to date Criminal History Screening. All Governing Council members also attended the RAN Training for Volunteers at our centre during Term one.
The Director also adapted the Visitors sign in book to ensure that staff are aware of visitors Criminal History Screening when they enter the service.

9. FINANCIAL STATEMENT

See attached financial documents