O'Sullivan Beach Kindergarten

Annual Report 2011

"Building and Valuing Community Partnerships"
O’Sullivan Beach Kindergarten

Our Vision

O’Sullivan Beach Kindergarten focuses on building community partnerships, valuing and supporting each other and the environment we share. Our centre is warm and vibrant and fosters happy children as well as informed families in an inclusive, early childhood setting that is a safe and positive learning environment.

Fostering respect, friendships, independence, self confidence, problem solving and communication, in a play based program that provides education and care for the whole child and his/her individual needs.

At O’Sullivan Beach Kindergarten our core business, in partnership with parents, is to provide a high quality teaching, learning and care programs. In an integrated and inclusive environment for children aged between 0-5 years of age, which will support each child as an individual but with a holistic approach. Fostering the whole child’s learning dispositions, self esteem, self concept, communication, life skills and competencies through play, empowering each child to continue their life journey with confidence.

Respect and Care for others and ourselves

Joy in Learning

Working Together

Honesty

Quality Education and Care

O’Sullivan Beach Kindergarten demonstrates the values of
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 Chief Executive
- The preschool community
- All members of the Governing Council/Management Committee
- The District 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/Management Committee 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.

Director- Leanne Mattsson
1/8/12

Chairperson Governing Council – Belinda Duffield
1/8/12
1. STRATEGIC DIRECTIONS AND TARGETS

The development of our 2011 Site Learning Plan has been an ongoing process, with recommendations from 2010 annual report. The strategic directions and subsequent targets were implemented in term 1, 2011.

Strategic Direction 1: Well Being

INTENDED OUTCOMES -

- Children are confident and engaged in their learning.
- Staff to implement and engage with the Respect, Reflect and Relate document.
- Improve children’s mental health and develop positive dispositions towards learning.
- Build links between home and preschool to support emotional development.
- Support children and families through change into a new Children’s Centre environment and ensure each child feels positive about the transition.

During 2011 -

- In 2011, the O’Sullivan Beach Children’s Centre, through our staff planning meeting, identified the need to target resources to supporting –
  - Breakfast Program
  - Social Narrative Books
  - ‘You can do it’, program.
  - Foodies programs
  - ‘Eat Smart, Think Smart’,
  - ‘Cooking Together’ and ‘Vegie fun for Everyone’.

Families and children developed positive outcomes from being involved in the centre and participating in programs. Staff and parents observed children’s wellbeing and emotional regulation improved with the social books and children’s programs such as ‘You can do it’.

- Learning Together in 2011, continued to be a highly valued service at O’Sullivan Beach.
  This program is strongly built on relationships and trust with families and Marg Harris has been able to build new partnerships with families. Even though our space issue improved in term 2, after we moved to our new facility, funding issues to the Learning together program only allowed families access to that program at O’Sullivan Beach for one 2 hour playgroup session a week.
In term 2, with the opening of our new centre and with the support of our CDC, Sue O’Brien, community and parenting programs now had space on site and have flourished. Term 2 we had two fourth year Occupational Therapy students for their community practicum placement at the centre. They chose a inquiry of engaging parents to the new centre and named it, ”Together, Your centre, Your Future”, this supported families sense of belonging and building our new centre. After much consultation with families, children and the community groups they designed a project that the community could run and participate in. Mobil donated $4,000 towards the project, developing the front entrance of the centre. They designed a them of art work that would support families and children to feel comfortable in entering this new centre.

The front wall mural was finally designed by our ‘artist in residence’, with the ideas and consultation from parents and children at the centre and the school. Children and families engaged in clay making tiles of pieces of the mural.

- Programs with the support of our Health partners at the centre, occupational therapy and speech, also facilitated programs for children, ‘Ready, Set, Go to school’, a 4 week program that explicitly targets children emotional and skill development for transitioning to school, prior to them commencing school visits. We also commenced this year a target program for the 3.8yr children, ‘Getting ready for kindy’, with speech pathologist and occupational therapist to commence a look at what the children are commencing preschool with and supporting the early identification and planning of that child’s preschool year with teaching staff. Parenting programs that were highly attended included, “Circle of Security”. This program supported parents to reflect on how they interact and support their children. This was also noted by staff all over the centre as parent’s demonstrated real change to support their children in positive leading, supporting their emotional development and build connections and understanding of their child’s behaviour.
We participated in our final year of the project inquiry with KIDSMATTER with component 3 – Working with Parents and Carers. And Component 4 – Promoting Mental Health and where to find support.

The Children’s Centre bus has been and invaluable support to vulnerable families, to support attendance and access to the Children’s Centre and the services and programs being offered. A number of families and children, facing complex issues that impact on attendance, wellbeing, health, Education and learning have benefited from the bus service. The bus also is used by the school to transported children with special needs to swimming weekly, as well as sibling school children to school.

Validation process this year also ‘commended the staff on it’s strong sense of team work, the relationships it has built with the community, and it’s strong leadership which has a pro-active approach in engaging appropriate personnel and services for the benefit of a disadvantage community’. This has been possible by the consistency of the staff team and the value and vision that has underpinned the work of the centre.

The data this year collected through the video and analysis with the RRR with a focus on engagement has supported an improvement with term 2 rating of 3.08. Then in term 4 this showed improvement to 3.62. An inquiry early in the year on Engagement with young children supported staff to look at practise and what engages young children in their learning. Sensory play was identified as important element to learning for areas.

This year we continued the narrative social books were targeted to children to support their attendance and their sense of belonging at the centre. Many books supported the pedagogy of circle of security, strength base practise and early childhood social development, to support families and children to work together with staff in supporting their child’s learning and engagement. Parents commented how highly they valued the books and much their child felt about the book. It gave them the words and strategies we use at the centre, as well as positive photos of the work their child was doing at the centre.
Implications for 2012:

- To continue with the development of the Children’s Centre, which support integrate services and further explore the expressed needs of the community for long day care provision at the site.
- Community Development Coordinator to build on parenting programs and the need for the community of what they want to see in the new centre. Engage and a volunteer group and build on the community voice.
- Review our Values, Vision and Understandings in the new centre and ensure all voices at the centre are heard, including the co-located schools at the site and the community.
- To continue the work of the Early Years working party group, between the school and the kindy to drive curriculum leadership, Early Years Pedagogy, common understandings and best practice to support children’s learning and transition to school.
- To engage a Family Service Coordinator at the site to support and engage vulnerable families.

Strategic Direction 2: Build on Partnerships and Integration

INTENDED OUTCOMES:

- Foster and improve literacy skills for all children, through a whole site approach with a focus on working in partnership with families and support services.
- Develop partnerships that support families and children at the O’Sullivan Beach Children’s Centre.
- Program service to meet the needs of children and families.

During 2011

Our Official Launch – Thursday 16th June 2011

Minister Jay Weatherill

- In April 2011 we finally moved into our purpose built centre. An exciting time and much anticipated change of facilities for families, children and staff.

The launch of the new centre by the Minister for Education, Jay Weatherill was one of bringing together all that the community, families and staff had work towards.
• After the Official Launch we had the most celebrated community launch which was a shared event with families, agencies, community members and the O'Sullivan Beach Primary School, as a symbol of our sites coming together. The day was opened by two local women who were Aboriginal and Torrens Strait Islander. They commenced our day with the Kaurna welcome and then sang a traditional song that represented the call of the spirits to bless the land we were now.

• Families and children had the opportunity of being part of Sam Oshodi, an African drummer sharing his culture of bring us together to share this land together. With all children and staff from both sites participating in this dance ceremony.

• During 2010, Families SA and the Children’s centre developed new initiatives and strategies to work in partnership, with families in the community and also provide a means for families SA clients to build links with community partners. Family Contact project continues, offering services at the O’Sullivan beach Children’s Centre through a variety of provider levels of service. From for venue access for families and children, supporting families to access programs and parenting courses already on offer. We also support in partnership, a targeted supported playgroup for vulnerable families and children that are in out of home care working towards reunification.

• During the year we also mentored two University students which completed their 1st and 2nd year teaching placement.

• Allied Health Service joined the Children’s Centre team at O’Sullivan Beach and Hackham. We had a fulltime Occupational Therapist and Speech Pathologist, placed at Noarlunga Health Village to service both Children’s centres. Jump and Jive was a program commenced to build relationships with families and children.
• Once again many staff changes due to short contracts made this difficult but still a highly valuable and much needed service for families and children of O’Sullivan Beach where access to these service providers was difficult. Transition program for children starting school was also supported by the Occupational Therapist. NOTE – Allied Health report

• Whole site staff and partners, Health and Community attended and supported a professional development day together, with SMART training in context for our work site and the in a multi disciplinary team. A very successful day in building the first steps to understanding each others work and how we can as a team support families and children.

• During 2011 we had the opportunity with the support of the Smith Family funding to be part of a Healthy Eating, Cooking and Active learning grant. Families with their children engaged in healthy cooking programs and children had the opportunity to have a physical movement and dance instructor once a week from Funky fit kids.

• The Smith Family also supported the centre with ‘Let’s Read’ Packs which are offered to each child on enrolment. They contained information about the importance of reading and a free book. Staff at the centre were trained in how to use these packs to provide to families.

• During 2011, we also had a new Aboriginal Health promotion worker commence at the centre, to support relationships with Aboriginal families in the community.

Implications for 2012.
• Seek Aboriginal staff for the kindergarten and Children’s Centre. Explore the possibility of access to grants or scholarships to support Aboriginal staff.
• Build links and networks with Aboriginal support services and agencies.
• Provide regular financial counselling services at the centre for families.
• Seek a community voice via survey and consultation as to what the community needs.
• Build our network of partners at the Children’s Centre.
• Explore the concept and development of a ‘Leaderful’ Team with the Director, Community Development Coordinator, Family Service Coordinator, Health Speech Pathologist and Health Occupational Therapist. Inquiring into at how we can value add to each other’s work to build positive outcomes for children and families.
• Establish a volunteer pool and establish processes and policies.
• Continue Family Contact project and develop an evaluation processes to support the work and the experiences of the families and children.
• Continue discussion of AEDI data and the Children’s Centre Outcomes framework.

**Strategic Direction 3: Early Years Learning**

**INTENDED OUTCOMES:-**

• Staff will engage with and implement the Early Years Framework.

• Parents and families develop an understanding of the Early Years Framework.

**During 2011**

• We commenced in partnership with the O’Sullivan beach Primary School, an inquiry group- The Early Years Pedagogy Working group. Our inquiry commenced with improving transition to school. This group consisting of leaders and early years educators of both sites, including the speech pathologist and SILO coach for the school. Through the inquiry and action of the group transition for children has seen an improved outcome to support the family transitioning to school. It has also seen an improved outcome to the communication and planning of children transitioning to the school.

• The Aboriginal Early Year Literacy Plan and Funding for 3 Year olds supports many programs. In 2011 we had ten Aboriginal children and of these 3 transition to O’Sullivan Beach Primary. We continued our Aboriginal Book base learning for these children, which also focused on developing strong identity and culture.
All children, whom participated in this program, significantly improved their engagement and developed a positive understanding towards literacy, questioning, concepts, book skills, vocab development, and social skills of sharing, turn taking and listening.

- Reporting to the Early Year Learning Framework Outcomes commenced in term 3 2011. With all staff engaged in implementing and programing to the EYLF. Learning stories for children and families that demonstrate the learning, the outcome and then the ‘what next step’, have been implemented. Parents engaged in staff reporting through conversations and feedback from Learning stories.

- Staff engaged and focused in term 3 on developing and supporting children in ‘Effective Communicators’. Oral language and social skills was a target that teachers identified with the children for 2011. Term 2 the site focused on supporting children to develop an understanding of books and build on book concept and skills.

- Each mat time the staff would look at the book and focus children’s attention to concepts of books and their understanding.

- Term 3 the program focused on story and storytelling. With children gaining an understanding to sequencing of a story, developing an idea and telling the story. Children explored book writing and movie making.

- Staff engaged in professional development on the “National Quality Standards” and began working towards the implementation stage for 2012. The site also commenced the inquiry into the processes of Quality improvement Plan for 2012.
Implications for 212

- To further embed the pedagogy of the Early Years Framework, in educators practise. To integrate this through all the children attending the centre and to be fully documented in all our programming and reporting, with all staff engaged including child care and children under 4 years.

- ICT as a support for children’s learning. Interactive whiteboard installed in 2011, continue further professional development

- Whole site data collection and reporting. – Working party group with the school and preschool to engage in the RRR to inquiry into pedagogy and the active Learning environment.

- Targets and goal structures in place for children on preschool support.

- Data collection for whole site with single intake.

2.0 REQUIRED DATA- O’SULLIVAN BEACH KINDERGARTEN

*** 67 eligible preschool children attend the centre for 2011,

- 10 Aboriginal children (15% of the total attended for the year)

- 4 GOM children (6% of the total attended for the year)

- 30 children speech and language services (44% of the total attended for the year)

- 21 children accessing preschool support (31.3% of the total attended for the year)

- 35 children identified with social/emotional issues (52% of the total of children Accessing the centre for 2011)

These figures did not include, on average, 110 occasional care children per month.

Significant data of the 35 children who left the preschool program in the year 2011.

35 Children – Transitioned to school
- 3 Aboriginal Children (8.5% of the transition cohort)

- 11 Children receiving speech and language support (31% of the transition cohort)

- 14 Children identified with social/emotional issues (40% of the transition cohort)

- 1 Child with Muscular Dystrophy and Autism

- 2 Child identified with severe behaviour and trauma.
The relationship between O’Sullivan Beach kindergarten and the Primary Schools reflects the successful transitioning of children and families successfully between sites.

It is supportive of individual needs, with the program planned specifically to ensure success for all children. When children do not transition to the local school the preschool staffs ensures that families and children are comfortable and successful in transitioning to the new environment.

Due to the high number of children’s with special needs NEP, Special Options placement and support decisions between sites were a important part to positive transition to school for children and families.

In 2010 we commenced a program, “Ready, Set, Go to School”, in partnership with Health staff in delivering a 4 week transition program, facilitated by our Occupational Therapist, Speech Therapist or Family Service Co-ordinator prior to the children commencing school visits. The objective of the program was to support children’s emotional wellbeing during transition and further intentionally develop children’s skills for commencing school. This has continued throughout 2011, and became a valuable support for children and families commencing school visits.

<table>
<thead>
<tr>
<th>School</th>
<th>No.children</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>O’Sullivan Beach Primary Sch</td>
<td>22</td>
<td>62.0%</td>
</tr>
<tr>
<td>St.John’s the Apostle</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Braeview Primary School</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Southern Montessori</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Christies Beach Primary Sch</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Morphett Vale East Primary Sch</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Pimpala Primary</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Christie Downs Primary</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>All Saints</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Calvery</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Port Noarlunga Primary</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Lonsdale Primary School</td>
<td>1</td>
<td>2.8%</td>
</tr>
<tr>
<td>Transcience</td>
<td>3</td>
<td>8.5%</td>
</tr>
</tbody>
</table>

Children’s Learning

The curriculum at our centre has been in focus towards Early Years Learning Framework, “Being, Belonging and Becoming”.

Children’s Learning Journals, for each child, map and demonstrated the learning journey in children’s development related to ‘Belonging, Being and Becoming’.

Data gathered for the “summative reports” has been reflected to the “Developmental Outcomes” for each child that has transitioned on to school.

Learning Stories are a important focus in reporting to families, as well as reflecting on Early Childhood Pedagogy.

Social stories support narrative memory for children, supporting the development of memory and understanding to there learning.

Visual reporting of children’s learning supports families and children’s developing an understanding of what learning is happening. Learning Dispositions has been always been a core component of our programming, planning, reviewing and reporting of children’s learning.
In 2011 we reported directly to the outcomes of EYLF.

<table>
<thead>
<tr>
<th>Developmental Outcome</th>
<th>2011 Summative Summaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children develop a strong sense of identity.</td>
<td>Acquired -62% 50%</td>
</tr>
<tr>
<td></td>
<td>Dev.- 22%</td>
</tr>
<tr>
<td></td>
<td>Begin- 8.5%</td>
</tr>
<tr>
<td>Children contribute to their world.</td>
<td>Acquired -65% 57.5%</td>
</tr>
<tr>
<td></td>
<td>Dev.- 20%</td>
</tr>
<tr>
<td></td>
<td>Begin- 8.5%</td>
</tr>
<tr>
<td>Children as confident and involved learners.</td>
<td>Acquired- 60% 60%</td>
</tr>
<tr>
<td></td>
<td>Dev.- 25%</td>
</tr>
<tr>
<td></td>
<td>Begin- 8.5%</td>
</tr>
<tr>
<td>Children are effective communicators</td>
<td>Acquired- 51% 67.5%</td>
</tr>
<tr>
<td></td>
<td>Dev.- 32%</td>
</tr>
<tr>
<td></td>
<td>Begin- 11.4%</td>
</tr>
<tr>
<td>Children have a strong sense of wellbeing.</td>
<td>Acquired- 60 % 70%</td>
</tr>
<tr>
<td></td>
<td>Dev.- 25%</td>
</tr>
<tr>
<td></td>
<td>Begin- 8.5%</td>
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</tbody>
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*** Note **35 children transition to school with summative reports**, 
Red is the outcome percentages from 2010.

This clearly reflects that many children were experiencing significant needs in the area of communication and this is due to the high percentage of children with speech and language delays.

This also impacted on the developmental outcomes, including 31% of children at the developing level of a positive sense of self for children to transfer these skill was not quite yet transferrable or at competent level, given that we had identified a cohort of 59% of children transitioning to school who had significant social and emotional and identity. Children did in fact develop high levels of trust and confidence within the centre but it was felt that emotions and change did require targeted support.

For these children transitioning to school, we ensured that transition was very supportive to there needs, both individually and as a group, and the school was able to prepare programs to support them immediately they commenced school.
We have had some exciting changes this year with the move from our old building to our wonderful new centre in April. This has helped dramatically in providing the much needed additional space and facilities, which has made it easier to deliver a higher quality service to our families.

2011 has once again been a busy year for occasional care. We offer two under two year old sessions and six over two year old sessions which are all fully integrated within the kindergarten service.

We have an average of 4 under two year olds and 9 over two year olds using the service each session. Our utilization rates have averaged at 85% utilization for the under two year olds and 99% for the over two year olds.

There are many children who attend our Occasional care program that have significant language / developmental...
delay, social and emotional concerns, attachment, and separation issues.

This program has been of great benefit to many children and their families by providing care, education and support; assistance in children's development and meeting individual needs; also quality respite care that helps both the parents and children involved.

The Occasional care program is using the Early Years Learning Framework (EYLF) for programming and observing each child's individual development in relation to the EYLF outcomes. Each parent receives a comment page to the EYLF outcomes and digital photographs relating to their child's development, before their child commences full time kindergarten.

This has been positively received by parents. All children/parents receive a 'My fun day in Occasional care' photograph page on beginning our Occasional care program and a learning story generally each term during their care in Occasional care. This year the occasional care area has had a literacy display for parents with information and photographs of how literacy is developed and supported throughout these early years. This has included links with EYLF outcomes.

Occasional care staff continued to gain skills and knowledge through training and development opportunities this year. These have included: The Early Leaders Forums on Music and Early childhood, Mental health issues for children and staff, and Managing tricky parents; Kids matter Components 3 & 4; Baby Strengths; Circle of security updates with Leanne; National Quality Standards sessions; and Child injury prevention through Kidsafe.

'Kids matter' has continued to reinforce the understanding of positive relationships underpinning learning and well being in children and the importance of building relationships with parents and families. We have also gained additional information to help support children experiencing mental health difficulties and how we can support and understand these children's needs.
Through our previous involvement in the 'Engaging Young Minds' project and also using 'Respect, Reflect Relate', we identified a definite need for more sensory experiences to be available to our children. So this has also been a focus throughout much of the year and the children have really enjoyed exploring a wider range of sensory experiences than before.

We have continued our focus on using the healthy eating guidelines to encourage and support healthy eating in occasional care.

Through our group times and play experiences we have continued to support literacy and numeracy development and learning opportunities around understanding feelings, building self-esteem and developing children's well-being and have really focused on building strong relationships with children as being the core to children's learning foundations. There is also a strong commitment in building positive, respectful, relationships, not only with children but their families and other staff.

Our occasional care service has continued to benefit many families in our community. It allows opportunities for siblings to attend the same session and has been great in assisting a smooth transition for occasional care children and their families into the kindergarten program. Continuity of staff and relief staff throughout the centre has also been extremely valuable in building relationships with children, families and the community.
Allied Health involvement at O’Sullivan Beach Children’s Centre 2011

Staffing
- Speech Pathology 0.4 FTE Jan-Dec 2011
- Occupational Therapy 0.5 FTE Jan-Jun 2011
- Occupational Therapy 0.35 FTE July-Dec 2011

Individual
The Speech Pathologist and the Occupational Therapist (OT) have worked with many families to give advice on various issues, provided screening or informal assessment for children, develop and implement home programs, and facilitate referrals to other services as required. The Speech Pathologist and OT have also worked hard to build relationships with parents so the feel comfortable to ask for support.

Groups
The Speech Pathologist and OT ran a Get Set for Kindy Group each term for children in their pre-entry term of Kindy. This group had a focus on communication, fine motor, gross motor and social skills. The average number of children attending each group was 7.

The OT ran a group called Getting Ready for school with the support of one of the teachers each term. This group was aimed at supporting children transitioning to school the following term. The average number of children attending each group was 7.

Baby Playgroup was implemented in term 2 2011 by the Speech Pathologist and The Community Development Coordinator. Numbers of families increased each term with an average attendance rate of 10 parents and 14 children per session in terms 3 and 4.

The OT coordinated a Jump and Jive music and movement program weekly during term time. Parents attended this group with their children to enjoy movement activities together. The average number of children and parents attending each session was 35.

The OT co-facilitated the Circle of Security parenting program in term 2 with the centre Director. The group had very consistent attendance rates.

The Speech Pathologist visited the My Time group coordinated by the CDC to support families with Speech Pathology concerns 3 times across 2011.
Health Promotion
The Speech Pathologist assisted in implementing the Food for Smiling program funded by the Smith Family in term 1, 2011. This program focused on dental hygiene and healthy eating for pre-schoolers. 9 children and 13 carers attended (this number included 2 grandparents and 1 father).

Two Walk and Talk groups were run each term with a whole of Kindy focus and support from the Speech Pathologist. Walks included an outing to the beach, park, library, school Gym and local creek. The average number of children attending each walk was 25. Parent and Grandparent involvement was welcomed with an average of 6 attending each walk.

The Speech Pathologist and a Dietician from Southern Primary Health developed 10 Listen and Learn audiobook packs for families to borrow to encourage good bedtime routines and an alternative to screen time. The Speech Pathologist has also worked on revamping the Literacy packs for families to borrow. 60 literacy packs are currently available for families to take home. The Speech Pathologist and OT ran a parent workshop focusing on Play and Communication in term 4 with 4 parents attending.

Partnerships
Many partnerships have been developed and strengthened including a strong relationship between the staff at O’Sullivan’s beach and the Allied Health workers. Strong working relationships have also been maintained with Southern Primary Health Noarlunga and Learning Together. Strengthening relationships with O’Sullivan Beach Primary School are an ongoing priority.