Norrie Stuart Childhood Services Centre
2010 Annual Report

Context:
Norrie Stuart Childhood Services Centre is a stand alone site located on the western side of Whyalla. The centre is part time and operates Monday to Thursday in the mornings for kindy sessions and Thursday afternoon for pre entry. The afternoon session can be used as an all day service for four year olds. Occasional Care is Federal Government funded and operates Wednesday and Thursday mornings and Thursday afternoon. Playgroup runs on a Monday after the kindergarten session. The average enrolment of students in 2010 was 38. Our children come from a culturally and socially diverse community, and 69% of our children continue their schooling at Long Street Primary School. Norrie Stuart has been operating for 31 years.

Our Philosophy: We respect children as unique individuals and value their diverse backgrounds. We provide a safe caring environment that is responsive to the needs and interests of all children and their families.

Highlight for the year include:

- Family sharing book
- Literacy kits
- Attending Long Street Primary School library and reception classrooms weekly
- Various excursions whilst learning about careers eg Coles Supermarket, Chemist, Santos, Library, Fire Station, Police Station and Butcher shop
- NAIDOC week celebrations
- Harmony day
- Disco with a band
- Patch Theatre productions
- Sam Oshodi Performance
- Amazing Drumming Monkeys
- Cooking program often using our own produce
- Animals Anonymous
- Family night at the end of the year supported by a band (father of a child attending)
- Hosting Ticklish Allsorts performance
- Pyjama day
- Clean up Australia Day
- Planting a garden after a visit from the Garden Centre staff

Site Improvement Plan:
Reporting on Priorities
Staff collaboratively developed a 3 year Site Learning Plan, building and expanding upon the previous year’s priorities of oral language skills and Wellbeing learning areas

Site Plan 1: To develop children’s literacy skills: Children demonstrate improved literacy skills.
In a literacy learning field, there are 3 learning areas which staff planned activities for and worked with children

Reading and Viewing.
- Recognises familiar signs, symbols and words
- Models reading behaviour
- Uses picture clues to verbalise a response when sharing a story
- Uses computer

Writing/Drawing
- Recognises/ writes own name
- Applies appropriate amount of pressure when drawing
- Shows interest in drawing
- Establishing hand preference
- Correct scissor grip
- Kindergarten provides many opportunities for drawing skills. Art samples collected,
ensuring a wide variety of art techniques has been used.

- Involving families with their children’s learning. Homework sheets, literacy kit borrowing.

### Speaking and Listening

- Able to listen and respond with relevant comments
- Recall, recount and describe events and experiences
- Follows 2/3 step instructions
- Speaks confidently to staff and peers
- Maintains eye contact for conversations

Data was collected in children’s first and third terms. This enabled staff to reliably review the children’s progress with supporting evidence, and enabled staff to determine future goals/actions for the upcoming last term to work. Progress was then reported on in the child’s summative report, which was passed onto their intended school.

### Outcomes for Children:

Whole site data indicated 85% of children entered kindergarten with developing skills. By their third term, 88% children had moved on from a developing skill to highly competent skill.

**Summative Report comments and observations indicate:**

- Children's self confidence to express themselves grew (socially, with teachers, in group time discussion and speaking in front of groups).
- Recounts were more fluent and the language used was richer in descriptive words.
- Children’s ability to answer and ask questions was seen to improve as most children achieved Level 3 Questioning/Answering skills.

### Site Plan 2: Developing children’s Numeracy skills

Children demonstrate improved numeracy skills.

The 5 numeracy learning areas which staff planned activities for and worked with children were:

**Number**

- Awareness of numerals
- Able to rote and count with one to one correspondence

**Spatial Sense**

- Size
- Shape
- Concepts (in on under etc)

**Measurement**

- Predicting

**Patterning**

- Sequencing
- Attributes

**Data**

Using a numeracy quilt which the team devised children would complete numeracy activities 1:1, in small groups or within the program. These activity sheets were glued into individuals work books dated, comment recorded and the numeracy quilt shaded and dated.

**Summative Report comments and observations indicate:**

- Majority of the children were able to complete the numeracy quilt
- Learning achievements were evident at small group time. Children were able to route count and count with 1:1 correspondence, know ‘how many’ at the end, being able to match numerals to the same number of objects and recognize shapes
- Children used these developing skills throughout the kindy, in their play.

### SITE PLAN 3: IMPROVING WELLBEING

Staff play an important role in fostering wellbeing so that each child is able to achieve their best, and enjoy their educational experience. Wellbeing refers to a child’s physical, social and emotional welfare and development. It is essential to learning to ensure we can lead active and healthy lives.
We focus on children valuing good health and physical activity, and increasing their feeling of safety (for self and others).

- Child Protection Curriculum.
- Staff implement Behaviour Management in a consistent way – this is discussed at Staff meetings – and is particularly relevant for special needs children. We have seen a dramatic improvement in children self regulating and managing their behaviour.
- Open agenda at staff meeting to address and solve issues.
- Focus on a fun and interactive play based curriculum.
- We set realistic goals and improvement planning.
- Focus on improving health in children through an active and challenging outdoor environment and healthy eating.

**Targeted Intervention:**
This year we have screened children whom we have difficulty understanding or if a parent approaches us. Children also screened if they can not follow simple instructions and follow rules and routines. The centre uses a recognised language development measuring tool provided by the speech therapist. Consent is obtained using the preschool access screening. The Disability Coordinator views the child/children and completes a report. The speech therapist devises a program for staff and the support worker to deliver during the session. The occupational therapist from the Community Services have visited and recommended programs which are supported during the program. Each child receiving support has a communication book which records their aims/goals and progress.

NEP’s are written for children on a need basis after consultation with the Disability Coordinator and psychologist.

**EYLF**
Towards the end of the year the new National Curriculum was brought in. Staff began to attend Training and Development sessions to become familiar with the principles, practices and outcomes. As a staff team we commenced looking at our centre and how we can apply the practice to our site. We painted a wall and placed a sign ‘watch this space’. We then presented a large display of EYLF outcomes with examples and photos. The diagram of the principles, practices and outcomes was also put on show. We gave families the pamphlets and kept the Governing Council informed. Children’s summative reports are reflective of the EYLF document.

**DIAF:**
DECS uses an improvement framework known as DIAF. Each year sites are expected to work through at least one aspect of the DIAF improvement cycle. In 2010 the Norrie Stuart team began to focus on “Attend to Culture”. Our specific focus was on collaborative learning and healthy eating programs. Performance management provided opportunities to discuss teaching and learning practices. The centre had already changed our snack times to shared fruit platters in 2009. We continued our cooking program with parental support. This consisted of healthy recipes trying to include the vegetables and herbs from our garden. The kindergarten program focussed on healthy eating, looking at the three approved colours of food categories. Children made graphs of healthy and non healthy foods. We did not collect enough data although we could view children’s development knowledge improving. Our attention then turned to “making Data count” and readdressing the rubrics. In 2011 we will continue this and plan to collect and collate data to view staff, child and site improvements.
Enrolments commenced strongly and as the year continued they began to decrease. Many families chose to attend the new Christian school/ preschool. Other families were requiring two full days of care, a service we were unable to cater for at the time.

Attendance maintained at a steady rate with most families informing us of absence. Families with children not attending without notification were telephoned on the third day, letters were sent to the child to encourage them to attend.

Opinion surveys
Only 12 surveys were returned out of a possible 39. This does not provide us with clear data. Majority of responses were neutral, agree or strongly agree. The main feedback showed parents/caregivers want more information on their children’s progress. They were not all aware of the kindy program and what the staff value. After opinion surveys were collated we sent out our own survey to see how parents/caregivers would like to see how we could improve. Only 5 were returned. 3 of these commented ‘we are very happy’. 3 also would like more reports for children’s progress, appointments/ interviews. 2 results indicated they had not seen are very large EYLF display or the kindy program. The other 3 felt it was easy to understand and it clearly informed them about the National Curriculum Framework

Governing Council:
In 2010, Norrie Stuart Governing Council held 2 meetings a term in which 8 families were a part of the AGM and then continued throughout the year with the regular meetings. Meetings averaged about 80% of committee members attending. Throughout the year Governing Council raised money by organising:
An Easter and a Christmas raffle. Governing Council duties included suggesting items to bring in for donation, wrapping the prizes, organising raffle books and drawing the winning tickets.
Family night - Governing Council were a part of the set up and pack up of the night and also selling the food and drinks.
Kindy Disco - Governing Council were a part of the set up and pack up of the night and some committee members did face painting on the children.
Governing Council also participated, in conjunction with the kindy director, in making decisions and approving the children’s bathroom upgrade, a gazebo, financial budgets and giving ideas for how the kindy can be more effective in informing parents about their child’s progress.

Financial Statements: Attached separately