IMPROVEMENT AND ACCOUNTABILITY

The DECS Improvement Accountability Framework (DIAf) supports sites at state, district and school/preschool level to achieve and sustain high performance. It integrates processes of improvement and accountability to achieve effectiveness. The framework consists of five elements:

**Standards** – The standards that guide our work and direct our improvement efforts

**Self Review** – An annual process intended to help us reflect on how effective we are and what areas require improvement

**Improvement Planning** – The process through which we focus on priorities for improvement currently described in plans such as Site Improvement Plan, Early Years Literacy and Numeracy Plan etc

**Intervention & Support** – The way in which we provide additional resourcing and assistance for those students and programs needing extra support

**Performance Reporting** – The way in which we account for our performance. The annual report is one way in which we do this

Coomandook & Districts Kindergarten is located in the Murray and Mallee District, 130 km for Adelaide. Enrolments can range between 8 – 12 in one year. We are co-located on the same site as Coomandook Area School and share resources such as library and playground. We are a category ?? Ranking site, that offers rural entry for children to begin Kindy at age 3½ years of age. Our 2010 focus has been on Data Collection, Focus on Learning, Literacy and Numeracy.

We have one 0.4 Director, a 0.35 ECW and a supporting ECW
The 9 Principles of Improvement & Effectiveness reflect on our work as an effective preschool using the DIAF approach:

- Focus on Learning
- Shared Leadership
- Set Direction
- Continuously Improve
- Attend to Culture
- Listen & Respond
- Target Resources
- Make Data Count
- Think Systemically

DIAF: FOCUS ON LEARNING
MAKE DATA COUNT
We run Occasional Care on Tuesdays from 9 – 11.30am

Universal Preschool Site from term 3 onwards...

Transition Programs

Governning Council

Playgroup

Library Visits

More about our context...
Belief Statement

“At Coomandook & Districts Kindergarten we believe that through play children will explore interests that enhance their learning, developments, skills and abilities to construct their own identities and understanding of the world.”

“Our values reflect our belief in that all the children and their families are unique individuals where diversity will be nurtured and respected.”

We aim to provide a safe, healthy and supported play based learning environment for all children to reach their full potential and to develop skills for successful life long learning.
Our enrolments continue to fluctuate between 8 and 12 as a result of families moving in and out of the district. We had low numbers in term 1 and 2 as a result of children moving on to school. We had a larger enrolment in Term 3 due to new 3½ year old arriving and then a drop again in term 4 as more children moved on to school.
Our attendances are consistent throughout the year and usually only affected by illness. When children are away in the data collection period this can have an impact on the percentages.
We have a strong Transition Program between the Kindergarten and the School which has resulted in a positive and seamless transition for the children as they move off to school.

We have been running fortnightly visits to the Reception/Year One class at Coomandook Area School where we were able to mix with fellow class mates and develop stronger relationships with the future class teacher.
At the beginning of the year, staff conducted a Level 2 Scan of our site. Resulting from this scan were two focus areas. These were: **Make Data Count and Focus on Learning.**

We then planned what it was that needed to be done in terms of collecting data for our children and the Kindy. We developed multiple measures of data collection including anecdotal, perception data collection, vigorous data collection, photographs and video imaging to gain relevant information for our site.

Another document that was used was the Reflect, Respect & Relate Document. This enabled us to collect data that assisted us in reflecting on our environment and practises to improve learning outcomes for the children.

At the end of 2010 we conducted another Level 2 Scan of our site. As you can see from the graphs above the site improved in several principles including our targeted principles.
A Summary of our Site Improvement Plan for 2010

Key Strategic Direction 1 - Literacy
All Kindergarten children will emerge in literacy activities through developmental play to ensure pre-emergent or emergent literacy skills.

Key Strategic Direction 2 - Numeracy
All Kindergarten children will emerge in numeracy activities through developmental play to ensure emerging numeracy skills.

Key Strategic Direction 3 - Transition
All Kindergarten children moving from Kindergarten to School are well supported in their transition to a new environment. All children moving from Home to Kindergarten feel safe, secure and happy in their new environment.
Key Direction 1 – Literacy
Throughout the year we set up play based activities the focussed on the opportunity to explore letter names, letter identification, name identification as well as a vast range of literacy rich experiences.

Resources were purchased to complement the learning program and staff undertook relevant training and development.

What else did we do?
• Established regular visit to Coomandook Area School Library
• Use of visual aids to promote learning
• Staff began familiarisation with the Early Years Learning Framework
• Group time had a high focus of singing songs and doing finger plays that involved literacy development
• Liaising with Reception/Year One teacher to gain meaningful knowledge and understanding of the current literacy emphasis for Reception children
• Small group work for literacy bombardment times. Enabled the children to have a focus time
• Play based activities that promoted oral language development
• Observations of children and data collection so we could identify where a child was at in their development and plan accordingly
• Work samples collected for their Profile Books

How did we go?
• 100% of children can identify own name by end of Kindy time
• 100% of children can identify beginning letter of name
• Majority of children can write own name independently by end of Kindy Time
• 100% of children participate in group time conversations by end of Kindy Time
• 100% of children access and borrow from the Library

fun learn grow laugh

play explore

a b c d e f g h i j k l m n o p q r s t v w x y z
Key Direction 2 – Numeracy

Our intentions in Numeracy were to develop the children's awareness of numbers, implement as many numerate rich learning experiences and to foster a love of learning maths and basic mathematical concepts.

Once again relevant resources were purchased to enhance and accommodate the program.

What else did we do?
- Introduced Numeracy Play Boxes to generate a broad use of language related to numbers
- Group time had a numeracy focus particularly in the singing of songs and finger plays that have numbers or counting in them
- Practised counting forwards and backwards
- Exposed to numbers and what they visually look like through play based activities
- Staff participated in relevant Training and Development to increase their knowledge and practical skills to use with the children
- Cooking tasks that demonstrated to children that numbers are in our everyday lives
- Exposed children to numbers whenever they are relevant e.g. in story books, cooking, shopping, schools, letterboxes etc.
- Bombardment of numbers in small group time activities
- Collected evidence of their numeracy journey for their Profile Books
- Collected data on their knowledge of numbers, shapes and spatial concepts

How did we go?
- 100% are able to participate in group counting from 1 to 10 and 1 to 20 by the end of their time at Coomandook Kindergarten
- 100% of children are able to identify relevant numbers such as their own age by the end of their time at Coomandook Kindergarten
- 80% of children are able to trace over numbers confidently by the end of their time at Coomandook Kindergarten
- 100% of children participate in group time discussions
- Children become aware of number names
- Children recognise relevant numbers such as their age

1. 1
2. 2
3. 3
4. 4
5. 5
6. 6
7. 7
8. 8
9. 9
10. 10
Key Direction 3 – Transition

Our aim was for all Kindergarten children to move from Kindergarten to School in a safe and well supported manner into their new environment.

We also wanted the Transition from Home to Kindergarten to be calm, supported, safe and seamless as this can be a big step for some children.

How did we go?

• 100% of children participate in the Transition from Home to Kindy or Kindy to School
• Transition is successful, children feel happy to stay in their new environment without their parents/caregiver with progression from 2 hours to full days
• 100% of children participate in the Transition from Kindy to School feeling safe and supported
• 100% of parents/caregivers have appropriate and relevant information about their child entering the Kindergarten

Other Information:

• Parent and Child participation in program
• Appropriate and meaningful conversations with Coomandook Area School regarding children involved in Transition
• Regular visits to the School Classroom with return visits of School children to Kindergarten
• Support offered to children and parents/caregivers to ensure success
• Transition Information Pack for Home to Kindy
• Transition Information Pack from School to Kindy

What else did we do?

• We participated in Book Week with the school
• Harmony Day Assembly
• Amazing Drumming monkeys
• Fortnightly visits to and from school
• Held parent transition meetings throughout the year
Our values program has been a major focus in 2010. We saw the need to increase the children’s knowledge and understanding of what a value was and what it meant to demonstrate or show that value to others. The children really loved the program and were found to be using the vocabulary regularly after each value was introduced. The values were:

**Manners, Sharing, Fun, Kindness, Friends, Respect, Listening and Self Confidence**

Parents also commented on the Values program positively and it is now a part of what we do at Coomandook & District Kindergarten. In 2011 we will revisit and fine tune the values with the children which will also allow for the new children to grasp the values as they begin their time at Kindy.

This graph shows the children’s responses to values at the beginning and middle of program.

**Future Directions**

- Values are now on our Agenda for Staff Meetings where planning occurs every two weeks
- A value review is on the Agenda for the first staff meeting of the year to assess and survey new parents ensuring that values are current

**Outcomes of Values Program**

- Manners Survey confirmed increased knowledge of manners
- Increased confidence with R/1 peers during transition visits
- New friendship groups started
- Successful Grandparents day with children demonstrating their ability to show guest around the site and recognise that this was an act of Kindness
- Grandparent Survey feedback was valued and used in future planning
- Children were observed by visitors sharing
- Observed increased use of manners in group time
- Families able to note a difference in use of Manners at home
ACHIEVEMENTS IN LEARNING

What does our data tell us about the 6 children who moved onto school?

Overall our data tells us that the children who are moving onto school have a sound knowledge of basic literacy and numeracy skills.

Factors that impact of the data are attendance, individual children’s needs and the learning styles children may prefer.

**Literacy**
- identify own name 100%
- identify beginning letter of own name 100%
- write own name independently 100%
- Letter & Alphabet knowledge 66%

**Numeracy**
- Counting to 10 100%
- Identifying relevant numbers 100%
- tracing over numbers 80%
- Basic Shape Recognition 83%
- Basic Colour Recognition 66%
## QUALITY TEACHING & LEARNING

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Don’t Know</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I think my child receives high quality teaching at this preschool</td>
<td>75%</td>
<td>25%</td>
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<td>8</td>
</tr>
<tr>
<td>2</td>
<td>My child’s teachers know what my child can do and what he/she needs to learn</td>
<td>62.5%</td>
<td>37.5%</td>
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<tr>
<td>3</td>
<td>This preschool has the expectation that children will learn</td>
<td>87.5%</td>
<td>12.5%</td>
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<tr>
<td>4</td>
<td>Teachers are enthusiastic in their teaching</td>
<td>87.5%</td>
<td>12.5%</td>
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<tr>
<td>5</td>
<td>I am satisfied with the learning programs offered at my child’s preschool</td>
<td>75%</td>
<td>25%</td>
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<tr>
<td>6</td>
<td>My child’s teachers inform me about the learning program</td>
<td>62.5%</td>
<td>37.5%</td>
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<tr>
<td>7</td>
<td>My child’s teachers make learning interesting and enjoyable</td>
<td>75%</td>
<td>25%</td>
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<tr>
<td>8</td>
<td>Teachers at this preschool want to help my child</td>
<td>87.5%</td>
<td>12.5%</td>
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<tr>
<td>9</td>
<td>The preschool has an excellent learning environment</td>
<td>87.5%</td>
<td>12.5%</td>
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**Recommendations from Survey:**
- Promote our program in a variety of different ways
- Encourage parents to be involved in all areas of our Kindergarten
## SUPPORT OF LEARNING

<table>
<thead>
<tr>
<th>Response</th>
<th>Strongly Agree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Don’t Know</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is motivated to learn at this preschool</td>
<td>50%</td>
<td></td>
<td></td>
<td>50%</td>
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<td>8</td>
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<tr>
<td>My child’s teachers provide help and support when it is needed</td>
<td>62.5%</td>
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<td></td>
<td>37.5%</td>
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<tr>
<td>My child is happy at this preschool this year</td>
<td>50%</td>
<td>12.5%</td>
<td>37.5%</td>
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<tr>
<td>My child would receive support for any special needs he/she had</td>
<td>50%</td>
<td>12.5%</td>
<td>37.5%</td>
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<tr>
<td>Children know they are expected to behave at preschool</td>
<td>37.5%</td>
<td></td>
<td></td>
<td>62.5%</td>
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<tr>
<td>Teachers at this preschool treat my child fairly</td>
<td>75%</td>
<td></td>
<td></td>
<td>12.5%</td>
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<tr>
<td>This preschool provides a safe and secure environment</td>
<td>75%</td>
<td></td>
<td></td>
<td>37.5%</td>
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<tr>
<td>Children have enough resources and materials for their learning</td>
<td>50%</td>
<td>12.5%</td>
<td>25%</td>
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<tr>
<td>This preschool encourages the children to have a sense of pride in their achievement</td>
<td>62.5%</td>
<td></td>
<td></td>
<td>37.5%</td>
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**Recommendations from Survey:**
- Concentrate of the quality feedback of these responses to ensure the needs of the children and families are met
- Listen & Respond
LEADERSHIP

2010 Key Action and Progress for Staff

- Moodle training for Director
- Use of digital and flip cameras to share experiences in children’s learning
- Intentional teaching of literacy and numeracy moments
- Participation in Site Validation
- Attendance at District Leaders Day
- Universal Access Site increased hours for Director and ECW
- Early Years Learning Framework Introduction
- Values Project planning sessions
- Reporting Abuse & Neglect Training
- Program delivery for Speech & Language children

- Level 2 and Level 4 Dial Training
- Respect, Reflect & Relate Document Training
- Participation in Healthy Eating & Physical Activity in the Early Years Project
- Site Validation 30th November
- Analysis of relevant sections of the psychological health survey and parent opinion survey
### LEADERSHIP

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<tr>
<th>Item</th>
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<td>2.3</td>
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<td>2.5</td>
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<td>2.6</td>
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<td>2.7</td>
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**Analysis:**

- Overall the results suggest that parents are happy with our service that we provide to the children and their families.
- Leadership is an area that will be constantly addresses through staff meetings, governing council and conversations with parents.
<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
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<th>Agree</th>
<th>Strongly Disagree</th>
<th>Don’t Know</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel welcome at this preschool</td>
<td>87.5%</td>
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<tr>
<td>This preschool assists the development of my child’s personal and social skills</td>
<td>50%</td>
<td></td>
<td>50%</td>
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<tr>
<td>I am comfortable about approaching my child’s teachers to talk about his/her progress</td>
<td>87.5%</td>
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<td>8</td>
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<tr>
<td>Children from all backgrounds and cultures are treated fairly at this preschool</td>
<td>87.5%</td>
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<tr>
<td>There are a range of communications that inform me about the preschool eg phone, email, newsletters, flyers, diary notes</td>
<td>75%</td>
<td></td>
<td>25%</td>
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<tr>
<td>The staff listen to what I have to say about my child’s progress and achievement</td>
<td>75%</td>
<td></td>
<td>25%</td>
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<tr>
<td>I am well informed about preschool activities</td>
<td>75%</td>
<td>12.5%</td>
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<tr>
<td>I believe that if I have concerns or suggestions, the preschool would respond appropriately</td>
<td>75%</td>
<td></td>
<td>25%</td>
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</tr>
<tr>
<td>I am encouraged to be involved in the preschool in a variety of ways</td>
<td>87.5%</td>
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<tr>
<td>Teachers let me know how my child is doing</td>
<td>75%</td>
<td>12.5%</td>
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**Recommendations from Survey:**

• Allow for more responses and feedback from parents throughout the year in a variety of ways to gain knowledge of how well we are communicating with families
FINACIAL REPORT

- Audit to be conducted on April 12th 2011
Future Recommendations for 2010

- Continue the improvement strategies
- Reflect and make changes to enable a continuous improvement in Involvement Scale
- Mid 2011 re-do Involvement Scale and compare the results from 2010
- Begin another RRR Tool – Active Learning Environment
- Upgrade Outdoor Learning Environment
- Upgrade ICT resources
- Continue to strengthen links with Coomandook Area School
- Performance Management with staff
- Parent Opinion Surveys
- Further Professional Development with EYLF
- Level 2 & 4 Scans
- Healthy Eating & Physical Activity in the Early Years Project
- Site Improvement Plan