Morphett Vale Preschool Kindergarten.
Annual Report. 2014

Morphett Vale Preschool Kindergarten is situated close to Pimpala Primary School and Antonio Catholic School. Our Kindergarten is surrounded by beautiful mature trees and family homes. It is set in beautiful, shady, engaging, natural play grounds.

This year staff has been, myself, Sharyn, teacher (1.0), Judy, Teacher (.4), Tatiana, ECW (.5), and Ruth, support worker and (.1 ECW).

We also welcomed Mubarka as a Bi-lingual support worker.

We pride ourselves on a vibrant, engaging, challenging, inclusive program, enhanced by children’s input into their learning: “children’s voice”.

We are challenging ‘mathematicians’ at our site, and for the 3rd year in a row, won the Primary Maths Association State “Early Years” award, for an outstanding project.

We value our environment with learning about recycling, vegetable gardens, chickens, worm farm, composting etc. We teach our children about sustainable practices. We are also members of Nature resource management (NRM).

We have extensive programs in place for Literacy, Numeracy, Science, Art and Healthy eating. Our curriculum and assessment processes are all linked to the National curriculum framework (Early Years Learning Framework).

All staff strive to engage all children and families in a positive, collaborative and inclusive way. We pride ourselves in developing open relationships with all families.

PMA award’s 2014.
2. REPORT FROM GOVERNING COUNCIL

Included at end of report.

3. HIGHLIGHTS 2014

A Highlight this year has been seeing all our children being engaged, happy and confident. Learning executive function skills to enable them to be successful and resilient learners. Our very clever Mathematicians, again (3 years in a row) won the State award for Early years. Thank you to all staff, children and families who participated in this and a big Thank you to Sharyn for writing up the project in such an amazing format.

Highlight events, this year have included: Excursions to, Cleland, The Theatre and Monarto. Obstacle-a-thon day, Think Feet First walks, and Eating a Rainbow project were all learning experiences and involved family participation.

Special visitors to our Kindy have included: Trent (an amazing Aboriginal educator), local police, Granny Barbara (a retired Preschool Director), Labs on legs (science), A mum who is a nurse, came to talk to the children and to Parents have cooked with the children.

Parental involvement has always been an important element at our Preschool and this year was no exception. Thank you to all the Parents / families / family day care providers etc who joined in and helped at special events and in everyday programs.

This year saw our Finance officer and ECW, attend training and attempt to archive all our documents (probably 20 years' worth!). This was all achieved capably and smoothly!

Another highlight has been our long term ECW gain permanency with DECD, great for her and continuity at our Kindy.

This year has also seen our sight become a stronger partner in the Panalatinga partnership. Another highlight this year been involved in making plans for our new Kindergarten on school site. Staff, families, children, Governing council have all had input into the inside and outside plans.

We are all looking forward to the new Kindy (maybe not all the packing and unpacking though!). The biggest highlight is seeing all the children being confident and capable and looking forward to the positive challenges school will offer them.

4. QUALITY IMPROVEMENT PLAN

In July this year, assessors came to our site to undertake the NQS audit. The overall score we received was “exceeding”.

Elements in our Quality Improvement Plan for 2014, were:

1.2.1: “Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation”.

Staff spent time looking at our current practice and how we could improve upon this. We produced a document “tracking children’s learning” which enabled us to see processes in place. We decided to continue with these elements and add new ones eg: new Learning folders, containing meaningful, EYLF linked examples of children’s work, making a “pot of learning soup”, streamlining learning stories, an emphasis on children voice (leading to program content from the children), tracking children on our whiteboard, making times to look at Learning folders and discussing individual children (an agenda item on every staff meeting).

All staff introduced and reinforced our Executive Function program, which proved to help all children learn skills such as cognitive flexibility, inhibition, self-regulation and working memory.

With these skills children were able to have deeper learning and engagement in the Kindergarten’s curriculum.

Staff discussed every child, in week 5, of each term, using “Wellbeing scales”.

This year I also developed an NEP schedule and I met with each family, every Term.

In Term 4, school personnel, speech pathologist and disability coordinator attended. Interim reports were produced for each child in Term 2, Term 3, Learning folders were sent home and Summative reports were written for every child in Term 4 (these have been copied for schools).

Staff will continue with all these formats for 2015 and look at developing a new “Statement of Learning document for each child.
Element for 2015: Will be same element, to work on deeper.
Linking to DECD strategic direction: “Higher standards of learner achievement”.

2.2.2: “**Physical activity is promoted through planned and spontaneous experience and is appropriate for each child**”.

At our site we currently have a healthy eating policy, a physical activity policy, a sun smart policy and extensive grounds to offer children challenges and wonderful experiences for nature play.
This year we were able to incorporate physical activity into excursions, local walks, “think feet first project” and every day in our planning.
Staff used our knowledge from our training (Fundamental movement skills) and planned specific skills every 3 weeks. We also received a FMS grant and were able to purchase new equipment.
A nature play workshop (NRM) was held at our site, for all Partnership, Early Years sites.
We also planned activities linking Mathematics/ physical activity and nature play.

All children and families indicated a high satisfaction with these activities (via survey responses, participation, and child self-assessments). Children developed fine motor and gross motor skills, risk taking skills, an appreciation for natural play elements, and an understanding about the importance of physical activity.

Children, staff, Governing council and families were involved in making plans and recommendations for the grounds for our new site.

Element for 2015:2.3.4:“Action is taken to respond to every child at risk or abuse”.
Linking to DECD strategic direction: Improve health and wellbeing “& “Improve and integrate Child Safety”.

3.3.2: “**Children are supported to become environmentally responsible to show respect for the environment**”.

At our Kindergarten children are supported to learn and care for their environment through intentional teaching moments and programs in place eg composting, recycling, worm farm, chickens, leaf insects, turtle, vegie gardens (and cooking with produce etc).
We are a ‘sustainable school site”.
Our beautiful grounds enable us to offer varied, engaging, challenging and exciting experiences outside and inside.
Nature play is a focus in our site.

This year, we have implemented all the above elements plus, attended NRM workshops, a wipe out waste program, and implemented ideas from these.
We have cooked each week, using our vegie garden (and girls eggs) and we have composted all our waste.
In Term 4, we had a visit from the Council recycling educator, which reinforced our learning about recycling at Kindy and at home.

Element for 2015: “The design and location of premises is appropriate to the operation of the service”
Linking to DECD strategic direction: “Right service at the right time”

4.2.2: “**Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and improve practice and relationships**”.

All staff at our Kindergarten have appropriate qualifications, are enthusiastic, supportive and work as a cohesive, happy team.
Respect and strong positive relationships are our strength. Wellbeing is a focus for all staff.
At the beginning of the year, we discussed that as higher expectations are placed upon all of us, we would make time to discuss, challenge and support each other.
We clearly defined roles and responsibilities for everyone, and created a schedule of events / programs/ housekeeping etc., so we could all keep on track.
Staff decided we would spend time on discussing curriculum / pedagogy at each staff meeting. We would be involved in training and development together and implement new learning into our programs.

This year all 3 teachers attended PMA workshops (we also hosted these). We all attended OPAL workshops and NRM sessions. Sharyn attended Deb Lasscock (Maths) sessions. I attended all Partnership and portfolio meetings. We attended Early Years partnership meetings, ECLF sessions and other relevant training pertaining to our roles.

Sharyn presented at an ECHO conference. Sharyn and I held a workshop for colleagues on executive functions. I organised an Early Years (for all sites) nature play workshop. ECW’s attended ECW workshops.

Regular performance management was undertaken for all staff. New formats for Teacher P.M will be implemented in 2015.

Element for 2015: 4.2.4: “The performance of educators, coordinators and staff is evaluated and individual development plans are in place to support performance development.”

5.2.2: “Each child is supported to manage their own behavior, respond appropriately to the behavior of others and communicate effectively to resolve conflicts.”

At our site Executive function teaching plays a huge part of meeting this element. With the single intake this year, staff planned to all use intentional teaching moments to reinforce these elements. This seemed to enable all children to learn about the concepts in the first few weeks, which were then reinforced throughout the year.

A literacy pack about EF was available for families to borrow. We offered a parent workshop, but this did not happen, due to poor response. We also used the child protection curriculum to reinforce this element. We set up areas and activities to provide for calming, active, quiet, solitary and group play. We talked to families about any behavior issues, and worked through programs with each. We wanted to create a sense of “Belonging” for every child. We did this through relationship building, talking to every family, inviting families in at any time and also for specific sessions eg family picnic, Grandparent / special visitors days, Dads nights, breakfasts at Kindy working bee, fundraising events, book week, etc. We are very proud of our children in that they are all going to school with positive learning dispositions and great executive function skills.

I believe the high expectations we have for all children, enable children to manage their own behaviors (in time!).

Element for 2015: “Each child is supported to understand how their actions affect others”.

6.3.2: “Continuity of Learning and Transitions for each child are supported by sharing relevant information and clarifying responsibilities”.

A pre-entry morning tea is held each year, to welcome new families. Referrals are identified at pre-entry sessions, and submitted ready for the new year. Parents complete “a getting to know you “sheet about their child (staff use this for first few weeks of planning). All children have a learning folder set up in first few weeks of term (named/photo etc) great ownership. Children complete a “learning self-assessment” at the beginning of Term 1 (again data to use for children’s planning). Term 1 included: display of family photos for each family, new notes “what to bring to Kindy” “attendance is important” etc.
Family night / picnic (week 2), Dads night and other family events, were planned and implemented. A survey was distributed at the end of Term 1: “Same day start” what could we do better (info. for forward planning). Staff planned, discussed and spent time building relationships with children and families.

Clear policies and timelines are in place to share Transition information with schools. Staff identified we could make Transition processes better (this of course will be easier in 2016, when we are on school site). I attended 2 meetings regarding Transition in our Partnership. Met with JP Deputy from Pimpala to review class placements for next year. All schools invited to NEP Transition meetings in Term 4.

Element for 2015: 6.3.1: “Links with relevant community and support agencies are established”. Linking with DECD Strategic direction: “Engage children and communities” & “Build a better system”.

7.1.2: “The Induction of educators, coordinators and staff members, including relief educators is comprehensive”.

Staff identified that prior to NQS audit we needed to review and update all site policies and Induction folder / processes. All policies were reviewed by staff, presented to Gov. Council, and approved. Induction folder was updated / amended and new policies attached. In Term 2, with Gov. Council approval we implemented a “Priority of access” policy, as our enrolments were at capacity for 2015.

Element for 2015: 7.2.2: “An effective planning and evaluation process is in place that guides service operations and programs and enables the identification and delivery of ongoing improvement initiatives.” Linking to DECD Strategic direction: “Higher standards of Learner achievement”.

RRR: Reflect. Respect Relate:

Our Inquiry question for 2014 was developed considering elements in our QIP/ Literacy plan/ numeracy focus/ and teacher involvement. “How can we enthuse, excite and engage children, families with Mathematical learning”? Term 2: we invited a TRT teacher familiar to our site to video staff and rate our interactions with children around their Mathematical Learning. We used the Active Learning Scale. Results: av. 4.35. Conclusion: We felt this was positive, but quite high. As we were in the middle of undertaking activities around our PMA project, there may have been a bias towards mathematics / experiences etc. However we also concluded, after a healthy staff debate, that we were competent in using Mathematical language with our competent learners.

Term 4: same format. Results: av. 4.75. Conclusion: As part of our site pedagogy, staff are confident in using Mathematical language, offering open ended questions, challenging the children to problem solve and engage in Mathematical experiences. Therefore we were pleased evidence showed a small improvement in our rating.

5. INTERVENTION AND SUPPORT PROGRAMS

In 2014, we used our Early Intervention and Early assistance grants (and some site funds) to provide 2 hours each week for our Early Intervention program. Staff identified children who needed assistance with language skills, fine motor skills, building confidence and turn taking etc. Ruth, with her extensive knowledge, capably and confidently implemented these sessions, taking small groups of children to work on these skills. She reported at each staff meeting, results, goals etc. All children made progress, were highly engaged and loved these times.
Ruth also worked with children on speech and language programs, using the programs, Brooke, our speech pathologist had set. We had 8 children on support, including one child with Autism. Ruth made notes for Parents after each session with each child, to keep families involved.
Staff also worked on specific goals, during play, at mat times, 1:1 etc using the child’s ILP. This year we had one 3 year old Aboriginal child, who made great progress and will return next year. An ILP was set up for her with information from her family.
One child and his family received assistance from a Bi-lingual support worker, this year.
All children in these groups made significant progress with assistance from staff and programs families implemented at home.
All information has been shared with the childs schools for 2015.

6. STUDENT DATA

6.1 Enrolments

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<th>Site</th>
<th>Type (Region)</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tr>
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</table>
The children from our site attend many different local schools, with the majority attending Pimpala primary school. We have positive links with all.

### 7. CLIENT OPINION

This year I gave families a survey each term instead of the DECD client survey in Term 4. This has enabled staff to collect data each term, to make improvements/changes every term and to gather data pertinent to our site.

In Term 1 the survey was “Settling into Kindy”. This was important as this was the first year of single intake. Questions focused on: enough/too much information/.happiness of families/children. Programs and curriculum experienced/enjoyed etc.

Data collated indicated high satisfaction in all areas.

Forward plans: use information processes for 2015.

Term 2 survey: “Mathematics in our Kindergarten”. This was to inform families about our Learning, gauge what they knew and encourage further involvement. It also linked with our RRR Inquiry question.

Questions focused on: Transfer of data/curriculum content between Kindy/home, Children to families/displays at Kindy. What is PMA etc

Data collated indicated: Lots of information from children (actual comments). Some positives from Families and some didn’t know much.

Forward plans: more information around Kindy/in newsletters/open night to celebrate project, again.

Term 3 survey: “WH&S at our Kindy”. This was to reinforce policies and practices in place, and collect data for improvement.

Questions focused on: practices in place.

Data collated indicated: Parents didn’t know we practiced our Evacuation/Invacuation processes, week 5, each term (I will now put a note, prior in newsletter.)

Also were not aware all staff had first aid training/skills etc.

Forward plans: next year, publicise these elements better.

Term 4 survey: “Making improvements”.

Questions asked: Curriculum content/likes/leave out in 2015/comments for 2015 families etc.

Data collated indicated: High satisfaction with curriculum/special activities events etc.

Suggestions for 2015 included: more musical instruments and a sleep over!!!!!!!!!

Forward plans: will continue programs from 2014, introduce more music, (no sleepover though!!).

All collated survey results were given to all families, each Term.
8. ACCOUNTABILITY

Compliance with the DECD Criminal History Screening:
All Staff, Governing council members, volunteers and cleaner have checks completed.
Compiled in folder in office.
Will be checked at beginning of each year and renewed if necessary.

9. FINANCIAL STATEMENT

Parent contributions: $19874.00.
Outstanding (not paid) : $2302.00.
Fundraising: $6404.97
Closing balance (bank statement: $13,287.29.