1. CONTEXT

Preschool Name: Pasadena Kindergarten  
Preschool Number: 4686  
Preschool Director: Sue Klar  
Partnership: Mitcham Plains

2014 has been a happy year of learning and building relationships for the children, families and the staff at Pasadena Kindergarten. Our Staff Team have had the opportunity to reflect on their practice and seek out new and better ways to improve learning outcomes for the children.

In February this year we celebrated our achievement of an overall rating of Exceeding National Quality Standards in our Assessment in 2013. The Assessment Report from the Registration and Standards Board of South Australia showed that we had an Exceeding rating in the areas of Educational Program and Practice, Physical Environment, Relationships with Children and Respectful, Supportive relationships with Families.

We continue to enjoy and learn so much from being a very Multi Cultural Kindergarten. We have 19 different languages spoken by the families in our Kindergarten Community this year and have enjoyed many significant cultural and language experiences.

The core staff team with Director, Sue Klar, Teachers, Jill Lyons and Gayle Jury and Early Childhood Worker, Susanne Oldfield have worked together for the last 3 years. They were joined this year by Preschool Support workers, Lenka Velisek, Cindy Pullen and Rosina Barkhuisen and Bilingual Workers, Ratna Hayes (Indonesian and Malay), Mubarka Janud (Urdu and Punjabi), Nhung Dinh (Vietnamese), Judy Lin (Chinese and Mandarin) and Sunny Park (Korean). Volunteers, Amy Chan and Sandy Ahmed, have offered great practical support to the children and staff.

We began the year by successfully meeting the challenge of settling all the children into the Kindergarten environment with the Same First Day start. A significant number of the children at our Kindergarten start with almost no or limited English and we did find this challenging in the first weeks of Term One with all the children learning to adjust to the Kindergarten environment and program. Employing an extra Early Childhood Worker in those first few weeks was very helpful. As the year has progressed we have watched these children grow more confident and competent and appreciated a sense of the groups being settled and each term moving on as a group rather than stopping to settle in new children. Extending the thinking, learning and challenges for 5 to 5.8 year olds who in the past would already be at school has required planning with the outcomes for all being very exciting. These older children have created their own ambitious projects and with Teacher help and appropriate resources have achieved much.

The Kindergarten has had a strong enrolment of 60 eligible children this year. We have continued to enjoy the benefits of working with our two groups: the Koala Group of 36 children attending a full day on Monday and Tuesday and Wednesday morning and the Magpie Group with 24 children attending on Wednesday afternoon, Thursday and Friday all day. Attendances have been strong throughout the year.
The 2014 year began with strong enrolment numbers of 56 children, 33 in the Koala Group and 23 in the Magpies.

The governing council consisted of a small group of around 7 people, but we did not let that stop us from achieving everything we could for this wonderful kindergarten. One of the important functions of the governing council is to raise money and make decisions on where money should be spent to further enhance the learning experience at Pasadena Kindergarten.

There were many successful opportunities to raise funds including Harmony Day, Obstacle-a-thon, Book Week, Community Lottery Raffle and Custom made T-Towels featuring the children’s artwork. It was such a wonderful experience to see how the families of the children brought in food to share and sell on Harmony Day and everyone had the opportunity to try authentic food from different cultures. Students decorated pots to sell with donated plants and parents generously donated baked goods and other produce to help as well.

This community spirit continued with the “Garden Working Bee” when parents from both groups banded together to plant new plants, spread mulch and trim tree and work on the Imaginative Garden area. Irene liaised with local organisations like Greening Australia and we sourced native plants from parent donations as well. No job was too small or large and the work was completed in record time due to the many hands at work. The children played while the adults chatted and worked together creating an atmosphere that is rarely seen these days. The kindergarten is blessed with a beautiful outdoor space, and the Governing Council has a strong role to play in continuing to improve it.

One of the biggest hurdles we had as a committee in the fundraising area was the inability to run a Bunnings BBQ. It seems this is a very popular fund raiser for many organisations and this year it was our turn to miss out. So we had to come up with another major fundraiser. Enrolment numbers were also quite low for 2015, so the decision was made to run an Open Day which would serve to address these two areas.

Although there was a lot of preparation and coordination, the rewards were well worth the effort as everyone banded together in the end to help advertise it, distribute flyers, bring in goods to sell in the Home Produce Stall, the Cake stall, the Books and Toy stall and the preloved children’s clothing stall. When asked who could assemble the craft kits, more offers of help poured in. The day was a huge success and brought with it a huge community spirit. The Entertainer (Dan Burt), the face painters Qudsia and Sandy and Mootilda from Farmers Direct, kept the crowds smiling and the children laughing and the crowds of people just had to stay and buy another cake, eat another sausage or complete another craft. While the overall profit from this event fell short of a Bunnings BBQ, the positive flow-on effect of this event is sure to be felt for the next few years.

One of the other concerns we needed to address was the tired old shed, with its rickety doors and hole in the roof. As purchasing a new shed would all but deplete the funds, it was decided to apply for a grant from Mitcham council. The hard work in writing this submission was completed by Francine Turner and we are so grateful for her efforts which have now come into fruition with a sum of $3,500 being granted (around half of the cost) for a new shed. This is now a project that can be undertaken by the next Governing Council early in 2015 and will include the erection of a new shed with shelving, new swing sets and a rainwater tank in a better suited location to provide the children with maximum outdoor play area.

The money raised this year, along with the massive efforts of previous Governing Councils, meant that we could afford to proceed with the Wooden Play Platform which was erected in Term 4. The
children enjoyed the way the equipment can be transformed to become anything from a Pirate Ship to a Cubby house and anything else the children could dream up. Future additions to the platform in 2015 will include some Aboriginal art using the Aboriginal funding. This will provide the children with yet more opportunities to explore their creativity and enhance their learning experiences.

This year on the Governing Council at the Pasadena Kindergarten has honestly been the most rewarding experience. This is a special and unique year as your child starts shy and ends confident and ready to face the excitement and challenges of school are so memorable and rewarding. The community spirit that this environment brings is so special and we hope that you will take this opportunity to become part of this amazing teaching facility and continue to help it grow and succeed.

Qudsia Yemisi Ahmed – Chairperson
Irene Schonberg – Vice Chairperson
Pasadena Kindergarten Governing Council 2014

3. HIGHLIGHTS 2014

We have enjoyed some great experiences and celebrations as a Kindergarten Community. Early in the year parents and children joined the staff in a big working bee to plant our Imaginative Garden, create a new pathway and restore and prune other parts of our Outdoor Learning Environment. In Term 4 the same group led by some strong and creative Governing Council Members held a very successful Open Day at the Kindergarten. The Open Day achieved the planners’ goals: it was a great Kindergarten Community day, it opened our doors to the wider community who attended very well and we raised a significant amount of money.

Watching children growing in confidence, developing and building their thinking and learning, having the confidence and using resources creatively to pursue their ideas has been a delight. It is always good to look around and see the children engaged, confidently pursuing their interests and building their skills and having fun together in our Kindergarten environment.

Other special events would include our Harmony Day, Obstacle-a-thon, Book Week morning teas and End of Year Celebration Nights which have all been well supported by parents and grandparents. The children went on excursion to the Hahndorf Farm Barn and the Patch Theatre performance of ‘Cranky Bear, enjoyed delightful performances by Ventriloquist and Singer David Salter, the South Australian Police Band and then the Kaurna Puppet Show. The Metropolitan Fire Service Appliances visited. Our Bilingual Workers along with our regular staff have engaged the children in many interesting cultural cooking experiences, often using the vegetables grown in the Kindergarten vegetable garden. Observing the Living Eggs chicken hatching program and the life cycle of the silkworms has been very interesting.

We have created two new play spaces in the Outdoor Environment: the Imaginative Garden, built by parents last year and planted by this year’s parents, and the Play Platform, built by Betterland with funds raised by Governing Council and parents in 2013 and 2014. The Imaginative Garden has been a place of some wonderful creative and dramatic play all year. The Play Platform was completed in early November and has already been used as a house, a quiet place to read a book or play a board game. It will be enjoyed by many children in the years to come.
4. QUALITY IMPROVEMENT PLAN

This year we created an ambitious Quality Improvement Plan and have made significant steps in many of the Actions and Improvements planned. As the year progressed it became evident that the plan was “too big” for one year and so we have worked extensively in some areas and decided to hold other areas for our plans in 2015.

Priority Area QA1: Educational Program and Practice 1.2

All children will be challenged, engaged and developing their learning—both independently and as part of a group. Numeracy and Literacy learning and competency will be an integral and natural outcome of all learning. The ‘Child’s Voice’ will guide our planning.

Our strategy in this area was to unpack our learning with Claire Warden’s teaching:

- Her concept of ‘Talking Tubs’ to stimulate children’s thinking, questioning and directing their own learning
- Use of ‘Floor Books’ as a possible way to record a group of children’s learning with the ‘Talking Tubs’ and developing their skills in describing their learning
- Her concept of learning numeracy and literacy skills through developing natural outdoor learning environments

What happened:

“Talking Tubs”

- much discussion about what should be included in the ‘Tubs’ to inspire children’s thinking and curiosity
- Our first tub had a Farm theme. The items inspired much initial discussion however there was just too many items in the tub and too many ideas to follow through.
- A farm tractor inspired much discussion about the tractor pulled lawn mowers we see in the park next to the Kindergarten and about lawn mowing in general—something we hadn’t predicted but clearly this is where the opportunity for children to share their thinking is so important
- We decided to introduce items like a series of torches with different power sources, and technology items like a metronome where children brainstormed about how it worked, what it did, how they could use it. These strategies inspired rich oral language, thinking, problem solving and learning
- We concluded that we will continue to develop ‘Let’s Talk Projects’ rather than be constrained by the ‘Tub’ idea.

Floor Books

- We looked at how several other kindergartens have developed these books
- used several formats for children to document their learning – big books, individual drawings and scribing, using big ‘map like’ drawings
- Concluded that we need to continue working on effective and manageable ways for children to document their learning and for this to be accessible to parents. Group drawings, photos with children’s scribed thoughts and own writing, books of individual drawings and thoughts will all be used in 2015

Numeracy and Literacy Skills in natural outdoor learning environments

- We have developed an Imaginative Garden this year: a garden place with many props and opportunities for children to explore, create patterns and organize materials to represent their ideas, enjoy sustained dramatic play and enjoy ‘being’ in a beautiful natural environment that they helped to create

Further strategies included attending Professional Development as a staff team:

- ‘Curriculum Planning for 5-6 year olds’ with Elspeth Harley. This ‘gave us permission’ to not start teaching phonics and reading in a formal way but to give children the opportunities to build and extend their ideas and thinking with challenging materials. For example, this included using more complex construction sets and inspiring art materials, many opportunities...
to write about what they have learnt, using puppets constructively to tell stories and much more. It has been a delight to work with our older children and their mature skills and thinking.

- ‘Competent Educators/Competent Children, Numeracy and Mathematics in the Early Years’ a 6 part series with Deb Lasscock. At each session we would learn and be inspired and then we would take this to our curriculum planning meetings where we would discuss, plan, review and support each other as educators. It was very positive process. Deb had many practical ideas to intrigue, inspire curiosity and prompt the children to explore and verbalise their understanding. We have enjoyed trying and adapting them in our practice. We discovered that the Outdoor environment which includes man made and natural materials is a great resource for building children’s concepts of shape, spatial awareness, size, number and matching and sorting. Constructing with water and sand in the sandpit provided an inspiring play space for critical thinking: planning, making predictions about what might happen and talking about the outcomes.

**Priority Area QA 2.2.1 and QA 6.2**

**Children and Parents will show an increasing awareness of healthy lifestyles and good nutrition. They will make healthy, balanced and varied food choices for themselves.**

- We continue to grow vegetables, cook healthy foods (often using these vegetables), promote cooking from the many ethnic heritages in our Kindergarten Community and share these recipes through newsletters and notice boards
- Parents are repeatedly informed about the importance of providing nutritious, healthy food in their children’s lunch and snack boxes. Cultural variations on the traditional Australian sandwich are encouraged and supported by the staff.
- Leaflets about healthy eating, nutritious lunch box ideas and the importance of drinking water are regularly posted in the ‘Parent’s Pockets’.
- We recorded the variety and number of fruits bought by the children on a graph chart as a way of encouraging the children in their good eating habits
- This is an ongoing priority and will continue to be an important emphasis in future curriculum planning.

**Priority Area QA5: Relationships with Children 5.1.2, 5.2.1**

**The Outdoor Learning Environment will be a place offering challenges, new pathways, opportunities to develop skills and competencies in all areas.**

**Children’s Wellbeing will be evident.**

Our Outdoor Learning Environment was already an inviting play area and a place where most children chose to spend much of their time. This year we have sought to investigate the ways children learn best in this environment and as part of this investigation used the Reflect, Respect Relate Wellbeing scale looking specifically at Children’s Wellbeing in the Outdoor Learning Environment.

This is what we did:

- In weeks 2 & 3 of Term 2 a sample group of 10 children(5 boys & 5 girls) were filmed in 6 x 3 minute episodes of play in the Outdoor Learning Environment. The filming occurred over a number of days
- The staff team viewed the footage and discussed and assessed the children's Wellbeing using the Respect, Reflect, Relate Wellbeing Scale.
- The mean score on the Wellbeing Scale was 3.7 with the individual children's scale ranging from 3.3 to 4.2

**What we concluded was happening:**

- Social /emotional Wellbeing is a big factor in play, particularly in the outdoors where play is less structured and children have to rely more on their own social capabilities/competencies.
- Sharing toys and props is a big area for development and learning. For some children they felt they had to work to get the toy they wanted and then maintain use of it. One child was
unsettled, discontent when her attempts to lead the play were not being successful and other children weren’t listening to her. When she managed to get the desired prop of the cash register her demeanour changed and she played very happily. This sense of ‘wellbeing’ was temporary.

- Entering play with other children is a skill that many children need to work on. Some children don’t even really try and are content to settle with parallel play. One child, often negative, talked a lot about how “It wasn’t fair” or ‘they are not sharing” and then when the children invited her to play she tried to control the play and got upset when they didn’t do what she wanted. Another boy often sought to play ‘safe’ board games with a teacher rather than trying to enter play with the other children.

- Child 10 surprised us. We thought he never settled at activities and was always wanting to run and play noisy games with his friends. His fine motor skills with drawing /cutting were poor. However what we saw was that he was concentrating on activities like sand play, building roadways, ball games until he completed them and he also has good cooperative and social skills: included others easily, listened to his friends, problem solved and negotiated. He is skilled at playing and socially and emotionally very competent.

- One child was engaging in aggressive behaviour and ‘fighting dramatic play’. This was often not seen by the staff because he found places ‘out of the teacher’s vision’ to do these things - e.g. under the play platform or behind the shed.

- We had thought that this enquiry project would lead to rethinking and planning more interesting, inspiring and challenging Outdoor play spaces. What we found was that the first thing we needed to address was the children’s social and emotional confidence, resilience and wellbeing.

What we decided to do

- Work on building children’s understanding of emotions and how to work with them. Use photos and stories to prompt discussion and further understanding.

- Helping the children understand ‘points of view’ when conflict arises over sharing, entering play. Talking/brainstorming ideas about what they can say or do in a conflict situation. Using puppets to build a conflict scenario and talk about how it could be resolved.

- When real conflict does arise teachers work with the children to use the strategies talked about in discussion groups.

- Encouraging children to simply go and play, rather than ask other children if they can. Often when asked children will say ‘no’ but if a child just joins in they are more likely to be accepted.

- Encourage children to first try and solve the problem themself rather than come straight to the Teacher for assistance.

- Helping children to be more specific with the language they use in conflict situations. For example, When saying, “Stop it, I don’t like it” add what they don’t like, e.g. “Stop it I don’t like it when you stand on my building “ or ‘push me on the slide’ or..

- With the child who can be negative when she cannot direct and control the play, help her to name the positive things that have happened and focus on these.

- Sometimes it is necessary for staff to limit the number of children in a play area so it can be enjoyed and is engaging for the participants. With this it is necessary to show children that it is a fair process and that they will get a turn within a reasonable time. Timing children works in some situations.

- Lining up to take a turn with the bouncing net or the wave mat also teaches them strategies for fair play. Playing games like Duck Duck Goose or Hide and Seek (with a Teacher’s help) which have simple rules does help the children with learning to share and following fair rules.

- We continued to work on creating a more engaging play environment: setting up dramatic play environments like a ‘Supermarket’, ‘Hospital’, ‘Vet Clinic’, ‘Fire Station’, planting and nurturing plants and using the children’s ideas for props in the Imaginative Garden, creating challenging climbing and ball skill experiences and planning and building a multi function/’create what you want’ Play Platform.
What were the Outcomes for the Children:

- Ten children were filmed again by our Early Childhood Leader, Julie Offord, in Week 3 of Term 4 and assessed using the Wellbeing Scale. Nine of these children had been filmed and assessed in Term 2.
- The mean score on the Wellbeing Scale was 4.2 with the individual children’s scale ranging from 2.0 to 5.0; an improvement of 0.5 on the original observations in Term 2. This score indicates a mainly supportive environment. Children were observed as being generally happy with a few signs of emotional discomfort, adequately succeeding in meeting and regulating their own behavior.
- Julie Offord made many valuable observations and comments: the results support our thinking that planning for development of social skills is critical.
  - The scores scaled below 3.00 all involved conflict of some form and occurred when no teacher was directly involved with supporting resolution of the conflict. The staff commented when reflecting on these low score observations that they had deliberately stayed away from situations that Julie had been filming so as we could see how the children interacted without adult support.
  - The large size of our Outdoor Environment offers interesting and diverse play opportunities but also provides a challenge as Teachers seek to support children’s learning in such a ‘spread out’ area: a challenge we will continue to plan for and assess in our curriculum programming.
  - Julie observed some very high scores where children were highly involved in the range of experiences provided such as the Veterinary clinic dramatic play, sandpit, climbing, using stilts, dramatic play on the slide, water play etc

Further Observations made by the staff during the year:

- We observed that all the children had matured, gained confidence and had built many skills. Most children adopted ideas we had talked about for problem solving in conflict situations and used these with varying degrees of success. The children held on to dispositions and ‘their way of interacting’ to a lesser or greater degrees. Some children had progressed significantly with using more cooperative, appropriately assertive and empathetic behaviours which impacted significantly on successful and happy play with their peers. Progress for most was slow and steady with a few ‘significant moments of breakthrough’ for some. The outcomes varied.
- A quietly confident child has moved on to complete many ambitious self initiated projects and has led and taught his friends how to make things and play with them.
- The child who focused on shooting games and engaged in aggressive with his peers has become more cooperative in play, more truthful when reporting on interactions with his peers and has made some reciprocal friendships.
- The child who struggled to lead and control the play has experienced many periods of happy play with her friends but at times she reverts to dominating the play and excludes children when she is not in control.
- The ‘Mature Thinker’ who struggled to enter interactive play has made great progress in exchanging ideas for dramatic play and building the play with like minded peers. There are still times when she takes over with her ideas and her actions cause conflict. She is getting better at expressing to the Teachers how she feels and what she could do next.
- The child who seemed envious of other friendships and repeated often that other children excluded her, has matured, stopped seeking to have just one ‘best friend’, moved on to pursuing and involving herself in activities that interest her and found it works to play with many children.
- The Teaching Staff gained many insights into children’s dispositions, how they interact with each other and how to support them to become confident, resilient and skilled in negotiating, cooperating and building relationships with other people.
Priority Area QA6: Respectful supportive relationships with families are developed and maintained

6.1 Supporting the DECD Priority to improve attendances in all DECD sites
- Attendances have remained strong throughout the year particularly on the full days of Kindergarten. A number of parents have chosen not to use the Wednesday half day sessions because their work commitments make it difficult to pick up or deliver their child in the middle of the day.
- We have continued with the practice of phoning the family if their child has an unexplained absence from Kindergarten for more than a week. We have only had to do this a few times this year as most parents inform us when their child will be absent.

6.3 Actively Participate in the Mitcham Plains Partnership with a shared understanding of goals as we work together in developing successful outcomes in the learning and development of all children and young people.

The Partnership has provided a very positive opportunity to build relationships with the Schools and their Leaders. There is definitely a sense of us all working together for better outcomes for children. The focus on Feedback which has included a number of sites using the “Consultancy Protocol” to share with the Partnership has been a very valuable tool of reflection and practical support. It is evident that Leaders of all age groups essentially have similar experiences and challenges – and much can be learnt from sharing our practice. I have joined a group who are exploring how Support Services will be provided/managed through the Partnership.

There has been increased opportunities to share with the schools that our children are moving onto next year. Reception Teachers from Bellevue Heights PS, Clovelly Park PS, St Therese Catholic School and St Bernadette’s School have visited the children and talked to our staff about their progress. We continue to build a very helpful link with Bellevue Heights Primary School through visits and phone discussions: they have a Multicultural cliental that is very similar to Pasadena Kindergarten and it is informative and very useful to share strategies, contacts and knowledge with them.

Priority Area QA7: Leadership and Service Management
All staff are supported by their Line Manager as they develop and evaluate an Individual Performance Management Plan.

All staff feel supported as they work to achieve their personal goals and as they work as part of the Staff Team to achieve the goals of the QIP.

I have met with our Education Director, Richard Costi, three times this year. Richard has been very supportive and encouraging and offered helpful and realistic strategies when discussing the progress of our QIP and my Individual Performance Management Plan.

I have met with Jill Lyons, Gayle Jury and Susanne Oldfield twice, in Terms 1 and 4 to discuss their strengths, strategies for improvement and their progress.

5. INTERVENTION AND SUPPORT PROGRAMS

We have six children accessing support from DECD Support Services in 2014. They were all referred to Special Services either in 2013 or this year 2014. Children with Special Needs represent approximately 10% of the children attending our Kindergarten

Two of these children were diagnosed with Autism Spectrum Disorder and were given a high level of Preschool Support to enable them to access kindergarten safely and to develop their learning goals with positive outcomes.
All 6 of these children accessed Speech Pathology for speech and language difficulties. Three of these children worked with DECD Speech Pathologist, Jennifer Wadsworth, two children worked with the Novita Speech Pathologist and another with private Speech Pathologist, Sally Schulze. The two Autistic children received Occupational Therapy and Physiotherapy support from Novita

Five of these children received **Funded Preschool Support** with:

- a total of 9 hours per week in Term 1, a total of 11.4 hours per week in Term 2, a total of 8.4 hours in term 3 and 6.6 hours in Term 4

- The Kindergarten paid for additional hours of support. It is not possible to employ an ECW for less than 2 hours and so to facilitate weekly support for each child the Kindergarten has paid for the additional time to allow for this.

Lenka Velisek, Rosina Barkhuisen, Susanne Oldfield and Cindy Pullen have supported these five children. The Speech Pathologists’ Reports and reports from Novita and Autism SA indicate clearly that the progress made by these children has been significant.

Susanne Oldfield is our 0.6 ECW and she was backfilled to release her to work with two of the children with special needs. This worked particularly well with Susanne being in a position to work with the children incidentally throughout their time at Kindergarten as well as supporting them more specifically with the allocated hours of Preschool Support.

Cindy Pullen is new to Preschool Support and has sought out training in working with children with Speech difficulties. She has worked effectively with the Speech Pathologist’s guidelines to improve a child’s speech and oral motor control.

Rosina Barkhuisen and Lenka Velisek have effectively supported our children with Autism. Rosina has a particular expertise in working with children with Autism. Lenka Velisek has attended training and learnt much from the guidance of Specialists from Novita. They have worked together, planning, discussing progress and generally supporting each other. The children with Autism have made exceptional progress in a number of areas including being a part of a social group, developing communication and play skills and participating in the Kindergarten program including mat time games, songs and stories.

Our Support ECW’s have worked collaboratively with the staff team and the specialist team including Disability Coordinators, Gen Reynolds and Natalie Morphett and Speech Pathologist Jennifer Wadsworth.

**Negotiated Education Plans** have been made and followed for three of the children. Meetings to review each child’s progress with these plans have occurred throughout the year. Parents, Support ECW’s, Support Services Team members and the Director of the Kindergarten attend these valuable opportunities to support these children facilitating effective and positive outcomes. The Final NEP meetings for these three children also involved the Principal and Reception Teacher from the school the children are transitioning to.

Each term a **Support Service Review** meeting has been conducted. All children referred to Special Services including those whose application had only just been initiated were discussed and planned for by the Review Team. This included the Disability Coordinator, Speech Pathologist, Psychologist and Director of the Kindergarten. Plans, actions and timelines were made for each child. This has been a very effective way of discussing individual children’s needs, assessing what needs to happen, coordinating resources and Agencies involved, making sure that all the relevant plans are put into action and most importantly, accessing the expertise of the Support Services Professionals.
Bilingual Support Program

A great strength and celebrated characteristic of Pasadena Kindergarten is the rich diversity of cultures and languages amongst the children and families that make up our Kindergarten community! Again over 50% of our children come from non English speaking backgrounds. The thirteen first languages other than English spoken by our children this year were: Indonesian, Bangla, Urdu, Punjabi, Vietnamese, Korean, Malayalam, Sinhalese, Persian, Arabic, Nepalese, Mandarin Chinese and Dhivehi. Several children come from a bilingual background with Serbian, Khmer, Greek and Italian being spoken as well as English in their home. Some of our ESL children commence Kindergarten with no understanding of English and often only a few days after arriving in Australia. This can be an overwhelming and distressing experience and our staff team work very hard to reassure them with body language, gesture and a few words they might have learnt of their home language. To have a Bilingual ECW available to help them and their family at this transition time makes an enormous difference to how they settle in and enjoy interacting with staff, peers and the learning environment. Children who understand ‘a little’ English need to feel comfortable and emotionally supported and confident to be able to settle and develop in the Kindergarten environment. Someone who speaks their first language can guide them through routines, talk about what is happening and what they are learning and offer very valuable connections and insights for the regular staff in the Kindergarten.

This year the regular staff have worked closely with the Bilingual Workers to assess the children’s language and speech capabilities and their thinking, numeracy and literacy skills in their first language: a valuable strategy which assists in realistic and informed understanding and planning for these children.

Our Bilingual Children have been supported by 5 Bilingual ECWs this year: Ratna Hayes, Indonesian/Malay, Mubarka Janud, Urdu/Punjabi, Nhung Dinh, Vietnamese, Judy Lin, Mandarin and Sunny Park, Korean. Ratna, Mubarka, Nhung, Judy and Sunny have not only supported the children who speak their language but other bilingual children needing support as they develop and learn. Our Bilingual Workers have shared aspects of their culture and language with all the children: cooking, teaching songs, greeting and words, talking about special festivals like Chinese New Year, Eid and even the celebrations with the new Indonesian Prime Minister.

In Term One we were allocated 108 Bilingual ECW hours, in Term Two, 90 hours, in term 3 111 hours and in term 4 144 hours.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2012 - 2014

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Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems

We have had a strong enrolment numbers throughout the year. Five children moved either overseas or interstate during the year. Three families who were unaware of the new Same First Day system, contacted the Kindergarten late in Term 1 to enroll their child with birthdays between February and April 2010. This meant that these children only accessed 3 terms of their Universal Access entitlement. All three children were from non English speaking backgrounds and their parents would rely on other people in their community to inform them about this change. Information about the Same First Day Policy has been added to our website. Parents in the community are hopefully more aware of this policy as news and understanding of it spreads by word of mouth.

6.2 Attendance

Figure 2: Attendance by Term

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<th>Attendance Percentage 2012 - 2014</th>
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</tr>
<tr>
<td>2012 State</td>
</tr>
<tr>
<td>2013 State</td>
</tr>
<tr>
<td>2014 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

Attendances have been very strong on the ‘long days’ of Kindergarten. That is on Monday, Tuesday, Thursday and Friday when the children attend from 8.45 a.m. – 2.55 p.m. Attendances on the Wednesday half days has not been as strong with a few families choosing not to send their children because they cannot manage either the ‘pick up’ or ‘drop off’ in the middle of the day. Most of these families use Long Day Child Care on these Wednesdays

### 6.3 Destination – Feeder Schools

#### Feeder School Percentage Data

**Table 3: Feeder School Percentage Data 2012 - 2014**

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0127 - Edwardstown Primary School</td>
<td>Govt.</td>
<td>6.3</td>
<td>8.8</td>
<td></td>
</tr>
<tr>
<td>0270 - Mitcham Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>0340 - Ascot Park Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0565 - Blackwood Primary School</td>
<td>Govt.</td>
<td></td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>0723 - Colonel Light Gardens Primary School</td>
<td>Govt.</td>
<td>21.9</td>
<td>5.9</td>
<td>11.8</td>
</tr>
<tr>
<td>0932 - Clovelly Park Primary School</td>
<td>Govt.</td>
<td>3.1</td>
<td>14.7</td>
<td>14.7</td>
</tr>
<tr>
<td>0952 - Clapham Primary School</td>
<td>Govt.</td>
<td>15.6</td>
<td>14.7</td>
<td>11.8</td>
</tr>
<tr>
<td>0993 - Marion Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1017 - Glenelg Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1136 - Bellevue Heights Primary School</td>
<td>Govt.</td>
<td>6.3</td>
<td>14.7</td>
<td>11.8</td>
</tr>
<tr>
<td>6342 - St George College Junior School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8003 - Heritage College Inc</td>
<td>Non-Govt.</td>
<td>5.9</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>8026 - Immanuel Primary School</td>
<td>Non-Govt.</td>
<td>3.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8036 - St Peters Lutheran School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>8500 - Islamic College of South Australia</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9017 - St Therese Primary School</td>
<td>Non-Govt.</td>
<td>3.1</td>
<td>5.9</td>
<td>8.8</td>
</tr>
<tr>
<td>9045 - St Anthony’s Catholic Primary School</td>
<td>Non-Govt.</td>
<td>6.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9070 - St Bernadette’s School</td>
<td>Non-Govt.</td>
<td>25.0</td>
<td>17.7</td>
<td>11.8</td>
</tr>
<tr>
<td>9074 - Stella Maris Parish School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9402 - Sunrise Christian School</td>
<td>Non-Govt.</td>
<td>9.4</td>
<td>5.9</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.1</td>
<td>99.8</td>
<td>99.9</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 System
Our kindergarten does feed to a large number of schools. This reflects its location in an area where no school is easy walking distance from the Kindergarten.

At the time of enrolling their child at Kindergarten many parents are uncertain about which school they will be sending their child to. I encourage parents to look at school options well before their child is ready to start school. For some parents who have recently arrived from Overseas this is not a task they attend to quickly. Our Clientele includes a large number of families living in rental accommodation. These families move to new addresses more frequently. This is another factor that delays the process of deciding which school they will enroll their child.

Often the School Destination is not recorded on the EYS system for children before the Data collection in Term 3 so the above graph although somewhat helpful does not give an accurate picture. I have included figures collected at the end of this year for a more accurate picture.

Of the 63 children whose school destination has been recorded this year:

10 Colonel Light Gardens Primary School
4 Edwardstown Primary School
7 Bellevue Heights Primary School
6 Clovelly Park Primary School
4 Clapham Primary School
6 other DECD Primary Schools
7 Interstate/Overseas Schools
9 St Bernadette’s Catholic School
3 St Therese Catholic School
7 other Independent Schools

37 of the children moved on to DECD Schools and 19 to the Independent Schools.

There has been a significant increase in enrolments at Colonel Light Gardens Primary School. This school has dropped its zone restriction for children entering at Reception level.

7. CLIENT OPINION

In October 2014, the parents of 25 of the 59 children attending their eligible year at Kindergarten completed the Parent Opinion Survey. The detailed results of this Survey can be seen in Appendix 2.

Feedback in the Areas of Quality of Teaching and Learning and Support of Learning was very positive with large numbers strongly agreeing with statements like ‘Teachers are enthusiastic in their teaching’, ‘My child’s teachers make learning interesting and enjoyable’, ‘The Preschool has an excellent learning environment’, ‘My child is happy at this preschool’ and ‘This preschool provides a safe and secure environment’. Comments like ‘My daughter has become so inquisitive and loves to learn and ask questions’ and ‘Our son has really enjoyed his year at Kindy. He has grown from a shy boy to a confident, enthusiastic young man with a thirst for knowledge and learning’ back up this consensus in the ‘tick boxes’.

There was a slightly lower agreement in the area of the preschool providing information about other support agencies within the community. We have created a phone directory which is included in the enrolment pack, we have a Community noticeboard and a revolving stand with many leaflets giving information on a wide range of support agencies in the community. It may be necessary to draw more
attention to these resources through the newsletters and when enrolling children. There is a short paragraph in our Information Leaflet about Support Services: this could be expanded upon.

In the area of Relationships and Communication there was a strong agreement that parents felt welcome and were comfortable about approaching teachers to talk about their child’s progress. Two parents commented that they would like more opportunities to discuss their child’s progress in an interview situation. We do offer parents an interview in terms one or two to discuss their child’s Individual Learning Plan and any other aspects of their learning and development. Most parents take this up. Some find it difficult to attend during the day because they have work commitments. They also miss the incidental chatting on a 1:1 basis as to what their child has been doing/learning during the day which parents dropping off and picking up their children enjoy. For these parents we plan to offer either an evening interview in May 2015 or a telephone interview at a mutually agreeable time.

A focus in our Quality Improvement Plan in 2015 will be to rethink how we present the Fortnightly Program and information about what the children have been learning. The Program Outline will be accompanied by photos and stories of what the children have been learning. Our plans for the ‘Let’s Talk Projects’ include a focus on children and teachers recording their thinking and learning. These recordings may be in the form of books, learning maps, photos with children and staff comments and we hope to have these readily available for parents to peruse.

Most parents agreed that the preschool did involve them in decision making about their child’s education, sought their opinions and provided opportunities to be involved in Governing Council. A few did not. Next year we plan to include a brief description of what was discussed and decisions made at Governing Council in the Parent Newsletter each month. This will be accompanied by the date of the next Governing Council Meeting and a reminder that all parents are welcome to attend Governing Council Meetings.

8. ACCOUNTABILITY

Our site was audited with regards to the DECD Criminal History Screening Process in November 2014. A register was set up to document the Criminal History Screening status of all adults associated with the Kindergarten. We are now compliant with the standard.

9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>346,033.20</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>29,740.00</td>
</tr>
<tr>
<td>4 Other</td>
<td>8,643.15</td>
</tr>
</tbody>
</table>

Appendix 1: End of Year Profit and Loss Statement