It has been a busy and happy year at Pasadena Kindergarten. A time of consolidating what we do well, reflecting on new strategies, thinking and making effective improvements and watching children develop their individual interests and skills and learn so much together.

The Cultural Diversity of our children and families continues to be a great strength and delight. This year over 65% of our children came from Non English speaking backgrounds with another smaller group of children coming from Bilingual families. Fifteen languages other than English are spoken by our children. Three Aboriginal children joined us this year, including two 3 year old children.

Our core staff team of Director, Sue Klar, Teachers, Jill Lyons and Gayle Jury, and Early Childhood Worker, Susanne Oldfield, have now enjoyed working together for 4 years. We were joined this year by Bilingual Support Workers, Anik Shipman (Indonesian/Bahasa), Nhung Dinh (Vietnamese), Fatin Andrawos (Arabic) and Judy Lin (Chinese/Mandarin) and Preschool Support Workers, Rachel Morrison, Megan Hemer and Anuja Maliduwaarachchi. Volunteer, Amy Shui Ki Lam, has offered great practical support to the children and staff. We mentored and supported two tertiary students this year: one a 3rd Year Pre service Teacher from Uni SA completing 25 days of practical teaching experience and the other a TAFE student completing her Diploma of Early Childhood Education and Care worked with us for 14 hours each week for two terms. In Term 3 I took 7 weeks of Long Service Leave and my Director’s position was ably filled by our Teachers, Gayle Jury and Jill Lyons. Sarah Fishwick then backfilled Gayle and Jill as Teacher during this period. I returned to find much learning in all areas had happened and the children were very keen to talk about it. Thank you to the Staff Team for their energetic and diligent work during this period.

The Kindergarten maintained an enrolment of 50 during the year with some children arriving from overseas during the year and others returning home or moving into the Intensive English Programs at neighbouring schools. We continue to enjoy the benefits of working with our two groups: the Koala Group attending a full day on Monday and Tuesday and Wednesday morning and the Magpie Group attending on Wednesday afternoon and a full day on Thursday and Friday.

This is the second year of working with the Same First Day start. We now enjoy the cohesion and opportunities for learning and growing together as a group that this system provides. We have a strong focus on building self confidence and social skills and learning to adjust and enjoy the Kindergarten environment in the first months of the year. As the year has progressed we have again watched the children grow in confidence to pursue their interests and build their competencies, both as individuals and as a group. We have seen remarkable growth in the children’s questioning and inquiry skills and their ability to use resources to build their knowledge and critical thinking. We enjoy the maturity of the 5 to 5.8 year olds and the challenge of working with them to extend their learning and thinking.
2. REPORT FROM GOVERNING COUNCIL

It has been an exciting year at Pasadena Kindy and we have been privileged to be an active part of the wonderful progress made in the year 2015.

The year began with the council members undergoing an Abuse and Neglect Training to enable them to identify any unfortunate incidents but luckily we never had to call upon our learning to report any such matter. The staff are vigilant and very proactive in their approach towards the welfare of their students and of each other. It has always been observed by the wider Kindergarten community that the children are always progressing in a happy environment.

The first excursion to the Hahndorf Farm Barn was a real success with children being very excited about getting on a big bus and going to see the animals. Some parents accompanied the groups and ensured all the kids had enough help to experience the wonders of the farm.

There was another excursion with the Patch Theatre about the Moon is a Balloon. It fitted in nicely with the investigations about the Solar System that the children were carrying out. All families got a refresher course in Space studies and were educated on how Pluto is not a true planet!

The life cycle of a silk worm and learning about different seasons really excited the kids as did the Koala spotting in the kindy trees. Kaurna number counting and singing it at the Play Platform opening in the presence of Rick-our Aboriginal painter- was a very moving experience and taught the children to respect the land and all that has gone before us. The little celebration after the opening was a beautiful sight too as was the Harmony Day where Orange was the colour of the day. Parents and Grandparents have been actively involved in supporting the Kindy at various opportunities. The families helped set up a produce stall on the day with the proceeds going to the kindy. Children had potted plants which were eagerly lapped up by parents.

Mother Day stall was a great learning opportunity for the kids with them going to the kindy shop, selecting a present for their mum and then buying it with their money. It brought out a different side of their personalities and showed how much they cared about their mothers. The little ladies were very particular in the choice of wrapping paper and ribbon to the great delight of the volunteers helping with the packaging. The gentlemen were a bit red faced having to shop for girlie things!

Bunnings BBQ was another successful fundraiser and a very busy day that helped raise a substantial amount for the kindy. Obstacle-o-thon towards the end of the year was another happy day with grandparents sponsoring children to run laps of the obstacle course. The children got certificates for participation and completing laps. We had many proud faces around! Many working bees too have helped maintain and beautify the kindy grounds.

Parents in Education Week encouraged families to be more involved in the education of their children. Parents came in and shared their skills with the children. Some read stories while others played musical instruments. Kids were shown how to wash their hands properly and since then it took forever to get them clean before lunch! Icing the cakes was a hit as were the Henna tattoos amongst many other inputs by the parents.

The highlight of the year for the council has been the removal of the old shed, getting the concrete slab down and the new shed being put up. It has been a massive effort by the previous councils especially Francine Turner along with the 2015 council that brought about this happy development for the Pasadena Kindergarten. It took a long time coming but was worth the sweat. We thank the councils before us for their hard work in bringing this about. The new swing set and the soft fall have added to the appeal of the grounds.

The celebration night in the last fortnight of the year was a resounding success though an emotional one. The girls in their pretty dresses and the boys in their shirts were an overload of cuteness. The
gifts given out to children by the staff were very thoughtful and the 2016 calendar has a place of pride in every family’s home.

It might seem that the prominent role of the council is to fund raise but I feel that it is geared more towards the holistic development of the children by being actively involved in their education. Many council members juggled their roles with work and having more than one young child. I would like to commend Sarah Kitto, Melissa Hacker, Sahani Gunasekara, Liza Horsley, Fathimath Sauna, Belinda Matthews, Melanie Maginnity and Kristy Moharich for their dedication. Amber Underwood helped out as the treasurer before moving to another part of the town.

Sue, Gayle, Jill, Susanne, Rachel, Fatin, Anik, Nhung, Megan, Anuja, Sarah, Jas, Chloe, Surjit and Amy all worked very hard to make this year a success with children leaving as confident and responsible little people ready for school. The families have provided a lot of support and enhanced the whole experience of being at the Pasadena Kindy. It is very easy to become involved as the staff is very welcoming and thoughtful of every child’s needs. Everyone is made to feel special and our lives have become better for being Pasadena Kindy families.

I thank the staff for their great work and appreciate the team effort and camaraderie of the governing council members. It has been wonderful working with you all.

Wish you a great 2016.

Thank you.

Simran Bath Chairperson
3. HIGHLIGHTS 2015

It is always delightful to watch children growing in confidence, learning to work together, enjoying pursuing their interests, building their thinking and learning and so many other competencies. This year we have worked to build stronger links with ‘Parents in Partnership with Teachers’: working together to build good learning outcomes for their child. We have continued to look at strategies to include the ‘Child’s Voice’ in all that we do. As a group, the children have investigated their curiosity and interest in areas like Dinosaurs, the Solar System, Volcanoes and what lies under the ground. Parents worked with their children at home to gather information on these topics. All the children have shared Technology from home, working first with their parents to understand it and then demonstrating it to their friends at Kindergarten.

As a Kindergarten Community we have enjoyed some great celebrations and experiences this year. The children have enjoyed learning about cultural events like Lunar New Year, Diwali, Eid and Christmas. Aboriginal artist, Rick Taylor, painted our ‘Kindergarten’s Story’ on our new play platform. We celebrated the opening of the Play Platform with Rick telling the story to the children and parents and then sharing a delicious multi cultural lunch together. Harmony Day is always a special celebration of the diversity of heritages in our Kindergarten with children coming dressed in either traditional costume or the unifying colour of orange and sharing this day of picnic games and food from different cultures with their families.

Other highlights this year would include our Obstacle-a-thon, our Lunar New Year Dragon Parade and End of Year Celebration Nights. Many parents participated in Parents in Education Week, sharing their knowledge and talents with the children. They involved the children in experiences like how to mix and pipe cake icing, painting with henna, washing our hands thoroughly, cooking and playing the piano.

The children went on excursion to the Hahndorf Farm Barn and the Patch Theatre to see the performance of ‘The Moon is a Balloon’, enjoyed the Kaurna Puppet Show with Sue Harris and a performance by Puppeteer, Ventrioloquist and Musician, Dave Salter. We have enjoyed observing a number of creatures from the Nature Ed Library: green tree frogs, monarch butterflies and Lizzie the shingleback lizard. We have followed the life cycle of chickens with the Living Eggs program and the silkworms. Led by Teacher, Jill Lyons, we have maintained our strong focus on ‘Sustainable Lifestyle’, involving the children in composting foods using a worm farm and Bokashi compost and growing vegetables. Our Bilingual Workers, Regular Teachers and some parents have led cooking experiences with the children often using the vegetables from our Kindergarten vegetable garden. Throughout the year the children have enjoyed and engaged in many experiences and been motivated to be involved, experiment, discover, build on skills and develop their thinking.

4. QUALITY IMPROVEMENT PLAN

Priority Area QA1: Educational Program and Practice 1.2
Educators are focused, active and reflective in designing and delivering the program for each child.

All children will be challenged, engaged and developing their learning and thinking in a deep and meaningful way – both independently and as part of a group. Numeracy and Literacy Learning will be an outcome of all learning.

The ‘Child’s Voice’ will guide our planning.

This year we have continued our journey as educators to develop strategies and planning methods that meet individual children’s needs and allow children to explore their interests and ideas and build on their competencies in a deep and meaningful way. We have built on the understanding gained through our Inquiry Project into Oral Literacy Development in 2013 and our work with enabling children to record their learning by creating books, maps, diagrams, scribbling their thoughts and working on group murals in 2014. We developed new strategies to promote and stimulate the children’s numeracy thinking and learning using methods and thinking we gained from attending Deb Lasscock’s Numeracy Workshops.
This is what we had learnt:

- Children respond to stimulus that has some connection with their life but also offers aspects that provoke curiosity and creative lateral thinking.
- Once challenged children then need the space, support and facilities to experiment, problem solve and discuss and record what they are thinking.
- Small groups maximise individual children's opportunities to use and develop oral language and thinking.
- Children thrive and learn in a variety of groups: sometimes with children who are 'like minded' and have similar aptitudes to themselves, other times when they can take the lead and other times when they can learn from cooperating and contributing to another child's lead or a teacher's lead.
- We need to continue building resources, including many visual and audio resources that evoke rich and creative language, questions, answers, and enjoyment of the rhythm and rhyme of language.
- Most children are actively involved at Kindergarten, but their level of understanding and involvement is at a variety of levels. Some children are very proficient language users while others lack confidence. Our English as a second language (ESL) children have varying levels of understanding of English, with some starting with no English at all. Many of them rely heavily on visual clues and observation of what is happening in the learning environment. They involve themselves in quite complex tasks like building with challenging construction sets where they can feel successful without being constrained by their limited English skills.

This is what we did:

**Introduced “Let’s Talk Projects”:** designed to promote children's oral language, curiosity and deep thinking and follow children's competencies and interests.

We began by introducing projects like investigating the life of 'Lizzie' the Shingleback lizard who was visiting us from the Nature Ed Library. We recorded the children's questions and observations. They observed Lizzie, drew pictures of her, acted and moved like her, talked about her and listened and discussed the answers we found from resource books and the Internet. The children's drawings, thoughts, questions and answers, new knowledge and photos of them with Lizzie and acting like Lizzie were then displayed on a wall which the children could look at, talk about and show their parents. The interest in Lizzie moved into many aspects of their play. They made lizards at the collage and playdough tables and moved around in the garden like lizards: great dramatic play!

We went on to introduce similar discussion and investigation around experiences like the ‘Living Eggs’ chicken hatching program and dairy cows and milk production, following our visit to the Hahndorf Farm Barn. The children drew and talked about their experiences which were recorded, made chickens and other farm animals and created a “Farm Barn” and dramatic play scenarios on the play platform. Their questions, discussion and findings were recorded.

All through this time, the staff were looking for areas/interests that were child initiated that could be developed. Volcanoes, Dinosaurs and Racing Cars were all exciting areas to be pursued, and we did pursue them.

It was a strong interest in the Solar System that captured the imagination and desire for more knowledge and understanding from a large group of children. The children's current knowledge and questions were recorded, Library Books were borrowed and the Internet consulted at length by the children at Kindergarten and at home with their parents. Maps of the Solar System were made and consulted and much was learnt about individual planets. The children then decided to make planets using papier mache and create a 3D Solar System which they continue to talk about and look at and consider all they learnt about size and distances and relative closeness to the sun and what that means. This was how the group recorded what they were learning. It was dynamic and very satisfying for the children who
were extremely proud of their work. Parents report that their children continue to talk about and follow this interest at home!

Technology Talks provided an opportunity for children to work with their parents to find a piece of technology at home that they could demonstrate and talk about with the group at Kindergarten. The parents were asked to help their child prepare what they were going to say to describe their technology. The children brought a wide variety of items, from rolling pins and vegetable peelers to USB sticks and a power screwdriver. The children used their understanding of measurement, number, size, cause and effect, pattern and much more in their descriptions. The majority talked confidently and used their language confidently and competently. All the children grew in their skill in asking questions and making relevant comments. The children then drew a picture of their technology, photos were taken and their language recorded. These Technology Talk posters are displayed on the walls and we often see the children looking at and talking about them.

Reflections on the Outcomes for Children:

- Children with already good language and critical thinking skills flourished in the ‘Let’s Talk Projects’.
- All children have grown in their ability to observe, critically reflect, predict, communicate, problem solve, ask deeper questions and find out more.
- Small groups work for some but not all. This can be surprising as children who can competently communicate their ideas in a 1:1 situation might lack the confidence to talk even in a small group. Personality and confidence to talk in front of the group is a factor.
- With groups of 8-10, only 4-5 children talk/become involved in the conversation. Teachers have observed that sometimes the silent children may be listening and at other times not engaged at all.
- ESL children who are developing their English skills can’t keep up with 8-10 other children in a conversation, but with 1 or 2 others can manage quite well.
- Do we need to shrink the group more or plan ‘Talking Times’ around activities: for example, when the children are making chicks in a small group does the facilitating Teacher need to ask more purposeful questions and direct the conversation. Should they be prepared to record these?
- Do we need to make sure we foster longer conversations with 1 or 2 children when looking at pictures or other inspiring prompts like a science experiment or watching/observing plants growing?
- Do we need to be more purposeful with recording oral language from all children. The Technology Talk posters made a great record of individual children’s literacy and numeracy skills.
- Children do learn to ask questions and stay on the topic. Modelling these skills is helpful. As the year has progressed and the children have built skills and matured, their questioning and ability to make comments and follow group discussions has improved markedly. This is clear when comparing recorded group questions and discussion early in the year with group discussions in Terms 3 and 4.
- I think we have progressed significantly in providing opportunities for children to contribute to the collections of evidence about their learning. We have used a variety of ways for children to record their learning: 2D visual displays with photos, information, children’s language and thinking and drawings, 3D models which are easily seen and provoke comment, individual recordings in Learning Books, photo displays on the Parent noticeboard, murals and books that tell a story of learning.
- We have investigated how three other Preschool Teams work with children to record their learning by using Floor Books. Our team agrees that we could use our own style of Floor Book sometimes to record the children’s learning journey in a particular area of interest, but
that we would like to keep on using a variety of mediums including 2D and 3D displays as well as smaller books. We need to be mindful of making it easy for children and parents to access these records.

Exploring and Using the Indicators of Preschool Literacy and Numeracy

- The Staff Team have attended Training and Development in exploring and using the Literacy and Numeracy Indicators, Encouraging Growth Mindsets and using the natural environment to develop numeracy and literacy skills. This was organised by the Mitcham Plains Partnership.

As a part of developing our pedagogy in working with children from diverse cultural backgrounds the Staff Team attended a one day workshop entitled, ‘Working with Children and Families of Cultural and Linguistic Diversity’. We explored the areas of fostering multilingualism, working with and sharing our goals for outcomes for children with Bilingual Workers and building Literacy, Numeracy and many other skills with children whose second language is English. It was a great catalyst for building thinking and discussion about how we work with our unique group of children and their families.

In Term 4 the staff visited Madge Sexton Kindergarten at McLaren Vale and Blackwood Kindergarten to investigate their practices of children recording their learning. It is always inspiring and challenging to share with colleagues about their pedagogy and learning environment.

The thinking and learning we have started this year with this training and development needs to be built on in the coming year – a challenging and exciting prospect!

- We have discussed and used the Literacy and Numeracy indicators in our Curriculum Planning, Stories of Learning and Statements of Learning.

- We have worked with the Mitcham Plains’ Results Plus Leader, Janet Burrow, to evaluate our current practice and its effectiveness.

We continue to track and monitor children’s individual literacy and numeracy development and exchange information with parents through a:

1. “Help us to get to know your child’ questionnaire when the child enters Kindergarten
2. Close observation, recording, monitoring and planning for 8 focus children every fortnight
3. Individual Learning Plan and a Parent Feedback sheet which is discussed in an informal Parent/Teacher interview. We have redesigned this process this year with great success. The details of this are reported on in QA6.
4. Statement of Learning which includes the EYLF and Literacy and Numeracy Indicators and the Child’s statement about their learning

The process of evaluation and developing our pedagogy will be ongoing in 2016 and will include an Audit of our Numeracy Curriculum at the beginning of the year. We started a journey of improvement in developing children’s numeracy with Deb Lasscock’s inspiration in 2014. We look forward to growing our pedagogy in this area of Numeracy as well as Literacy in 2016.

Priority Area QA3.2: Physical Environment
The environment is inclusive, promotes competence, independent exploration and learning through play.

- Developing our Outdoor Learning Environment has been a strong priority for several years. This year we completed our Play Platform by adding shade sails and inviting an Aboriginal artist to paint a mural depicting our Kaurna heritage at Pasadena. The play platform is a
versatile play area and this year the children have used it to create a variety of dramatic play situations using props, as an area to read and relax, as a climbing area and as a place to construct and build things.

- The very old shed and swing frame were demolished and replaced with a new and spacious shed and a new swing frame with compliant soft fall area and a garden bench.
- The staff and children will continue to work on creating inspiring play spaces outdoors at Pasadena. Our plan is to build a mud mixing area/digging patch next year. As part of promoting our learning about sustainability, a rain water tank will be installed and raised beds created. The Staff Team were impressed and inspired by the Outdoor Learning spaces that have been created at Madge Sexton Kindergarten. We will continue to think through and gather plans for developing outdoor play spaces using the children’s ideas and ideas from Madge Sexton.

Priority Area QA 6.2.1 Collaborative Partnerships with families and communities
The expertise of families is recognised and they share in the decision making about their child’s learning and wellbeing.

The parent opinion survey in 2014 returned a very positive sense of support and satisfaction with what happens at Kindergarten. Some parents indicated that they wanted to be more informed about their child’s progress, more involved in their child’s learning and development and work with the educators at Kindergarten to achieve this.

This is what we did:

- We started the year by inviting Julie Offord, Early Childhood Leader for Mitcham Plains Partnership, to talk to the parents about “Learning at Kindergarten” at our AGM. Approximately half of the parents attended this session and these parents commented about it being interesting and informative.
- We created a new Individual Learning Plan format. A summary of the child’s learning and development under the headings of the five Early Years Learning Framework Learning Outcomes was given to each parent with their child’s Learning Book. The parents were asked to fill out a questionnaire about their child’s strengths and experiences so far at Kindergarten and their questions to the Teachers. An appointment was made for an informal interview with the Teacher to discuss their child’s learning and development and share about what had been written by both Teacher and Parent. From this, further strengths and focus areas for development were agreed upon and recorded. The Teachers then shared what had happened in their interviews at the next Curriculum Planning Meeting and this informed the planning process. One parent requested a telephone interview which worked very well. The Teaching Staff all agreed that this system worked really well because it gave parents time and information to consider before they came to the interview and the focus for development was formulated in partnership with each parent. The next step of taking this information to the Curriculum Planning Meeting meant that all staff became aware of each child’s ILP and could work with this plan. We have continued our practice of observing 8 focus children every fortnight throughout the year and using these observations in our curriculum planning.

Many parents commented that they found the ILP/Interview system informative, helpful and increased understanding about their child’s learning goals. The responses in the Relationships and Communication section of the Parent Survey, Appendix 2, this year showed an increase in those who strongly agreed. This is discussed in more detail in Section 7 Client Opinion. Interviews took place in the last weeks of Term 1.

Next year we plan to offer a follow up interview in Term 3.
I have continued to publish the section on ‘What Learning and Development Happened’ of my monthly report to Governing Council in the parent newsletters so this information potentially reaches all parents.

5. INTERVENTION AND SUPPORT PROGRAMS

We have five children accessing support from DECD Support Services in 2015. They were all referred to Special Services either in 2014 or this year 2015. Children with Special Needs represent approximately 10% of the children attending our Kindergarten.

One of these children had been diagnosed with Autism Spectrum Disorder and was given a high level of Preschool Support which was supplemented by Kindergarten funds to enable them to access Kindergarten safely and to develop their learning goals with positive outcomes. This child received therapy from the Beanstalk Child Psychology agency and worked with a private speech pathologist. The Beanstalk therapists did visit the Kindergarten several times to work with our Preschool Support Workers.

Two of the children were referred to the DECD Psychologist. The Special Educator, Gem Casse, did visit these children several times. Their parents engaged private Psychologists and help from other private and hospital agencies. DECD Support Services was unable to provide the full support these children needed.

Four of these children accessed Speech Pathology for speech and language difficulties. Three of these children worked with DECD Speech Pathologist, Jennifer Wadsworth. One child was assessed and referred on to a private Speech Pathologist to work on ‘smooth talking’, another was assessed once and found to have minor language delays and the third worked with the Speech Pathologist throughout the year and received 30 minutes per week Preschool Support in Term 4. Two of these children received Funded Preschool Support with:

- a total of 7 hours per week in Term 2, a total of 4 hours in term 3 and 4 hours in Term 4
- The Kindergarten paid for additional hours of support in these three terms because the child with Autism needed 1:1 support to access Kindergarten successfully.
- Rachel Morrison, Susanne Oldfield, Megan Hemmer and Anuja Maliduwaarachchige have supported these two children. Susanne Oldfield, our 0.6 ECW, has increased her time to work with the child with a Speech delay. This has worked particularly well with Susanne being in a position to work with the child incidentally throughout their time at Kindergarten as well as supporting him more specifically with the allocated hours of Preschool Support.

Our Preschool Support ECW’s have worked collaboratively with the staff team and the specialist team including Special Educators, Natalie Morphett and Gem Casse and Speech Pathologist Jennifer Wadsworth.

Negotiated Education Plans have been made and followed for the child with Autism who has a place in a Special Class in 2016.

The Director has made contact with the Principal and Reception Teacher at each of these children’s school to discuss their development and transition needs.

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 Special Educator, Speech Pathologist 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! 60% of our children come from non English speaking backgrounds. The fifteen first languages other than English spoken by our children this year were: Indonesian/Bahasa, Malay, Bangla, Urdu, Punjabi, Vietnamese, Malayalam, Sinhalese, Arabic, Mandarin, Chinese, Khmer, Tamil, Bisayan and Dhivehi. Several children come from a bilingual background where English is the main language but Malawian, Sinhalese and Tagalog are spoken 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 4 Bilingual ECWs this year: Anik Shipman, Indonesian, Nhung Dinh, Vietnamese, Fatin Andrawos, Arabic and Judy Lin, Mandarin. Anik, Nhung, Fatin and Judy 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, greetings and words, talking about special festivals like Lunar New Year, Eid and Diwali.

This year I have take the opportunity in January and again in June to speak about Kindergarten/Preschool in South Australia with the Aus Aid International Students in their Orientation Week at Flinders University. The focus of my talk was to inform them about what happens in a DECD Kindergarten and the importance of Preschool Education in a child’s early development. I also emphasized the importance of a strong first language for learning and informed them as to how they can access Preschool/ Kindergarten in Adelaide.

In Term One we were allocated 156 Bilingual ECW hours, in Term Two, 144 hours, in Term 3 and 4 a total for the 2 terms of 165 hours.
6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

![Enrolments by Term](image)

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<td></td>
</tr>
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<td>2015</td>
<td>46</td>
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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

Our enrolment this year has been lower than in the two previous years. Possible factors that may have contributed to this:

- Some parents choosing to leave their child in a Child Care facility because Kindergarten Hours did not suit their work commitments or because the Child Care facility told them that they have a Teacher offering a Preschool Program so there was no need to go to Kindergarten. Fortunately many of our current and past parents have shared with these parents how valuable it is for a child to experience learning at Kindergarten. We did have a number of new enrolments from children of such families as the year progressed.

- Many of our parents are International University students studying at Flinders University. I am not sure if there was a decrease in the number of places offered/filled at University this year or perhaps a slight change in the demographic for these families with less children accompanying their parents to Australia. We did have slightly lower enrolments from such families.

- Director’s from neighboring Kindergartens did indicate that their enrolments were lower than usual this year.

Our enrolment for 2016 is much stronger than in 2015.
6.2 Attendance

Figure 2: Attendance by Term

Attendance Percentages 2013 - 2015

<table>
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<th>Year</th>
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<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</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 quite strong in terms 1 and 3 with a dip in Term 2. Many children were away sick during this term.

Attendances have been stronger 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

**Table 3: Feeder School Percentage Data 2013 - 2015**

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0127 - Edwardstown Primary School</td>
<td>Govt.</td>
<td>8.8</td>
<td></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>2.9</td>
<td>5.3</td>
<td></td>
</tr>
<tr>
<td>0647 - Linden Park Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>5.3</td>
</tr>
<tr>
<td>0723 - Colonel Light Gardens Primary School</td>
<td>Govt.</td>
<td>5.9</td>
<td>11.8</td>
<td>5.3</td>
</tr>
<tr>
<td>0932 - Clovelly Park Primary School</td>
<td>Govt.</td>
<td>14.7</td>
<td>14.7</td>
<td>5.3</td>
</tr>
<tr>
<td>0933 - Warradale Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>5.3</td>
</tr>
<tr>
<td>0952 - Clapham Primary School</td>
<td>Govt.</td>
<td>14.7</td>
<td>11.8</td>
<td>5.3</td>
</tr>
<tr>
<td>0993 - Marion Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td></td>
<td>5.3</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>14.7</td>
<td>11.8</td>
<td>21.1</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>5.3</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>5.9</td>
<td>8.8</td>
<td>10.5</td>
</tr>
<tr>
<td>9070 - St Bernadette's School</td>
<td>Non-Govt.</td>
<td>17.7</td>
<td>11.8</td>
<td>26.3</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></td>
<td>5.9</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>99.8</td>
<td>99.9</td>
<td>100.3</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 Systems

Our Kindergarten continues to feed to a large number of schools, both DECD and private schools. This reflects its location in an area where no school is in easy walking distance from the Kindergarten. It also reflects the fact that our ESL families often come from suburbs not adjacent to the Kindergarten because they are seeking a Kindergarten where other children from their country attend. 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.

There were 50 children who moved on to school either during or at the end of Term 4, 2015.

9  Bellevue Heights Primary School
7  Clovelly Park Primary School
5  Colonel Light Gardens Primary School
2  Marion Primary School
2  Blackwood Primary School
2  Belair Primary School
8  other DECD Primary Schools
7  Interstate or Overseas
3  St Bernadettes School
2  St Therese School
3  other Independent Schools

42 of the children moved on to DECD Schools and 8 to Independent Schools. 8 children moved into DECD Schools within the Mitcham Plains Partnership.

7. CLIENT OPINION

In October 2015 the parents of 19 of the 49 children attending Kindergarten at that time completed the Parent Opinion Survey. The detailed results of this survey can be seen in Appendix 2.

Feedback in the area of Quality of the Teaching and Learning were very positive with a very high number of parents strongly agreeing with statements like ‘Teachers at this preschool make learning interesting and enjoyable’, ‘Teachers are enthusiastic in their teaching’ and ‘The preschool has an excellent learning environment’. The percentage of those who ‘strongly agreed’ was much higher than in 2014. Comments like ‘The teaching and learning program is of a very high standard as evidenced by the many things our child explains to us after each Kindy day. We are extremely happy with the diversity offered in the learning provided and the learning environment also.’ And ‘The quality is of a very high standard. The Teachers take a genuine interest in the capabilities of the child’ are affirming of our teaching and the learning environment we provide.

In the areas of ‘Support of Learning’ there was again a higher percentage of ‘Strongly Agrees’ than in 2014. Parent Statements like, “I see a lot of Bilingual support workers come in which is good”, “Our child is extremely happy at Kindy and loves the teachers support and help. It has strengthened even further his motivation for learning and he strives for achievement as a result” and “Teachers are very helpful if a child is struggling or has a fear issue”, show what parents value.

In our QIP this year (QA6.2.1) we sought to improve in the area of working in partnerships with parents. One priority was to improve communication through giving parents the opportunity to work with an Educator to formulate a Learning Plan for their child. I have reported on further actions in more detail in the report on our QIP. The 2015 survey results in the area of ‘Relationships and Communication’ show a larger percentage of people who ‘strongly agree’ that this is working well. We still believe there is more that we can do to improve our communication with the parents. Changing our Program Board’s format and location and a follow up interview with parents in Term 3 are two areas we would like to work on in 2016.

In the feedback under’ Leadership and Decision Making’ there was more parents who agreed rather than strongly agreed on statements like ‘The preschool seeks parents opinions about educational programs’ and other statements about parents making decisions and being involved in preschool plans. This is an area we have been working on this year and need to continue working on in 2016. We will continue to encourage parents to be involved in Governing Council. We will enlist the help of
past Governing Council members to talk about their involvement with new parents. I will continue to look for opportunities at Governing Council and with all parents to involve them in the ‘big picture’ of creating new learning environments in the outdoor area and talking about the thinking around the Literacy and Numeracy Indicators and Growth Mindsets. We have invited Julie Offord, Early Childhood Educator for Mitcham Plains Partnership, to talk to parents about ‘Learning at Kindergarten’ on the night of our AGM. The creative involvement of many parents in Parents in Education Week was a very positive experience for the children and the parents. We will take the success of this and develop it in 2016.

8. ACCOUNTABILITY

All staff (including relief staff, preschool support and Bilingual ECWs, Finance officer) volunteers, Tertiary Students, cleaners, Governing Council Members have a DECD Relevant History Screening which is current. This is recorded on a template and updated when any new information is presented and checked each month to make sure all Screenings are still current.

9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$361,478.90</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$24,091.72</td>
</tr>
<tr>
<td>4 Other</td>
<td>$9,315.16</td>
</tr>
</tbody>
</table>

Appendix 1: Financial Statement as at 31 December 2015