CONTEXT STATEMENT
Settlers Farm is an established community, situated 19 kilometres north of Adelaide at Paralowie. The population is diverse, consisting mainly of single income homeowners. 84% of kindergarten children come from a two parent home. There is broad representation of various cultural backgrounds although only around 25% are non-English speaking. Approximately 85% of children attend Settlers Farm Campus on exit. Parent volunteers are active in decision making through the Governing Council. The kindergarten has an average of 125 eligible enrolments, a flourishing pre-entry program and three playgroups operating weekly.

HIGHLIGHTS OF THE YEAR
During 2010 there were a number of highlights at the kindergarten. The government initiative of providing each four year old with 15 hours of preschool was implemented for the first time this year, after consulting the parent community in late 2009, where a majority of parents preferred the 2 ½ days per week model. Through trial and error, the staff has executed a successful model which is conscious of the children’s and staff wellbeing. Various centres and sites (some from the Yorke Peninsula and Mid North) have visited our kindergarten to observe how the 15 hours of preschool was implemented. Staff implemented the new curriculum document Belonging, Being and Becoming (the Early Years Learning Framework) for programming, reporting and assessment.

As part of the ongoing focus on literacy, we continued to implement the kindergarten borrowing library and literacy kits with the help of parent volunteers. One of the fundraisers for the year, the children’s film night was directly linked with a focus on literacy through the implementation of a book based learning curriculum. The story “Where the wild things are” made its debut this year.

Staff were invited to present their knowledge, experience and practical teaching ideas of teaching rhyme to a group of leaders in the Yorke Peninsula and Mid North Region.

Other highlights include our annual Easter fun day, various Nature Education animal visits, excursions to Grug (theatre) and the zoo, the implementation of the child protection curriculum, incursions including deadly Australians, Kuma Karro (an Aboriginal dance group) and Jack and Molly’s Christmas show.

1. STRATEGIC DIRECTIONS AND TARGETS
Strategic Direction 1: Literacy 2010-2013

Targets:
At the end of 2012 60% of children who spend at least 4 terms at Settlers Farm progress 2 levels on the TROLL (Teacher Rating of Oral Language and Literacy) Language Use Scale or achieve the “Accomplished Stage” with TROLL over their year at Settlers Farm Campus (SFC) Kindergarten.

67% to be at the “accomplished stage” with TROLL data collection after 4 terms at SFC Kindergarten.

After at least 4 terms of kindergarten, 37% of children progressed 2 levels on the TROLL scale with 22% of these children achieving “accomplished stage”. The remaining 14% of these children who progressed 2 levels on TROLL did not achieve “accomplished stage”.

46% of children achieved “accomplished stage” after at least 4 terms of kindergarten. This is a decrease of 11% on the 2009 results. 32% of children achieved “well developed stage” (and increase of 3% on 2009 results).
Therefore, our target of 60% of children who spend at least 4 terms at Settlers Farm Campus Kindergarten progress 2 levels on TROLL or achieve "accomplished stage" has been attained (46% children achieved accomplished and 14% children progressed 2 levels: total 60%). Early assistance and preschool support programs attributed to the development of children’s phonological awareness skills. Staff worked individually with children (in their first and fourth terms) through conversations and observations, focusing on following instructions, rhyme, vocabulary, levels of questioning. The “Language Links” website assessed children’s understanding of receptive language with a recommendation for referral to a speech pathologist if receptive understanding was delayed.

Our target of 67% of children to be at the “accomplished stage” has not been achieved. This may be due to a variety of reasons, including that this was a different cohort of children.

**Future Direction:**
To attain our target in 2011, we will use our 0.5 teacher to work individually with children having difficulty in the area of phonological awareness identified from TROLL data collected in their first term. Settlers Farm Campus Kindergarten will be a Comprehension Improvement Focus Phase 2 site for 2011 with a focus on children’s vocabulary, rhyme and levels of questioning.

**Strategic Direction 2:** Numeracy (Settlers School and DECS Priority) 2010

**Target:**
70% of all children to be confident with ‘Trusting the count to 5’ when they move to school

The proposed T&D for ‘Trusting the count’ was not accessed by kindergarten staff (due to delayed approval of the site learning plan and change in leadership). Numeracy data for children exiting school was collated for terms 2, 3 and 4 only. Children were able to access the numeracy table daily within the kindergarten curriculum. Summative report data reflected children’s understanding of ‘trusting the count to 5’.
This target was achieved with 76% children recognising numerals 1-5 randomly and 92% children demonstrating competence in touch counting 1-5 (one to one correspondence) on exit to school. Staff collated numeracy data through interactions with individual children and numeracy activities implemented in the curriculum weekly. Numeracy (trusting the count) data is collated for children in their first term and this data is used to identify children requiring early assistance in the area of numeracy, and additionally to see distance travelled on exit to school. Key findings indicate that 7% of the children who recognised 1-5 randomly and 8% of the children who can touch count 1-5 were children identified with significant speech/language or developmental delay receiving preschool support.

Future Direction:
Staff will continue to collate numeracy data for children in their first term to identify children requiring early assistance. The numeracy activity table will continue to be integrated in the curriculum where children are able to access activities to enhance and consolidate their numeracy skills, particularly with ‘trusting the count to 5’.

Future Directions:
- Moving to science as a site priority in 2011.
- Comprehension Improvement Focus Phase 2 site with a focus on vocabulary in 2011.

2. ANALYSIS OF SITE SELF REVIEW (DiaF)
As part of the DECS Improvement and Accountability Framework (Diaf), the staff completed the Self Review Tool, the Listen and Respond and Target Resources rubrics. Governing Council also completed the Listen and Respond rubric.

The collated data from these indicate that Settlers Farm Campus Kindergarten continues to move forward, operating systematically between a ‘strategic’ and ‘embedded’ level. The Governing Council’s Listen and Respond rubric indicated a significant move forward since completing the same rubric a year prior.

3. INTERVENTION FOR LEARNING STRATEGIES AND SUPPORT FOR TARGETED GROUPS
Children identified as ‘at risk’ are supported through early intervention (e.g. early entry), early assistance, speech pathology, guidance, preschool support and bilingual assistance. Children receiving preschool support have an ILP (Individual Learning Plan) that is reviewed termly. GOM children (Guardianship of the Minister) have a IEP (Individual Education Plan).

4. ABORIGINAL EDUCATION AND EMPLOYMENT STRATEGY OUTCOMES
Indigenous children are supported through an Aboriginal ILP that is reviewed termly. Funding has enabled a teacher to be released once per term to consult with parents, review and write the ILP’s. This ILP is ongoing and reviewed throughout their schooling years. To support children’s learning and education, an Early Childhood Worker (ECW) is employed for 3 hours per week to provide an ‘Aboriginal Literacy group’ where children receive one to one support focussing on the individual child’s ILP, including literacy, numeracy and oral language skills.

5. GOVERNING COUNCIL REPORT
The Governing Council has 9 members/parent volunteers. We were able to form a quorum at every meeting. Meetings were held twice a term with crèche provided for young children. The Governing Council were responsible for decisions pertaining to the management of the centre, including finance, fundraising, maintenance, policy making and implementation, budget and asset management. They are also actively involved in the birth to 13 Campus developments. We had 3 successful fundraising events – selling children’s lunch boxes, the children’s film night, and the Christmas raffle.

6. ANNUAL GENERAL MEETING
The AGM is scheduled for Wednesday 16th February 2011 at 11.30am.

7.1. ENROLMENT AND ATTENDANCE
Enrolments have maintained a steady pattern for 2010. They have averaged with 125 FTE eligible enrolments for the year (Term 1 127, followed by 129, 124 and 123). Attendances were: Term 1 115, followed by 112, 109 and 108. This included children with significant additional and special needs who attended ½ days. In Term 3 and Term 4 our warranted staffing increased to 2.5 teachers, enabling us to employ an additional 0.5 teacher. Attendances have improved with the kindergarten becoming a
Universal Access site in 2010. Children are able to access 2½ days of kindergarten per fortnight. Children attend for 2 full days and an alternate Wednesday morning. This has improved attendance, however, when absent for a day, children miss 2 sessions of kindy, instead of one (from the previous model). Poor attendees were duly noted and received communication via phone calls and written information (including session times and newsletters). The 15 hours of preschool has supported attendance, particularly for working parents. Close links with the local school’s Out of School Hours Care (OSHC) and the local child care centre has provided parents with options to support their child in attending kindergarten regularly.

7.2. PARENT OPINION SURVEY AND STAFF SATISFACTION SURVEYS
This year 10 parents (out of a possible 40) completed the parent opinion survey online.

Quality of teaching and learning: Most parents strongly agree that SFC Kindergarten provides high quality of teaching and learning. One parent noted they were unclear (neutral) about whether teachers inform them about the learning program.

Support of learning: 100% of parents strongly agree that teachers provide help and support when it is needed for their child and that their child is happy. Overall, feedback is positive about SFC Kindergarten’s support of learning.

Relationships and Communication: Parents are positive about the communication they receive about their child’s learning, progress and achievement. They have a respectful and reciprocal relationship with staff when discussing their child’s development and needs. One parent was unsure (neutral) about feeling comfortable about approaching teachers to talk about their child’s progress.

Future Action:
- Further information will be provided in the newsletter;
- Inform parents at pre-entry induction meeting that they can approach teachers/staff about their child’s learning.

Leadership and Decision Making: 30% of parents were unclear about parents having the opportunity to be included in decision making and having an opinion about educational programs.

Future Action:
- Further information provided in the newsletter about the Governing Council and what it entails.
- Promote the Governing Council to parents at pre-entry induction meeting.

Overall, SFC Kindergarten’s parents are satisfied and happy with the program and systems in operation at the kindergarten. “My child is a special needs child and I have found the preschool to be very accepting of this and to do all it can to ensure my child is able to participate in all the activities and to be treated fairly”. “I found all the teachers and Early Childhood Worker (ECW) to always be happy to talk about my child’s progress even without me initiating the conversation”.

Staff Opinion Survey:
Eleven surveys were completed with most respondents indicating strongly agree/agree to the responses.

Quality of the Teaching and Learning: positive responses to: learning programs are responsive to children’s needs, enthusiastic teachers, and assessment processes provide information on children’s strengths and areas for further development.

Support of Learning: staff strongly agree/agree that children are encouraged to achieve to the best of their ability, kindy encourages children to have a sense of pride in their achievement. One staff member responded ‘don’t know’ to ‘our kindy has effective procedures to address bullying and harassment issues’.

Future Action: induct new staff about these procedures.

Relationships and Communication: Positive feedback for children from all backgrounds and cultures are treated fairly at this kindergarten, and staff at this kindy care about each other.

Written comment included: “This is one of the real strengths here at Settlers, which I believe flows on and positively impacts on all other areas – quality of teaching and learning, support of learning, and leadership and decision making” and “Staff communicate well with each other and seem to be ‘on the same page’”.

Leadership and Decision making: Staff agree the kindy is well organised this year and there is supportive leadership in this school.

8. FINANCIAL REPORTS
The site is in a good financial position. The financial report was presented at the AGM on February 16th 2011.