Settlers Farm
Campus
Kindergarten
Annual Report
2015

1. CONTEXT

Preschool Name: Settlers Farm Campus Kindergarten
Preschool Number: 2693

Preschool Director: Paula Mulholland
Partnership: Hollywood, Lakes and Gardens

Settlers Farm is an established community, situated 19 kms, north of Adelaide at Paralowie. About two thirds of available land is built on in the Settlers Farm Estate. There is a shopping/community centre close to the school. The population is diverse, consisting mainly of single income homeowners. 83% of kindergarten children come from a two parent home. There is a broad representation of various cultural backgrounds (7.5% are identified as Aboriginal/Torres Strait Islander and 36% are children with English as an Additional language (EALD)). Approximately 81.6% of kindergarten children attend the Settlers Farm Campus on exit. Parent volunteers are active in decision making through the Governing Council. The kindergarten has an average of 120 eligible enrolments attending 15 hours per week, and one playgroup operating weekly. Staffing includes 1.0 Director, 3.0 Teachers, 2.0 Early Childhood Workers (Teacher assistants), Universal Access staffing (0.8 Teacher, and 0.4 Early Childhood Worker), Preschool support workers, and Bilingual Assistants. Settlers Farm Campus Kindergarten is assigned by Department for Education and Child Development (DECD) as a ‘Category 1’ site with a Preschool Director Classification of PSD3.
2. REPORT FROM GOVERNING COUNCIL

As my time as Chairperson of the Governing Council comes to an end, I can reflect back on what a wonderful year 2015 has been at Settlers Farm Kindergarten. We have had a wonderful group serving on the Governing Council again this year, who have shown a great commitment to making this kindy the best it can be for our children. From attending meetings and choosing fundraisers, to endorsing policies and important decision making for the kindergarten, through to executing these fundraisers with great success! Each and every member should be congratulated on playing an active role in our kindy.

This has been my third year on the Governing Council and I have found it a great way to meet other parents – friendships which have now followed through to the school campus. It also allows me to have a greater understanding of the management of the kindergarten, and as an added bonus, to hear about all the upcoming kindy events first!

Settlers Farm Kindergarten has been lucky to have the consistently high level of leadership demonstrated by the Director and this flows through to a well organised and active kindergarten which has great links and partnerships with Settlers Farm School and the community.

During 2014 our kindergarten was assessed and awarded “Exceeding National Standards” in all 7 quality areas within the National Quality Standards. This was a fantastic achievement which led to the ability to apply for an “Excellent” rating. After a lot of preparation by the kindergarten Director and staff, this application was unfortunately unsuccessful. The team have taken feedback on board and are striving to achieve this rating in the future.

Sustainability and our environment have been a great focus of the kindergarten this year, with children quickly learning where their rubbish goes – red bins for landfill, yellow for recycling and green for garden waste. Teachers have also involved the children in tending to the vegetable garden and a Coles Landcare grant was applied for and won which provided the kindergarten with $967.14 (including GST) to spend in this area. I’m sure all parents will agree how important this area is in our children’s future, so what a great start they are getting learning about sustainability and caring for our environment here at Settlers Farm Kindergarten.

Other highlights across the year include

Fundraising Activities

Events held over the year include

Cookie Dough - $826
Hats - $141.03
Bunnings BBQ - $2054.51
Discothon - $1580.65
Christmas Raffle – $1084.70
Kindy T/Shirts - $171

Toy Catalogues - $118 (Total Profit: $5975.89)

We are very pleased with the success of all of our fundraisers this year, and this is most definitely due to the commitment of our Governing Council members and their willingness to help out across all aspects of fundraising.

Kindy Activities

Kindy is always an exciting place for the children to be – with many different activities set up for the children to enjoy. Some of the extra special activities that children had the chance to experience throughout the year have included Easter Fun Day, Teddy Bears Picnic, plus excursions to NAWMA and the Adelaide Botanic Gardens.

Harmony day, Shrove Tuesday (pikelet making) and VIP day, where a chosen important person came to spend time at kindy have been well received by the children and families. Messy play was also great fun for the children, with a little extra washing at home that week!

The children have also had visitors at kindy including Marra Dreaming, Police Officer Kristy and members from the MFS (where children were able to sit inside the fire truck and even have a turn with the fire hose!)

Again, I would like to thank all of our Governing council members who have been a great help throughout the year, particularly our secretary Rhoda, for her minute taking each meeting, and Cate for stepping into the Chair and Secretary roles when needed. I’d also like to add a special mention to Deanne Turnbull, for her tireless efforts helping out across all areas of the kindergarten, even though her children’s time at the kindy has ended. I’m sure you will all help me in encouraging our new families to jump on board the Governing council for 2016 and have a hand in the continued success of Settlers Farm Kindergarten.

Yours sincerely,
Kristy Gray
(GC chairperson 2015)
3. HIGHLIGHTS 2015

2015 was the introduction of a change of sessions offered to families. Children attended 2 consecutive days (with an alternate Wednesday morning) to provide more consistency for their learning. Children participated in various cultural celebrations including Chinese New Year, Shrove Tuesday, Harmony Day, Persian New Year (Nowrouz), Easter Fun Day, Anzac Day, Mother’s Day, Reconciliation week, Ramadan, Father’s Day, and Remembrance Day. Throughout the year children participated in a variety of special events and experiences including an incursion with “Sunny Sunsmart and George” (focusing on SunSmart behaviours), attending campus assemblies, weekly visits to the school playground, Police officer and car visit, a visit by and an excursion to NAWMA, ‘breakfast in their pyjamas’, a visit by a Vet assistant, Teddy Bears Picnic, Little Athletics program, the Dentist ‘Lift the Lip’ visit, Discothon, the jumping castle, ‘special event Wednesdays’ (included making pizza, Book Week dress ups, messy play), a visit by the Metropolitan Fire Service where children were able to sit in the Fire Truck and spray water from the hose, a visit from the Salisbury Library, visits to the Resource Centre, visits from two reception classes, transition visits to Settlers Farm Campus, an excursion to the Botanic Gardens, VIP day, Summer Celebration, Jack and Molly “Green grows my garden” show, and the End of Year celebration. A Landcare grant supported our focus on Sustainability where children engaged in caring for their environment through reducing, reusing and recycling, composting scraps for the garden, planting vegetables, herbs, seedlings, sunflowers, a sensory garden, and propagating seeds to seedlings. Two worm farms were also purchased and embedded into the garden. The Oral Language Recording Framework complemented our ongoing Literacy focus where children’s oral language, literacy and well-being are priorities. Numeracy was embedded throughout the curriculum. Educators participated in professional development with a mathematician to develop a deeper understanding of and to improve pedagogical practice for the implementation of numeracy within the kindergarten. Closure Days provided staff to explore and develop an understanding of the DECD Preschool indicators or numeracy and literacy, and to review and reflect on the effectiveness of the site’s Quality Improvement Plan (QIP). Our QIP focusing on the quality areas, standards, and elements continues to be a working action plan that guides our learning. Together, staff unpacked the Quality Areas of the National Quality Standards and reviewed the Quality Improvement Plan collaboratively. An application for the Australian Children’s Education and Care Quality Authority (ACECQA) ‘Excellent’ Rating was unsuccessful but facilitated educators to reflect on our current practice. The children’s voice, interests and needs are the focus of the program. The Early Years Learning Framework is used by all staff for planning, programming and assessment purposes using a plan, do, review approach and this is documented in our programming cycle proforma.

4. QUALITY IMPROVEMENT PLAN

The Quality Improvement Plan has 7 quality areas. Staff reviewed the 2015 QIP and identified the areas of strength and improvement.

**Quality Area 1: Educational program and Practice** focuses on ensuring that the educational program and practice is stimulating and engaging and enhances each child’s learning and development.

**Strengths:**
Educators provide and plan for a rich, challenging program based on children’s learning, interests and developmental needs using the Early Years Learning Framework (EYLF). The programming cycle includes observations about individual children’s learning, development and interests (‘children’s voice’). Families receive a ‘learning note’ each term to inform them of their child’s progress and learning. Children’s oral language is supported through the implementation of the Comprehension Improvement Focus.

**Key Improvements:**
- To become familiar with the DECD ‘Indicators of Preschool Numeracy and Literacy’.
- To review the ‘Curriculum Policy’.
- Continue to implement ‘Respect, Reflect, Relate’ to guide the program.
- Continue to improve using observations for planning and evaluating.
- Review the ‘statement of learning’. Have a consistent approach to what is included each term.
- Review the ‘Assessment and Reporting’ process.
- Critically reflect on the children’s learning and development and consider this in the programming cycle.
Comprehension Improvement Focus – Oral Language Recording Framework (OLRF). Targets will focus on 40% of all children to achieve consolidating level (level 3) and 60% of the children to progress (move) 1 or more levels of the OLRF.

Achievements:
- Literacy and numeracy indicators included in some learning stories and learning notes.
- Curriculum policy was reviewed and endorsed by Governing Council.
- RRR – implemented in Term 1 only.
- Every child received a learning note/statement of learning EVERY term. ATSI/GOM children will have 8 terms of information by the time they leave the kindy. 'Daily Snippets' have proven to be highly successful for informing families about the program. Many parents are accessing this information daily and noting the progress over the year. Programming to the children's interests and leaving table spaces free for children to choose their own activity.
- Statement of learning has been consistent for all children by all staff each term with a focus per term.
- More critical reflection occurring in staff meetings and programming on behaviour, learning, individuals etc., but continue to work on formal documentation and all being a part of programming.
- OLRF targets were achieved. See more information in this report (pages 10-13).

Recommendations:
- Educators to implement the DECD ‘Indicators of Preschool Numeracy and Literacy’. Attend available professional development.
- RRR: Continue to implement focus projects and work on staff feeling comfortable with the formal documentation. Look at dispositions from RRR and powerful learning for children. (Staff are at different entry levels).
- Improve using and writing observations for planning and evaluating. Children’s voice incorporated
- Review the ‘Statement of Learning’. Staff to explore the ‘Assessment for Learning in DECD Early Childhood Services’ policy. Staff to have a consistent approach for gathering data and what is included each term for learning notes.
- Early Assistance (Intervention) to cater for children's ‘intellectual stretch’.
- Work on formally documenting and discussing critical reflections. This is ongoing. Allow all staff to have an opportunity to be a part of programming (options are during staff meetings, and/or possibly changing the day of programming).
- Literacy focus – implement the Phonological Awareness Skill Mapping (PASM) for all children. Data to inform grouping children together according to their understanding and developmental needs.
- Numeracy focus – Subitizing (number). Implement and gather data using ‘Four Top 5’ developed by Ann Baker.

Quality Area 2: Children’s Health and Safety
This quality standard focuses on safeguarding and promoting children’s health and safety.

Strengths:
Children’s health needs are promoted and supported by liaising with parents and educators being informed about health issues. Children’s comfort and needs are provided for by providing quiet areas and activities throughout the day, and by providing relaxation time during the daily routine. Hygiene practices are implemented and promoted by explicitly teaching children about effective hygiene practices including regular hand washing and dental hygiene. The spread of disease and illness is managed by observing children for signs of being unwell/infected, notifying families when their child is injured/unwell and excluding children with infectious diseases where necessary. Parents are informed about infectious illnesses in the centre by placing information on the whiteboard. Suitable first aid and asthma kits are in the centre and are taken on all excursions. All staff have relevant first aid qualifications, and most staff have completed emergency anaphylaxis and asthma management training. The centre ensures that a staff member with the correct qualifications is on site at all times. Healthy eating is promoted by implementing a healthy eating policy and discussing these healthy eating options regularly with the children during mealtimes and with parents via the newsletter. Physical activity is promoted by programming and encouraging children to participate in various gross and fine motor activities. Children are adequately supervised by staff at all times and staff ratios are always observed. Plans to manage incidents and emergencies are in place and include evacuation/invacuation procedures and written management plans. Staff and children regularly practice emergency procedures and these are logged and evaluated. All staff are aware of their responsibility and role in reporting children at risk of abuse and neglect. Most teachers have completed ‘Professional Learning for Keeping Safe: Child Protection Curriculum’.
Key Improvements:
- Continue to provide/program for quiet areas. Reinstate draped materials.
- Schedule for cleaning toys to be displayed.
- Provide immunisation information to staff members and families.
- Review the ‘medical conditions policy’.
- Review and update Emergency procedures.
- Develop ‘Use and storage of dangerous products’ policy.

Achievements:
- Providing and programming for quiet areas is ongoing.
- Schedule has been created – not yet displayed – very detailed.
- Immunisation information and materials were provided to staff and families (newsletters, induction folders, whiteboard, parent information cupboards).
- Medical conditions policy was reviewed and endorsed by Governing Council.
- Emergency procedures reviewed at beginning of year.
- ‘Use and Storage of Dangerous Products’ policy not developed – decision to use DECD ‘Hazardous Chemicals Procedure’ for WHS.

Recommendations:
- Continue to provide/program for quiet areas. Reinstate draped materials.
- Create a simple Schedule for cleaning toys and display.
- Communication - look at sending a note out to parents so they can update their child’s details (allergies, contacts etc.)
- Gain information regarding immunisation changes and inform families and staff.
- Ensure all staff has an up to date ‘HLTAID004 Provide an Emergency First Aid Response in an Education and Care Setting’ certificate. This training includes the required first aid with asthma and anaphylaxis training.
- Review and update Emergency procedures – look at the emergency whistle use.
- Review “Healthy Food and Nutrition” Policy.
- Review the following policies and decide if DECD policy can be adopted:
  o Review “Dealing with infectious diseases” policy.
  o Review “Child Safe Environments” policy.
  o Review “Delivery and Collection of Children” policy.
  o Review “Hot weather” policy (to be renamed “Inclement weather” policy).
  o Review “Skin Protection” policy.
  o Review “Water Safety” policy.
  o Review “Excursions” policy.
  o Review “Arrival and collection of children” policy.

Quality Area 3: Physical Environment
This quality area focuses on the physical environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

Strengths:
The kindergarten is welcoming and accessible, has good facilities for nappy changing, toileting, handwashing, mealtimes, food storage and preparation. It is environmentally friendly and promotes children’s independence, learning and development. The outdoor environment is well shaded allowing opportunities for safe play in our hot climate. The environments are set up to engage children in play, exploration and experimentation. The indoor environment is airy, light, clean and fresh with minimal clutter. It consists of open planned spaces alongside withdrawal rooms which can be used for small groups of children, staff and parents. The open areas are regularly rearranged to stimulate play and provide challenges. Facilities cater for students with additional needs and learning spaces are flexible to allow for changes as necessary. Staff conduct daily hazard inspections. The curriculum incorporates events such as ‘Clean Up Australia Day’ and ‘Earth Hour’ to promote children’s awareness of their impact on the environment. We also promote sustainable practices (recycling, compost, being water wise).

Key Improvements:
- Look at extra portable shade structures for summer – small sandpit and rubber areas get very hot.
- Develop an irrigation area or watercourse near sandpit.
- Staff to consistently sign off the ‘daily safety inspection’.
- Improve and build on recycling and environmental sustainability in the centre.

Achievements:
- Portable shade structure was purchased – damaged in strong winds.
• Daily safety inspection sheet signed off.
• Application for ‘Coles Landcare grant’ was granted. We have improved our sustainable practices - recycling of soft plastic, 3 colour bins (landfill, compost, recycling), bottle tops, worm farms and planting vegetables and herbs in the garden.

Recommendations:
• Purchase portable shade structures for summer – small sandpit and rubber areas get very hot.
• Quote for new cover for small sandpit, or removal of sand to plant a mulberry tree.
• Ensure all staff are consistently signing off the ‘daily safety inspection’.
• WHS induction to include Hazard management procedures – review and evaluate the effectiveness of hazard management processes every 12 months.
• New purchases undergo risk assessments
• Improve sustainable practices.
• Review “Environmental Sustainability” Policy.

Quality Area 4: Staffing Arrangements: This quality area focuses on the provision of qualified and experienced educators who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children’s active engagement in the learning program.

Strengths:
Consistent and reliable educators have developed respectful relationships with each other and value each other’s skills and diversity. Educators are committed to open communication and the sharing of information through weekly staff meetings, the staff meeting communication book, the daily diary and the confidential journal. Educators support each other in difficult situations such as behaviour management. The result is a positive and calm atmosphere where staff members have common expectations and consistent practices and children feel they ‘belong’. Educators regularly share ideas, plan programs together and review their current practice to further develop their skills and knowledge. Educators at the site are committed to maintaining and furthering their knowledge of child development, industry changes and current best practice and this is achieved through professional development opportunities. Educators receive a ‘Staff Induction Manual’ on commencement of site work that includes staff positions and roles, a centre philosophy statement, centre policies and procedures, the code of ethics, WHS information, Employee Assistance Program information, emergency procedures, kindergarten routines and timetables and induction checklists.

Key Improvements:
• Further develop teachers’ knowledge of the professional standards. Ensure teachers link professional development to standards
• Include more staff in programming.
• Continue staff ‘sharing’ of teaching ideas/pedagogy on Wednesdays (3 per term).

Achievements:
• Professional standards information is displayed on the staff room notice board, and information about the Teachers Registration Board (TRB) portal shared with teaching staff at staff meeting.
• Teacher released to attend TRB ‘Professional Learning’ day. Shared information at staff meeting.
• Staff sharing on Wednesdays (at least once/twice per term). Teaching staff rotate on a Wednesday to be a part of the programing.

Recommendations:
• Discuss possibility of including more staff in programming. Either an afternoon program or Wednesday rotation.
• Review the “Behaviour management code” to allow for a safe learning environment.
• Further develop teacher’s knowledge of the professional standards. Ensure teachers link professional development to standards and place onto the portal.
• Staff to adhere to and follow the “Group norms” of the kindergarten so we are all on the same page and consistent (developed by staff at closure day in November 2015).
• Continue staff ‘sharing’ of teaching ideas/pedagogy on Wednesdays.
• Ensure up to date DECD ‘Grievance Resolution’ Procedures are provided in induction manuals and included in the policy folder.

Quality Area 5: Relationships with Children: This quality area focuses on relationships with children being responsive, respectful and promoting children’s sense of security and belonging.
Strengths:
Educators are reflective and responsive to children. They build strong trusting relationships with children. They listen and respond to children. Children feel they belong at the kindergarten and each individual is valued. Children are supported to feel secure, confident and included at the kindergarten. Children are supported to manage and take responsibility for their own behavior. They are supported to build and maintain positive relationships. The dignity and rights of children are maintained through positive interactions and behaviour management processes.

Key Improvements:
- Educators to continue to document children’s inappropriate behaviours and how it was dealt with for the purposes of measuring progress and evidence for support services.

Achievements:
- Staff are documenting information consistently. This information informs professionals such as psychologists, occupational therapists, and the special educator.

Recommendations:
- Review routine to allow for relaxing and calming times.
- Incorporate and develop dispositions in learning for children. Explore the “You can do it” program.
- Review “Interactions with children” policy.
- Review “Behaviour Management Code”.
- Professional learning - behaviour management and dealing with the difficult behaviours to support children as well as staff wellbeing.
- Support services – contact ‘Behaviour coach’ for our partnership for behavioural support.
- Continue to ensure all staff document inappropriate behaviours in ‘behaviour book’.

Quality Area 6: Collaborative partnerships with families and communities
This quality area focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

Strengths:
Educators acknowledge that all families are different and they are the primary influence on their children’s lives, education and care. We strive for effective partnerships and ongoing communication to ensure the best outcomes for each child in a welcoming environment. The kindergarten has an effective orientation process (an enrolment meeting and a transition visit) which allows families to become familiar with the setting and share their expectations and information about their child. Educators are available at the beginning or end of the day, or at another pre-arranged time, to discuss their child’s development. Learning notes are sent home during Terms 1, 2, and 3 and specific assessment results are shared. A suggestions box and space on the curriculum board is always available for parents to share their ideas, contribute to the curriculum or voice concerns. All parents are invited to join the Governing Council and contribute to decision making within the kindergarten. Children’s extended families are invited to special days such the Easter Fun Day, VIP Day and End of Year Celebration. Parents also invited to join their child for lunch and to come on excursions. The kindergarten shares information about community support services with families. The director and teachers liaise with school leaders regarding transition processes. Risk assessments are written for all excursions. The kindergarten is an environment that reflects the cultural diversity of the community.

Key Improvements:
- Encourage parent ideas for programming. Send home a survey early in the year – include child’s interests and needs, what do parents want their children to learn, special events your family celebrates.
- Easy to read information in a variety of languages. Remind parents to access policies as needed.
- Office has been renovated to provide an opportunity for private/comfortable discussions with parents.
- Remind parents about ‘suggestions box’ – move to more accessible area.
- Provide a list of contact numbers for community services/agencies for families.
- Incorporate ATSI and other languages songs in the program.
- Ask families to come and cook something they eat at their home.

Achievements:
- Survey for parents not given due to receiving a ‘homework’ sheet (as part of the child protection curriculum) requesting families to share a family photo and provide some written information about their child’s interests and special events the family celebrates. Staff agreed to send out an additional survey would be ‘doubling’ the information.
• EYLF information and DECD ‘Great Start’ postcards in a variety of languages given to families in their note pockets. Languages included Dari, Spanish, Thai, Chinese, Arabic, Vietnamese, Khmer, Serbian, Dinka, Hindi, Tagalog.
• Families involved in Easter fun day, Botanic gardens excursion, Remembrance Day, VIP day, Summer Celebration and End of Year Celebration
• Newsletters, the kindergarten Facebook page, and a staff member in a ‘Community Liaison Role’ have shared information about community services/agencies and resources.
• New children (Pre Entry) received up to three transition visits in Term 4.
• School transition visits - responsibility of parents (up to 4 visits).
• Term 3 and 4, visits by 4 Reception classes, enabling teachers to meet children and children to familiarise themselves with the teacher.
• Counting songs in Spanish and Kaurna songs included in the program.

Recommendations:
• Encourage parent ideas for programming.
• Send home a survey early in the year – include child’s interests and needs, what do parents want their children to learn, special events your family celebrates.
• Easy to read information in a variety of languages.
• Remind parents to access policies as needed.
• Remind parents about ‘suggestions box’: Send home a note each term to encourage parent’s voice with input to program, suggestions, ideas etc.
• Continue to provide information to families (via newsletter, information board, Facebook etc.) regarding community services and support agencies.
• Continue to implement road safety program in 2016.
• Incorporate ATSI and other languages songs in the program.
• Ask families to come and cook something they eat at their home or share songs.

Quality Area 7: Leadership and service management This quality area focuses on effective leadership and management of the service that contributes to quality improvements for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Strengths:
We have a positive organisational culture where staff are motivated, open and trusting, contribute and communicate openly. Our leadership aspires to empower others by allowing all educators to share their views and have a say. The director effectively manages any team conflict and drives continuous improvement. The director has developed and models strong and trusting relationships with families and sets high expectations for children’s learning in all developmental areas, particularly around children’s engagement with literacy and numeracy. Appropriate governance arrangements are in place. All staff members participate in yearly performance development meetings with the director to support their performance improvement. All staff members, Governing Council members, playgroup coordinators, volunteers, contractors including the cleaner and gardener have been screened for working with children via the Teacher Registration Board or DCSI (DECD). Volunteers who volunteer their time as a ‘one-off’ (e.g. excursion) are required to sign a ‘Volunteer declaration’ to ensure they are fit and proper. Appropriate budgeting and financial accounting processes are in place. The kindergarten will apply for the ‘Excellent’ rating to ACECQA. The kindergarten’s statement of philosophy guides practice and reflects a shared understanding of the role of the service.

Key Improvements:
• Have new casual staff complete their emergency contact details.
• Staff to maintain knowledge about changes to National Law and Regulations.
• Inform families about staff qualifications and encourage families to value Early Childhood Educators
• All volunteers to attend ‘induction meeting’ before they come into the centre. Outline roles and what they can/cannot do.
• Ensure all ongoing volunteers complete DCSI Relevant History Screening form and RAN-EC induction for Volunteers training.
• Create a register for volunteers including relevant history screening dates and RAN training
• Ensure all staff working on site have approval to work (ECW’s approval to work, teacher’s authority to teach/Teacher Registration). Keep all records in individual personnel files. Ensure personnel files are kept up to date.
• Review the ‘Statement of philosophy’.
• Use Performance Development to contribute to planning for learning and further development.
• Ensure staff record their professional development in the ‘Staff training and development’ folder.
• Staff to receive documented position descriptions for ECW’s and teachers. Documented process for planning and reviewing the NQS and QIP, e.g. closure day with staff discussion and annual review of QIP.
• The kindergarten will apply for the ‘Excellent’ rating to ACECQA in 2015.
• Archiving. Ensure this is maintained and kept up to date in accordance with the DECD ‘General disposal schedule’ (Schedules 15, 31, 32).
• Purchase a laptop for staff to use.
• Purchase new children’s computer.
• Investigate if we can access Wi-Fi. Investigate what information needs to be displayed in staff areas about the required notifications, e.g. critical incidents via IRMS (pg191).
• Review the following policies and procedures: Dealing with complaints (Parent complaint policy)

Achievements:
• All staff received updated induction folder with emergency contact information. This information is filed into personnel file. All staff are aware of the location of these files. Contract staff have a personnel file. TRT staff emergency contact information included in register (folder) for relief teachers and ECW on shelf in Director’s office.
• Staff members are aware of the laws and regulations and that these can be accessed online. Director emails new information when it is issued.
• Staff qualifications are included on staff photo display on office window.
• All Governing Council members, gardener and cleaner completed DCSI Relevant History Screening forms. All Governing Council members and Playgroup coordinator completed ‘RAN-EC induction for Volunteers training’. Criminal History Screening internal audit conducted.
• Register for employees ‘approval to work’ is kept up to date and is located in Director’s office. All staff have ‘approval to work’ documentation.
• Philosophy statement was reviewed and endorsed by Governing Council.
• ECW Job and Person Specifications given during induction.
• Teachers to refer to Professional standards for Teachers
• Educators informed of ‘Training and Development’ register. Located in Director’s office. Professional learning information is recorded in the register and also included in personnel files.
• Performance Development review dates nominated in diary.
• Application for ‘Excellent rating’ submitted to ACECQA. Interview conducted. Result was unsuccessful.
• Staff released for archiving and have contacted DECD for disposal. Still waiting for response.
• 3 laptop computers and 1 desktop purchased for staff and children.
• Wi-Fi connected through DECD.
• IRMS information for staff is ongoing.
• Parent Complaint policy was reviewed and endorsed by Governing Council.

Recommendations:
• Continue to have new casual staff complete their emergency contact details.
• Maintain DCSI Screening requirements – for volunteers, Governing Council members, playgroup coordinators, contractors. This includes induction, and completing a ‘Responding to Abuse and Neglect - Education and Care’ (RAN-EC) Induction Session for Volunteers’. Keep DCSI Screening folder up to date.
• Review ‘Volunteers policy’.
• Staff to maintain knowledge about changes to National Law and Regs.
• Performance Development – Site Learning Plan used to guide educators’ PD. Develop an action plan. Use this to inform planning for learning and further development.
• Professional development recorded in register and personnel files.
• Induction folder – to include documented position descriptions for ECW’s and professional standards for teachers.
• Documented process for planning and reviewing the NQS and QIP, e.g. closure day with staff discussion and annual review of QIP. Review the QIP every term.
• Archiving - contact the archiving department to collect our boxes.
• Archiving – insert the child’s photo from the board into their enrolment file.
• Investigate what information needs to be displayed in staff areas about the required notifications e.g. critical incidents via IRMS (pg191).
• Ensure to review the following policies and procedures (and possibly reduce or adopt DECD policy):
  o Health and safety policies and procedures:
    - Delivery and collection of children
    - Excursions
    - Dealing with infectious diseases
    - Dealing with medical conditions
    - Acceptance and refusal of authorisations
    - Emergency and evacuation
    - Nutrition, food and beverages, dietary requirements
    - Water safety
    - Administration of first aid
    - Incident, injury, trauma and Illness
    - A Child safe environment
  o Staffing policies and procedures:
    - Code of conduct
    - Determining the responsible person present
    - Participation of volunteers and children
  o Relationships with Children policies and procedures:
    - Interactions with children
  o Service Management policies and procedures:
    - Governance and management (including confidentiality of records)
    - Enrolment and orientation
    - Payment of fees

* Some of these policies and procedures have been identified in other areas of the QIP.

**Comprehension Improvement Focus:**

For the third year, the Oral Language Recording Framework (OLRF) was implemented with a focus on the improvement of children’s oral language. Staff agreed to focus on only two domains of the OLRF to enable more time and opportunity for children to consolidate oral language development. Focus domains were ‘Growing words into talk’ (Term 1 and 2), and ‘Spoken Grammar’ (Term 3 and 4). **Targets will focus on 40% of all children to achieve consolidating level (level 3) and 60% of the children to progress (move) 1 or more levels of the OLRF.** Staff selected 12 children from each group using a 4 x 4 x 4 approach (low, average, and high functioning). Data was collected for the same children all year (Terms 1-4).

**Term 1 and 2 assessments** focused on **Growing Words into Talk: vocabulary and concepts.** This included children’s:
- Ability to understand and use a range of vocabulary (Tier 1, 2 and 3 words), and
- Ability to use words that provide rich detailed descriptions, and their
- Ability to understand and apply words found in books and media.

We used the OLRF to test children at the beginning and end of term 1. Then again at the end of term 2. We also picked 9 focus vocabulary words (Tier 1, 2 & 3 words) to test.

**Goals and Results:**

<table>
<thead>
<tr>
<th>Goal</th>
<th>% of children who achieved Consolatating level (level 3)</th>
<th>% of children who progressed 1 or more levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>Group 1</td>
<td>41%</td>
<td>50%</td>
</tr>
<tr>
<td>Group 2</td>
<td>58%</td>
<td>66%</td>
</tr>
<tr>
<td>Overall</td>
<td>50%</td>
<td>58%</td>
</tr>
</tbody>
</table>

**Reflection:**

Our target of 40% of children to achieve consolidating was achieved; the overall results exceeded our target by 10%. The table above shows a breakdown of results for both groups 1 and 2. The results reflect the decision made to explicitly teach 9 focus words over the duration of 2 terms rather than 1 term as in previous years. This enabled children to develop a deeper understanding of the focus words and had a positive impact on children’s oral language development.

Although our target of 60% of children to progress 1 or more levels was not achieved (by only 2%), there was significant improvement in the number of words that children could understand at the
beginning of term 1 compared to the end of term 2. We came very close to our target and after testing the same children for two terms have noted that we have a diverse range of language users and are working on strategies to move all learners forward.

Term 3 and 4 assessments focused on **Spoken Grammar – the way the child combines words and uses grammatical structures when talking.** This includes:
- Phonological Awareness: Rhyme/syllables.
- Basic pronouns – I, my, he, she and complex pronouns – we, ourselves.
- Using descriptive words, eg. By colour, shape, size, texture.
- Encouraging children to use long and complex sentences (or repeating a short or more complex sentence).

Although the results below show that 37% of children (9 of 24 children) have achieved consolidating level, *(our target was 40%)*, we actually exceeded these results as 33% (8 of 24 children) of the children achieved proficient level. Therefore, this combined result of 70% (17 of 24 children) indicates that the children achieved consolidating level or higher in their final assessment. These results exceed our target (by 30%) and demonstrate that the children have benefited from the extended time frame and numerous opportunities given to consolidate phonological awareness and oral language development.

The column graphs below compare the oral language growth that has taken place over terms 3 and 4.

When the results are further dissected into the percentage of children achieving consolidating level or higher it becomes clear that children are attaining a high level of achievement. Noticeable improvements have been made in children’s spoken grammar, including their ability to hear syllables in words and recognise and produce rhyme.
Our oral language target was not only for children to achieve consolidating level but to show progress and move one or more levels of the OLRF. It is important to see that children are progressing and their spoken grammar is improving. We are pleased to report that children have made some fantastic progress. 70% of all children progressed one or more levels, exceeding our target of 60%. It is evident that children’s spoken grammar has continued to improve and our pedagogical practices have been effective.

The total results highlight that there has been significant progress and improvement of children’s oral language development. The overall results for the year exceed the targets, with an unexpected result of 66% of children achieving proficient. Educators have embedded oral language into their everyday practice. It should be noted that consolidating and proficient levels are high levels of achievement and these results are not easily achieved. These results highlight the strength of the children’s oral language skills and phonological awareness this year.
Future Directions/Key improvements:

- **Literacy focus** - The ‘Phonological Awareness Skill Mapping’ (PASM) tool will be implemented with a focus on oral language. All children will be screened in Term 1 and again in Term 4 to see distance travelled. Targets will focus on each child to move at least 2 or more levels of PASM (Levels are Exploring, Becoming Aware, Making Connections, Applying).
- **Numeracy focus** - subitising (number) – implementing the ‘Four Top 5’.
- **Preschool indicators of numeracy and literacy.**
- **What is a powerful learner? Developing dispositions of learning.**

Funding supported staff in their familiarisation of the Indicators of preschool literacy and numeracy through providing support and release time to participate in professional development and training, and opportunities to explore the indicators for assessment and reporting purposes.

### 5. INTERVENTION AND SUPPORT PROGRAMS

During 2015, 42 children were supported by the Early Assistance (EA) Program. These were children identified through the ‘Description of early receptive and expressive language in preschool children’ screening tool, educator observation, and parent recommendation. Some areas that were addressed were oral language development, levels of questioning, fine and gross motor development, numeracy and literacy development. A folder was set up and each child given a sheet on which was recorded their name, the area of development to be worked on and space for the staff member to record the work they did with each child and the outcomes reached. Staff were able to add children to the list as needs were identified. The program was monitored throughout the year. With improvement, children were removed from the program. The director and educator reviewed the program and documented children receiving ‘intellectual stretch’, ‘were receiving EA but no longer required due to improvement’, ‘no longer receiving EA due to being identified for preschool support’, and ‘EA is ongoing’. Hours were given to one educator to work with the children on Early Assistance.

Aboriginal learning plans are aimed at setting learning goals and strategies for Aboriginal children to work on throughout their kindergarten education. A support worker uses the goals to guide the child’s learning and provides support and assistance for them in a 1 to 1 environment. Individual Learning Plans (ILPs) are written for each child and these goals are assessed and evaluated each term. This year the 12 Aboriginal children have been working on routines, listening, literacy (name writing, fine motor) and numeracy (numbers, colours, shapes, counting) development. We have gained some new younger children throughout this year meaning working on self-help, listening, rules and routines. The children have also shown progression throughout the year in these areas and have benefited from the individual support. This funding also provides support to parents encouraging effective communication about their child’s learning and development, and also comfort for fitting into the kindergarten community.

GOM children (Guardianship of the Minister) have an IEP (Individual Education Plan). Approximately 27 children were eligible to receive preschool support for a variety of additional needs including speech and language disorders, behaviour, Global Developmental Delay, and Autism. This program was guided by the intervention of support services including speech pathologists, the DECD Special Educator, the DECD psychologist, and Occupational Therapists. Each child received support varying from 36 minutes to 4+ hours per week. An ILP guided the implementation of a variety of goals and strategies to improve the learning and development for each child. These ILP’s were reviewed and evaluated termly (or when new information was provided by specialists). Generally, there was an improvement in children’s learning outcomes.

Bilingual support assistants supported EALD (English as an additional language) children and their families in their home language and culture.
6. STUDENT DATA

6.1 Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>117</td>
<td>119</td>
<td>120</td>
<td>120</td>
</tr>
</tbody>
</table>

Enrolments have averaged with 119 FTE eligible enrolments for the year. Enrolments have remained stable for the year.

6.2 Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>89.9</td>
<td>88.2</td>
<td>81.7</td>
<td>83.3</td>
</tr>
</tbody>
</table>

These percentages are calculated in the ‘reference weeks’ (Weeks 2 & 3) of each term. Non-attendees were duly noted and received communication via phone calls and written information (including session times and newsletters). 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 attending kindergarten regularly. Term 1 attendances over the 3 years continue to be our strength. Term 3 attendances deviated – this may be due to an outbreak of health issues and sickness such as the flu. Attendances for the year fluctuated and averaged at 85.77%. This may be due to various reasons including family holidays (both interstate and overseas), and ATSI children who attend irregularly.

**Attendance Improvement Initiative – Community Liaison Worker**

The funding is utilized to allow a staff member to be released from the floor for 7 hours per week to fulfil the role of a ‘Community Liaison Worker’ (CLW). The aim is to improve the attendance of children who are enrolled at the kindergarten but who are not attending on a regular basis.

As part of the role, the Community Liaison Worker:
- rings families when children are absent to encourage them to attend or support them to overcome any barriers preventing them from attending.
- provides families with documentation (such as photographs) of their child’s day, particularly when their child has been upset or reluctant to stay at kindergarten.
organises incursions and special events at the kindergarten. This has included visits from the Metropolitan Fire Service, Northern Adelaide Waste Management Association (NAWMA), pyjama days, a breakfast program and Child and Youth Health checks.

- organises excursions, including visits to the Northern Adelaide Waste Management Association (NAWMA) and the Botanical Gardens.
- accesses community grants and services such as Coles Junior Landcare Garden Grant, Wipe out waste (WOW) Grant, PIE Grant and the Salisbury Library Literacy Program.
- organises community information sessions such as Wipe Out Waste (WOW) and “The Importance of Immunisation” by community nurses.
- coordinate new enrolments and the transition program. This includes telephoning and sending written information to potential families, organising enrolment packs, supporting families to fill out their enrolment forms, providing orientation tours and speaking to new families about the kindergarten, and supporting new children to the kindergarten.
- provide information to families on the importance of attending kindergarten (e.g. pamphlets).
- liaise with Bilingual Assistants for translating and contacting non-attenders.
- organises and plans ‘Event Wednesdays’ during term 3.
- accessed brochures on the Importance of Play and the Literacy and Numeracy Indicators which are now provided in the enrolment packs.
- went and visited the Community Liaison Officer at Parafield Garden’s Children’s Centre to gain ideas and strategies to implement at our site.

### 6.3 Destination – Feeder Schools

<table>
<thead>
<tr>
<th>Site Number and Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0537 - Parafield Gardens R-7 School</td>
<td>Govt.</td>
<td>1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1099 - Paralowie School</td>
<td>Govt.</td>
<td>1.2</td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>1851 - Settlers Farm Campus R-7</td>
<td>Govt.</td>
<td>1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1828 - Settlers Farm Junior Primary School</td>
<td>Govt.</td>
<td>76.8</td>
<td>84.6</td>
<td>75.7</td>
</tr>
<tr>
<td>1140 - Salisbury Park Primary School</td>
<td>Govt.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1777 - The Pines School</td>
<td>Govt.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8424 - Bethany Christian School Inc</td>
<td>Non-Govt.</td>
<td>13.4</td>
<td>4.1</td>
<td>13.6</td>
</tr>
<tr>
<td>8399 - Holy Family Catholic School</td>
<td>Non-Govt.</td>
<td>1.2</td>
<td>4.9</td>
<td>1.9</td>
</tr>
<tr>
<td>9757 - Our Lady of Hope School</td>
<td>Non-Govt.</td>
<td>1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9072 - St Augustine’s Parish School</td>
<td>Non-Govt.</td>
<td>2.4</td>
<td>3.3</td>
<td>1.9</td>
</tr>
<tr>
<td>8202 - Trinity College Gawler River School</td>
<td>Non-Govt.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9043 - Burc College - Gilles Plains Campus</td>
<td>Non-Govt.</td>
<td>0.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8226 - Golden Grove Lutheran Primary School</td>
<td>Non-Govt.</td>
<td>0.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8033 - St Columba College</td>
<td>Non-Govt.</td>
<td>0.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8164 - Trinity College South School</td>
<td>Non-Govt.</td>
<td>0.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9004 - St Andrew's School</td>
<td>Non-Govt.</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8439 - Tyndale Christian School</td>
<td>Non-Govt.</td>
<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>99.8</strong></td>
<td><strong>100.1</strong></td>
<td><strong>99.9</strong></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

### 7. CLIENT OPINION

This year the Director gave parents paper copies of the survey to complete. A total of 43 parents completed the parent opinion survey and the Director entered the responses online. 11 Governing Council members were also invited to write their opinions about the following four areas:

**Quality of teaching and learning:** Responses were predominantly in the strongly agree/agree markers with 100% of the parents responding with ‘strongly agree/agree’ to the statements regarding that SFC Kindergarten: provides a high quality of teaching and learning; has the expectation that children will learn; teachers are enthusiastic in their teaching; and teachers really want to help their child learn. 88% of the parents strongly agree/agree that they are informed about the learning...
program (however a total of 7% disagree of this). Comments included: ‘the staff are very thorough in delivering their curriculum. It is very well planned and the children respond eagerly to the sessions’, ‘always very happy with how my children are taught at the kindy. My child is always engaged and excited about what they are learning’, ‘I believe the staff has been dedicated to their works duties and responsibilities (sic)’, and ‘I would like to get more feedback on what they are doing in group time so we can concentrate on these things at home’.  

**Further Action:** Staff to inform parents about the curriculum through various methods of communication (newsletters, Facebook, ‘Reflections of the day’ book, verbal communication, displays, photographs, letter of introduction detailing who their child’s group teacher is, and a ‘getting to know your child’ survey). Every child to receive a learning note each term detailing child’s progress and areas of strength.

**Support of Learning:** All parents strongly agree/agree that their child’s learning is supported through changing programs and activities to improve achievement, their child is treated fairly, children know the expectations of behaviour, and children have a sense of pride in their achievement. A small percentage of respondents were neutral regarding 7 questions. Parent comments included: ‘Settlers Farm Campus Kindergarten have a fantastic panel of supporting staff that are able to guide the children’, ‘I am very satisfied with the support of learning from kindy. When I need help or support I can receive it right away’, ‘teachers always available to discuss my child's learning. Small group teacher provides feedback regularly’, and ‘the staffs continued their learnings by attending seminars and trainings and that is good (sic)’.  

**Further Action:** Provide information to families of support agencies in newsletters and on the parent information notice board. Remind parents to voice their opinion through various feedback opportunities, e.g. curriculum board, suggestion box. Send home a note each term to encourage parent’s voice with input to program, suggestions, ideas etc.

**Relationships and Communication:** A high proportion of parents strongly agree/agree to the statements regarding children of all backgrounds/cultures are treated fairly, and staff always listen to parents opinions about their child’s development and needs. Some respondents were neutral to the questions with 5% disagreeing that teachers let them know how well their child is doing, and ‘I receive helpful information about my child’s progress and achievement’. Comments include: ‘My child has created a lot of relationships with students and teachers. I found it comforting to know that she was coming home and telling me nice stories about her teachers and that she felt loved by them’, ‘staff develop a great relationship with the children and are very concise with their directions. Staff also develop relationships with parents to ensure good communication between centre and family’, ‘teachers and staffs at kindy are very friendly and helpful. When I need help or support, they’re happy to help and get what I ask for’, ‘all kindy information is passed on through notes. Snippets of the day folder is fantastic’, ‘he has built a great relationship with (educator) – he always talks to me about her. I’ve been very happy with the reports I’ve had each term. Someone is always available to speak with when required’.  

**Further Action:** Inform parents through various ways (e.g. newsletters, conversation, etc.) to become involved in their child’s learning at kindy. Communicate through the newsletter, notice board and Facebook page about the parent “Suggestion Box”, and to approach any staff member to gain more information about their child’s progress.

**Leadership and Decision Making:** Responses were mostly positive regarding the leadership and decision making at Settlers Farm Kindergarten. Three questions received a 100% response of either strongly agree/agree. These included statements about ‘confidence in how the preschool is managed’, ‘effective educational leadership’, and ‘the preschool includes parents and community in decision making’. The remaining questions had neutral or disagree responses to statements about ‘the preschool seeks parents' opinions about educational programs’, ‘opportunity to be involved in the preschools educational activities’, and ‘invited to participate in decision about their child’s education’. Overall, parents are very satisfied with the preschool’s planning and believe there is effective leadership within the preschool. Parent comments include ‘the staff group provide great support to the Governing Council to help in decision making’, ‘I am happy with the leadership at kindy as well as decision making. I can see kindy has a very good support by quality staffs/teachers and also Governing Council members and community members’, ‘all major decisions put to Governing Council vote’, ‘Good. We know every/nearly everything about the decision and we involve to make the decision (sic)’, ‘very happy with how decisions are made’, ‘I’m so glad my child has attended SFK. She has grown so much this year, is confident and ready for school’, and ‘in my opinion, I find the teaching at Settlers Kindy is excellent’.  

**Further Action:** Continue to promote the Governing Council to parents through newsletters, enrolment meeting, verbal communication, and on the kindergarten’s Facebook page. Encourage, and ‘advertise’ that parents are able to make suggestions for the curriculum (educational program) either verbally to kindergarten staff, on the Curriculum board in the ‘parents suggestions’ section, or
via a reply note to be sent home regularly. Encourage parents to become ‘volunteers’ and attend the kindergarten’s volunteers induction session.
Overall, SFC Kindergarten parents are satisfied and happy with the program and systems in operation at the kindergarten. ‘I’ve been very happy with my child’s first year. I was apprehensive initially about him coming but he has learnt so much and enjoys kindy so much. We know we made the right decision’; ‘Very happy with the result for 1 year during my child attend kindy. She so excited to go to kindy everytime and a bit sad to realise that kindy will over soon (sic)’, and, finally, ‘this kindy is awesome’.

8. ACCOUNTABILITY

In 2015, the Director ensured that all staff, governing council members, playgroup coordinators, volunteers, work experience students, cleaner and contract gardener have had their screening completed through DCSI. The information has been copied and retained confidentially at the site. The site no longer employs the services of visitors/volunteers who don’t have the required DCSI Screening. Records are maintained on the administration laptop, staff member’s personnel files, and a central database (folder). The Director ensured the screening verification complied with the ‘DECD Relevant History Screening Summary for Site Leaders document (Last updated October 2015).

9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$200.00 Wipe Out Waste Grant</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$967.14 Coles Landcare Aust</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$35,438.00 Billed 2016</td>
</tr>
<tr>
<td></td>
<td>$26,529.00 Received 2016</td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>