Morphett Vale East Kindergarten
Annual Report
2015

Director: ........................................ Date: .....................

Governing Council Chair: Renee Henley ......................... Date: ..................
1. CONTEXT

Preschool Name: Morphett Vale East Kindergarten
Preschool Number: 3605

Preschool Director: Kerri Willmott
Region: Southern Adelaide

Morphett Vale East Kindergarten is located in Morphett Vale in the Onkaparinga Council area between South and Panatalinga Roads, approximately 25 kilometres from the GPO. We are part of the Panatalinga partnership and took part in the whole staff team development through the closure day and embedded the partnership vision into our everyday curriculum. While the families that access our centre are mostly Anglo in family background, we have a diversity of family and socio-economic structures.

In 2015 our staff remained stable for the first time in about 6 years. During term 4 we were staffed at 1.0 Director, 1.0 Teacher and 0.8 ECW (in a shared capacity). Our preschool support hours have varied over the year from 14.5 to 8.5 hours each term, an increase from last year.

In term 4 2015 the preschool population consisted of 2% of children from a Non English speaking background, 2% identifying as being from Aboriginal or Torres Strait Islander Heritage, 5% GOM and 16% of the population were receiving Preschool Support.

2. REPORT FROM GOVERNING COUNCIL

Our Governing council continues to consist of parents who are very dedicated and committed members of our community. We averaged approximately 6 members at each meeting. We are always offering this opportunity to parents through the induction process, whiteboard, newsletters and informal chats.

Our governing council continues to be central to decision making. This year included the use of our universal access grant for staffing. It was unanimously agreed that we would continue to employ our ECW instead of employing another teacher 0.4.

This committee also worked with the staff to formulate the Quality Improvement Plan and influenced the termly and fortnightly programming. The governing council helped the kindy raise nearly $3000 towards kindy resources. They also supported all of our special events at kindy such as of end of year concert, Dad’s night, special visitors’ day and Obstacle-a-thon.

They were also informed at every meeting of the financial status of the kindergarten, including the budget, staffing and unpaid fees. It is a requirement that Bullying and Harassment needs to be discussed at governing council meetings.

One member is also a member of Morphett Vale East School R-7 and she feeds back information from their meetings and vice versa.

3. HIGHLIGHTS 2015

- Continuing operating 15 hours of preschool within mon- thurs sessions enabling us to continue with Friday playgroup.
- A commitment to the Panatalinga partnership’s plan and vision. As a staff team we attended the partnership closure day which increased collegiality and a dedication to ‘student voice’ ‘growth mindset’ ‘challenge’ and ‘the power of yet’.
- Continuing sharing of information between home and kindy through the development of Individual Learning Plans for every child. During their first term of kindergarten we held parent-teacher interviews to discuss the plan and each child’s strengths and the formulation of learning goals. Again this year we spoken to every parent regarding their child’s ILP early in term 2, even if this was an informal chat at the start or end of the day. Learning Plans also include information from the child profile filled in by parents upon enrolment.
- The ‘learning wall’ developed into our ‘challenge wall’ for term 3.
- Trailing a new method of programming from term 3 onwards of using a ‘PLOD’ (possible lines of development). This then was displayed in our floor book.
- Inclusion of ‘all about me’ sheets which builds the connection between home and kindy.
- Continuation of a ‘Floor book’ to share children’s experiences and learning with families.
- Special events including: Obstacle-a-thon, Special Visitors Days, Dad’s night and the end of year concert.
- Excursion to Blackwood Recreation Centre for a kindergym session.
- Excursion with RSPCA following on from children’s interests. The children and families also made lots of donations of food, towels and blankets for the animals at the rescue shelter which were collected as part of their visit.
- Two excursions with Trent Hill (Aboriginal presenter).
- The Noarlunga Library came to read us some stories on several occasions.
- Learning about different cultures, including a variety of different languages sign language, Mandarin, Spanish, Indonesian and German.
- Connections and transitions with Morphett Vale East R-7 school staff with their librarian visiting nearly once a week during term 3 and 4. Their Spanish teacher also visited the kindy on several occasions. The reception staff visited on several occasions to begin the transition process in term 4.
- Continuing to connect with Morphett Vale East Primary Schools OSHC service to provide longer day care for four year olds.
- Being able to offer transition visits to kindy during term 4.
4. QUALITY IMPROVEMENT PLAN

Quality Area 1

1.1.2
Our first goal involved the documentation of children’s voice/interests/goals and learning. Each child has an ILP developed within their first term of kindergarten. This ILP has information collated in the child’s profile that parents fill in upon enrolment, goals and strategies for each child. We also interview each child during their first term of kindy and ask them what they would like to learn at kindy. We documented this on each child’s ILP. This was then shared with the parents at a parent teacher interview at the start of term 2. Parents could then have the opportunity to have input to their child’s learning.

What the children told us that they wanted to learn then became part of our display in a ‘learning wall’. This wall was on the same wall that the programme is displayed for everyone to see. As the children achieved their learning goal the staff then wrote a learning story about how they achieved their goal. The children were actively involved in this process.

After attending the partnership closure day the staff then posed the question to the children of ‘what do you think a learning pit’ is?” this got varying responses, some of which included:

- ‘it’s on a game and you go up a level’
- ‘when a puzzle has too many pieces’
- ‘if you can’t do something hard you can try again’
- ‘Challenging yourself is when something’s really hard so you have to practice and practice’.

The next logical step was to turn our learning wall into a challenge wall which we did in term 3. In term 3 we also introduced the idea of the ‘learning pit’ to the children which the children could articulate the ideas behind.

We also looked at our programming methods and how we share these with parents. After a results plus day the Director shared with the staff the idea of a PLOD (possible lines of development) which could be shared via the floor book. This was received well by staff although huge changes such as this can be challenging.

Immediately after we started using the PLOD we noticed that lots of parents were looking at the floorbook. The feedback from our governing council regarding this change was overwhelmingly positive. They are stated that they would look at this book when signing the children in and that they would see other parents also looking at it.

The staff also found this a useful method to communicate with each other when staff had been absent. It was very easy to ‘catch up’ on what happened the previous days when looking through the floor book. It changed the photos we were taking each day to then capture those moments we (or the children) wanted to follow up on. It also ensured that the data we were collecting was actually being used within the curriculum and planning.

Next steps: Continue the work of the partnership around growth mindset, challenge, the power of yet and also the learning pit. If the current staff were continuing at the centre the plod method of programming would definitely be continued. It would be great to have written parent feedback within the plod.

1.2.1
The next part of our QIP was to become familiar and engage with the preschool literacy and numeracy indicators. As a staff team we attending the one day of training offered by DECD. The teacher also attended a PMA day during the holidays around the numeracy indicators.

We displayed the indicators around the kindy and at each staff ‘wrokspace’ and tried to use some of the terminology within the learning stories and reports that we wrote this year.

Next step: To attend any further training offered or work within our partnership to share ideas and resources regarding this. As a staff team it should be investigated how to include the indicators within the observations we collect of individual children.

Quality Area 2

2.1.3
In this quality area our aim was for children to begin to take some responsibility for their own hygiene practices. We achieved this through songs and stories during mat times. Also we used reminders and intentional teaching during those teachable moments during each and every day. We had displays throughout the kindy (especially in the children’s bathroom) and also informing parents through newsletters.

Next step: Continue and investigate what happened to the ‘lift the lip’ program (we were not involved this year for the first time in several years).

Quality Area 3

3.3.2
This year part of our focus of environmental education was to reduce the use of ‘fantastic plastic’ and increase the use of natural resources and loose parts. We started this with the introduction of the ‘mud kitchen’ which many children enjoyed. They loved cooking there and then using bark, leaves and flowers as part of their play. One child even said to me that the gumnuts were ‘fairy cups’. The use of this space included lots of social language between the children while also using mathematical concepts, imagination, negotiation and literacy skills.

This did require the support of the parents and during the cooler months the children knew that to play in the mud kitchen they would need to wear their gumboots.
We also used natural materials to play in the sandpit and the children had to think about how they would dig and make sand castles without the use of the plastic spades and buckets. In the water troughs we would have a variety of natural materials for the children to sort and classify and also use with the Australian animals. We also often would include these resources indoors too for example with the blocks.

We also use the vegetable garden, fruit trees, composting bin and worm farm at kindy. The children also learn to care about animals with the inclusion of the stick insects.

Next step: To continue with sustainable education, the mud kitchen and the use of natural resources.

Quality Area 4

4.2.1 As we had yet another new staff team this year our first goal term 1 was to review out philosophy statement. This process ensured critical profession conversations around our beliefs, methods of teaching, behaviour management and goals for the children and centre happened during week 0. As we did this early in the year it meant that all staff were on the same page from the first day of kindy. It also set up dialogue to discuss any issues that arose later in the year.

Next step: The philosophy will need to be reviewed with the new staff team again next year.

Quality Area 5

As part of our four year cycle we looked at the Involvement scale of the Reflect Respect Relate document. We paid a relief staff member to come into the kindy to work with the children to release a staff member to video children’s play. A random selection of children were videoed six times for two minutes each, over the day. This was repeated in term 3. There was an increase in our scaling from first (2.5) to third term (3.5). This does not surprise the staff team as we would expect that the children become more ‘involved’ over the kindy year. We believe if this process had been done without the ‘you can do it’ program and the partnership priorities of challenge included in the curriculum the results would vary. The children really enjoyed the idea of ‘challenge’ and we would often ask the children ‘how are you challenging yourself today?’

However, the scaling results are not the important part of using the RRR document (for our staff team). The process that we go through enables staff to have in-depth professional conversations regarding our practices and pedagogy. This worked particularly well this year as we used a closure day to scale videos as a staff team. It gives us a basis or common language to work with when self-reflecting and sparks ideas of what we could do in the future.

The ‘You can do it’ program was introduced to the children and their families during term 1. The children liked learning about the characters and singing their special songs. We worked with each character from about a two week period, revisiting when necessary. It was not long before the children we were using the language of being confident, resilient, persistent, organised and getting along. This year with the partnerships priorities this was taken further than in previous years. As we had been having conversations with the children regarding persistence and resilience it was very easy to introduce the concept of challenge. This smoothly led in the ‘learning pit’. Children were able to articulate when they were in the learning pit, how they were feeling and what they needed to do to get out of the pit. The laminated copies of the ‘learning pit’ were often carried around the kindy as children were sharing their learning and experiences with their peers and staff.

Next step: Continue next year, looking for opportunities to encourage children to extend themselves further and to develop positive learning dispositions.

Quality Area 6

In our QIP for Quality Area six we looked at 6.3.2 to increase attendance within the kindergarten. While the data in the tables in the following section do not show any results for term 4 at a site level we are able to show an increase in attendance and even an increase in the amount of parents letting us know when their child will be absent or has been absent. This increase demonstrates parental awareness of the importance of regular attendance and the sharing of this information with us.

We continued several things which we introduced last year to increase attendance including;

- Sharing the importance of regular attendance with parents upon enrolment and at pre-entry meetings.
- We put in several articles over the year within the newsletter about the importance of regular attendance.
- We displayed the provided posters.
- We also added a sentence within our ‘next terms sessions’ note about regular attendance.

This year we also started to use a notification slip in parent pigeon holes to notify parents that they had a new learning story in their portfolio folders. This was so they would have a look at their folder and value the kindergarten experience for their child. However for some families attendance remained an issue despite the phone calls and letters to home.

This year we qualified for the Attendance Improvement Initiative Grant. We used the grant to increase our ECW hours. This meant that there was more staff on the floor to talk to parents at the start and end of kindy sessions. They also built relationships with the children so that they wanted to attend kindy and would actively tell their parents so.
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Next step: to continue to improve attendance within the kindy.

Quality Area 7
All staff took part in the Professional Development Cycle. In term 1 staff were able to individually set their own goals in relation to the Quality Improvement Plan. This plan was then discussed at a meeting set for term 1. In term four these were reviewed with written feedback given after each meeting. The process was the same for the Director to her line manager. While the staff might find the process onerous at the time, it is one that has value, as it is during these conversations that we can ascertain individual goals and the support required to achieve these.

Next step: To continue with this process and review the proforma we are using at a site level to ensure it meets the needs of all staff.

5. INTERVENTION AND SUPPORT PROGRAMS

Historically there has always been high numbers of children receiving speech and language support within our kindergarten. While this year the number of these children has decreased this number is still high in comparison to other local kindergartens. We have children who are referred to us from Southern Primary Health – some of these are recommended for Early Entry.

All of these children access the speech pathologist and our preschool support worker. They are both highly skilled workers and many of these children move off to school with high phonological awareness skills, due to the extra support.

We have also accessed support through the special educator for behaviour needs for three children. These children were able to access some additional staff support (also through site funds) to assist these children regulate their emotions, negotiate with their peers and access the curriculum. This support and intervention was vital to those children to experience some success in an education setting prior to starting school. We also successfully have been able to refer two children to the CAT team at flinders, two children to a paediatrician and another to CAMHS.

This year we also had one child with an ATSI background. This child also received support for speech, language and behaviour. His additional time at kindy has increase his social, literacy and numeracy skills.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Enrolment by Term</th>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
<td>45</td>
<td>50</td>
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<td></td>
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<td>45</td>
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<td></td>
<td>2015</td>
<td>43</td>
<td>44</td>
<td>47</td>
<td></td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term.
Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems
This year our enrolments remained steady throughout the year. There was some movement at the end of term 1 and 2 both with families leaving the centre and also starting at our centre. In term three we also accepted three early entry children, one bilingual, one ASD and the other for speech and social skills.

It will be interesting to see the impact of Morphett Vale Kindergarten Preschool moving on site to Pimpala Primary upon our enrolments given, that their capacity will increase by 10 children in each session.

### 6.2 Attendance

#### Figure 2: Attendance by Term

<table>
<thead>
<tr>
<th>Attendance Percentages 2013 - 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
</tr>
<tr>
<td>2013 Centre</td>
</tr>
<tr>
<td>2014 Centre</td>
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<tr>
<td>2015 Centre</td>
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<tr>
<td>2013 State</td>
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<tr>
<td>2014 State</td>
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<tr>
<td>2015 State</td>
</tr>
</tbody>
</table>

Table 2: Attendance Percentages 2013 - 2015

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

Refer to section three for analysis of this data.

Our attendance this year remains in the low-mid 80%. This is fairly on par with previous years and just below the state figures. This year we had two children enrolled who barely attended. One child came once in term 3 and once again in term 4. The director made lots of contact with the family and Mum always said she was returning. Another child was sick a lot and then had an injury which excluded her from kindy which caused her to miss several months of kindy.

On average most children attended most of the time. It would be interesting to see the figures above with the two children discussed not included in the data.

### 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>0323 - Coorara Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0362 - Port Noarlunga Primary School</td>
<td>Govt.</td>
<td></td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>0379 - Reynella Primary School</td>
<td>Govt.</td>
<td></td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>1059 - Pimpala Primary School</td>
<td>Govt.</td>
<td></td>
<td>5.6</td>
<td>10.5</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 main feeder school remains Morphett Vale East Primary R-7. Though this has been steadily dropping over the past 3 years this year the percentage jumped up again by the table above. However further information after the data collection in term 3 needs to be also considered. The above table should actually reflect: One child will attend each Port Noarlunga Primary school, Braeview Primary School, Christies Beach and Pimpala primary school. While 4 will attend Reynella Primary School and one more child will attend Prescott Southern. This additional data actually changes the percentages quite a bit as 38% of children transitioned to alternative schools while only 62% went to Morphett Vale East R-7. This year our kindy actually fed 12 local primary schools including 4 private schools. This has been a continued change over the last six years. This also reflects the change in the local community with the cheaper housing now being further down south.

7. CLIENT OPINION
This year as all the children were attending for the full year we decided to return to collecting the data related to the parent opinion survey in term 3 (as in previous years). This meant that each family that received the survey had been with us for nearly 3 terms and should know the preschool very well.
While we distributed 15 surveys to a random selection of families it is noted that it was given to one more family of a female than a male. There also was one family child was receiving support for both speech and language. There were also a couple of governing council members that were given the survey.
While 15 surveys were distributed only 6 were returned and one person missed the last page of the survey. All the responses to every question asked were either in the “agree” or “strongly agree” columns. This shows a high level of satisfaction in most areas. It is interesting that the parents often highlight the need for more resources through the parent opinion survey.

It is the comments written on the surveys that are far more reflective of parent opinion. Every comment is written below:

Quality of Teaching and Learning
Varied Curriculum. Children take the lead in regards to areas they wish to learn about/ subjects covered.
All the teachers take extra care to know each individual student. They are so supportive and encourage the children to explore, learn, try new things and do their personal best. My child loves kindy.
The teachers are amazing at what they do.

Support of Learning
My child would feel comfortable asking for help and support from the staff.
My child receives extra help and speech therapy. What my child is taught by her speech therapist is always followed through in kindy. My daughter is visually impaired and always receives the support and help she needs with this also.

Whilst there are excellent materials and resources for the children there is always a need for more and room for improvement also.
Relationships and Communication
The family has a good ongoing relationship with people at the kindy. They have been very accommodating in regards to changes of days to help our changing family circumstances.

My daughter and I have great relationships with all teachers.

Leadership and Decision Making
I have no negatives on this kindy at all. It's been such a wonderful and rewarding year.

Other comments
A very caring, nurturing environment. Great outdoor location and resources very grateful for staff consistency and that both my children were able to attend this kindy under the current director's guidance.

I am very happy and satisfied with all aspects of my child's preschool. The staff and the roles they play are fantastic.

Last year through the annual report we noticed that the comments from last year’s survey were all about parent ‘voice’ and this year it is pleasing to note that this did not reoccur this year. However the response to these are still the lowest percentages in the ‘agree’ range. The changes we made in informing parents of their child’s progress and the use of the plod to inform the community of our program must have made a difference. But there is still more work to do.

We also collect parent feedback throughout the year on children’s summative reports and feedback from special visitors days and Dad’s night. It is through these comments that I think we gain a better picture of the parent/community opinion of our site and staff.

Some of these comments include:
- ‘I wish to thank all the teachers and teacher aids for their support and encouragement they showed towards (child’s name) learning all year. Thank you for developing his academic skills and helping him to direct his energy in group settings.’
- ‘Wow, what great staff and a great kindy and learning environment.
- ‘Firstly (names) would like to thank you very much. After reading (child’s name) report we realised we had sent her to the right kindy.’

Next step: Continue to strive for improvement in the areas that parents stated that they agreed not highly agreed eg
19 Children have enough materials and resources for their
38 The preschool seeks parents' opinions about educational programs
39 I am given the opportunity to be involved in the preschool's educational activities

8. ACCOUNTABILITY
All staff and governing council members have the required screening. As part of the induction process we ensure that all non DETI staff (maintenance) and work experience students have the correct screening. These are cited by the director prior to starting work or volunteering at the kindy and a copy is kept on file.

9. FINANCIAL STATEMENT