Morphett Vale East Kindergarten
Annual Report
2014

Director: Kerri Willmott ........................................ Date:...6/2/15.............

Governing Council Chair: Renee Henley ..................... Date:....6/2/15.............
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. While the families that access our centre are mostly Anglo in family background, we have a diversity of family and socio-economic structures.

In 2014 our staffing levels remained stable but we have had a variety of teaching staff over the year. Our teacher took long service leave during term two and then reduced her hours to 0.4. During term 4 we were staffed at 1.0 Director, 1.0 Teacher (in a shared capacity) and 0.8 ECW. Our preschool support hours have varied over the year from 3 to 7 hours, a dramatic drop than in previous years.

In term 4 2014 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 and 16% of the population were receiving Preschool Support.

2. REPORT FROM GOVERNING COUNCIL

Our Governing council continues to consist of long term members 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 end of year concert, Dad’s night, special visitors day, Obstacle-a-thon and our participation in the Christies Beach Pageant.

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

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 2014

- Continuing operating 15 hours of preschool within mon- thurs session enabling us to continue with playgroup.
- 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.
- Two incursions with Trent Hill (Aboriginal presenter).
- The Noarlunga Library came to read us some stories on several occasions.
- Continuing sharing of information between home and kindy through the development of Individual Learning Plans for every child during their first term of kindergarten and parent-teacher interviews to discuss the plan and each child’s strengths and needs. This year we spoken to every parent regarding their child’s ILP in term 1 or 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.
- Inclusion of “all about me” sheets which builds the connection between home and kindy.
- Introduction of a ‘Floor book’ to share children’s experiences and learning with families.
- Learning about different cultures, including sign language and a focus on Kaurna Language.
- New air conditioner and café blinds installed.
- 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**

This year was the first year of ‘full’ same day start meaning that all children started at the start of the year and all finished at the end of the year. This has massive implications for staff from a developmental point of view but also planning and assessment procedures. As such we included in our QIP a reflection of the impact of same day for the staff team, including the processes put in place, routines, assessment and reporting and working at children’s developmental levels.

From term 3 2013 we started preparing the families for single intake. I offered 3 pre-entry morning teas and was able to separate the returning families from the first time families. It was at these sessions that parents were given as much information as possible to increase their knowledge. We were able to continue to offer pre-entry where the children were able to become familiar with the centre, staff, routines and expectations. At the start of 2014 we were able to pay a relief staff member to be here for the first two days of term to increase parents’ ability to...
have access to a staff member at the start and end of each day. It also increased the level of calm throughout the centre with more hands on deck to help with separation, increase knowledge of routines, expectations and to deal conflict issues between the children.

In term one we wrote individual learning plans for all children except those who required an NEP or IEP. These clearly stated goals for each child. Information from parents was included in these learning plans from the child profile they filled out upon enrolment. This plan was then given to every family.

This year we continued to offer interviews to all families. However, this year offered the opportunity to give us written feedback on the back of the ILP. This meant that more families than before were able to have input into their child’s educational goals. We also spoke to every family regarding their child through either a formal interview or also a ‘touch base’ at either drop off or collection time.

Next steps: The biggest change we have had this year is to change our mindset around single intake. The first few weeks in term 1 are difficult but then at the start of every other term there are no new children. This means that in term 3 and 4 the children returned after holidays and were immediately engaged.

We would like to include more children’s voice on their ILP. While we have always had first term interviews with the children and collated this with their ILP and observational data it would be good to have this explicitly written alongside the parent’s voice.

1.2.1
The next part of our QIP was to become familiar and engage with the preschool literacy and numeracy indicators. As these were only released in term 4 this was not possible. However two of the teachers attended 6 PMA training sessions. This enabled them to have the time and opportunity to critically reflect upon the mathematical curriculum. Ideas and learning from these sessions were shared at staff meetings and many ideas were implemented in the kindy program.

Next step: As for this year to become familiar and engage with the preschool numeracy and literacy indicators.

Also due to single intake as a staff team we decided to review our observation collection of children’s development. We collected proformas from several kindys and then adapted and combined these with our old one.

This new proforma is more succinct and contextually appropriate. We continued to talk about every child at least once a term by systematically going through the observation folders. This meant that we were all on the same page and approaching each child in the same manner.

We also kept a list of children’s learning stories to ensure that there were examples of all five learning outcomes within their profile folder.

Next step: To adapt the ILP to include children’s voice and to enable children to create their own learning goals, objectives and reflections.

Quality Area 2
Due to the constant staff changes this year it was decided postpone writing new procedures for specific medical emergencies. This was still covered by our emergency plan and discussed at staff meetings each term.

Next step: The policy regarding medical emergency procedures will be updated, aligned and reviewed with Emergency policy and procedures.

Quality Area 3
Environmental awareness has been a focus within our curriculum this year. All the work we completed with our vegetable garden last year enabled us to grow many of our own vegetables and the fruit trees are now bearing fruit. We were able to harvest potatoes, strawberries, carrots, spinach, turnips, beetroot and tomatoes. This was then used in cooking within the kindy.

We have continued to use our outdoor compost bin, our indoor bachi compost and also our worm farm. The children increased their understanding of which food scraps could be recycled and which compost bin was suitable.

The children were also given their own plant to look after in the garden. These plants were not watered using the watering system so the children had to look after them themselves, while also understanding about water conservation.

As part of our program we also talked about recycling, reducing and reusing. This meant that the children were talking about adjuncts at the collage and woodwork table in terms of what its use was before and what they were turning it into.

We also tried to instil respect for the kindy environment. We also looked at increasing the life span of toys and belongings in order to reduce the impact of not having to replace things when they are broken.

Next step: To continue with sustainable education and hopefully grow many more foods in the garden. It would be good to include student voice into this.

Quality Area 4
The inconsistency in staff team this year and working with part-time staff members all year has brought its own challenges and advantages. The increased knowledge of staff through working with a greater number of people, sharing ideas and brainstorming together was appreciated by all.

This year we were unable to attend whole staff team training but two staff members went to a series provided by Primary Maths Association. This enabled a consistent approach to the numeracy curriculum across the year. The staff were also refreshed and inspired by this training and tried many of its ideas and methods.

We also introduced a ‘floor book’ this year that was available to all children and families throughout the kindy day. It was used to display some of the learning the children did throughout the year and also some of the shared events that took place such as Obstacle-a-thon, Dad’s night, Trent Hill performances etc. It was even commented upon on one of the parent opinion surveys: ‘I Love the book of “what we are doing”’.
Next step: Hopefully next year will be more stable in relation to staffing and also available training that staff could access as a staff team. This will build relationships and collegiality between staff.

**Quality Area 5 (Use of the building Teaching Capacity Funding)**

As part of our four year cycle we looked at the Active learning environment scale of the Reflect Respect Relate document. Using the building Teaching Capacity Funding we paid a relief staff member to come into the kindy to work with the children to facilitate this. All staff members were videoed six times for five minutes each, over the day. This was repeated in term 3. It was unfortunate that the change in staff team meant that only 2 staff were able to have first and third terms video which meant that ‘true’ comparisons for them could not occur. Again, this year the results do not surprise us. There was an increase in our scaling from first (4) to third term (4.3).

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 our two closure days to scale both terms videos as a staff team. We have found that we can’t watch that many hours of yourself on video without it impacting your professional practice everyday. It also gave us a basis or common language to work with when self-reflecting. This was then also included in the staff performance development process.

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 a getting along.

Next step: We will definitely continue with the program next year. Single intake offers the opportunity to only have to work with each character in depth in term 1 and then revisiting it later on as there will be no new children each term.

**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 did not qualify for the Attendance Improvement Initiative Grant.

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.

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**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. Over the year our preschool support hours have ranged from 3 to 7 hours per week. This is a dramatic decrease from previous years.

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 a psychologist for 4 of our children this year. The number of assessments completed was lower than in previous years. We have had bilingual support (4 terms) for one child whose first language is Mandarin. This increased his ability to access our curriculum, build social skills through interactions with his peers and increase his self-esteem. His family also felt more welcome in the kindy through being able to ask questions in their first language.

This year we also had one Early Entry child under the 3 year old ATSI. This child also received support for speech, language and behaviour. His additional time at kindy has increase his social, literacy and numeracy skills.

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**6. STUDENT DATA**
6.1 Enrolments

Figure 1: Enrolments by Term

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>38</td>
<td>42</td>
<td>48</td>
<td>55</td>
</tr>
<tr>
<td>2013</td>
<td>45</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>45</td>
<td>43</td>
<td>43</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 attendance 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. The families who left us were moving out of the area.
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 2: Attendance Percentages 2012 - 2014

<table>
<thead>
<tr>
<th>Attendance Percentage</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>2012 Centre</td>
<td>84.2</td>
<td>85.7</td>
<td>79.2</td>
<td>85.5</td>
<td></td>
</tr>
</tbody>
</table>

...
Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

Refer to section three for analysis of this data.

### 6.3 Destination – Feeder Schools

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

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0323 - Coorara Primary School</td>
<td>Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0362 - Port Noarlunga Primary School</td>
<td>Govt.</td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0379 - Reynella Primary School</td>
<td>Govt.</td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1059 - Pimpala Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td>5.6</td>
<td>10.5</td>
</tr>
<tr>
<td>1067 - Huntfield Heights Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1163 - Braeview School R-7</td>
<td>Govt.</td>
<td></td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>1188 - Morphett Vale East School R-7</td>
<td>Govt.</td>
<td></td>
<td>80.6</td>
<td>73.7</td>
</tr>
<tr>
<td>1490 - Braeview Junior Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1492 - Hackham East Junior Primary School</td>
<td>Govt.</td>
<td>5.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1675 - Morphett Vale East JPS</td>
<td>Govt.</td>
<td>77.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1776 - Woodcroft Primary School</td>
<td>Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1907 - Reynella East College</td>
<td>Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8014 - Woodcroft College Inc</td>
<td>Non-Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8390 - Prescott College Southern</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td>2.8</td>
<td>2.6</td>
</tr>
<tr>
<td>8418 - Sthn Vales Christian Community Sch</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9755 - Emmaus Catholic School</td>
<td>Non-Govt.</td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9756 - All Saints Catholic Primary School</td>
<td>Non-Govt.</td>
<td>2.8</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.2</td>
<td>100.2</td>
<td>99.8</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 schools remains Morphett Vale East Primary R-7 (previously known as Morphett Vale East Junior Primary School), though this has been steadily dropping over the past 3 years. This is now recorded at its lowest at only 73%.

After the data collection in term 3, several families changed their school choice which meant that the above table should actually reflect: One child will attend Craigburn Primay instead of Braeview Primary, another to Reynella South instead of Coorara. One child will attend each of Christies Beach Primary, Reynella Primary, Port Noarlunga, Sheidow Park. This additional data actually changes the percentages quite a bit as 34% of children transitioned to alternative schools while only 68% went to Morphett Vale East R-7. This may have to do with the wider
community we were drawing our enrolments from or an increase in awareness that families who chose our centre do not have to attend the school located next door. This year has been the highest amount of different schools we have fed to in the five years I have been at the site.

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 5 were returned and one person missed the last page of the survey. All the responses to every question asked were either in the "agree (31)" or "strongly agree" columns except for three responses. This shows a high level of satisfaction in most areas.

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

### Parent Comments - Quality of Teaching and Learning

‘They are fantastic. My child is safe with the knowledge that there is a fantastic routine, brilliant teachers and she knows she will have fun (& learn) Thank you’
‘Having a very shy child that I previously could not get to go to child care Kerry and her team have really made the effort to help her enjoy going. She now loves going to kindy’
‘Teachers are warm and caring, which I believe contributes to a child's learning’

### Parent Comments - Support of Learning

‘I feel my child is supported exceptionally well in his learning’

### Parent Comments - Relationships and Communication

‘I loved the child reviews and was thrilled how the teachers are always happy to talk about anything’
‘All the staff are open and always willing to talk to parents. They are warm and approachable. I believe this kindy to be an outstanding preschool.’

### Parent Comments - Other comments

‘Very happy with everything!! I love the book of "What we are doing”

The statements in the "neutral" columns were:

4 I am given opportunities to have a say in matters about this preschool
5 I am given the opportunity to be involved in the preschool's educational activities.
7 Parents are invited to participate in decisions about their child's education.

Each of the above comments are related to 'parent voice' and having an involvement in decision making at a site level. We always offer attendance to our governing council meetings through the enrolment process, newsletters, white board and also by talking to parents at the drop off and collection times. Perhaps we need to find additional ways for parents to be involved in decisions.

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 was overwhelmed by all the staff and their dedication to the well-being of the children. The activities are fantastic and well-rounded to include all levels of learning abilities.’
- ‘I thoroughly enjoyed my time tonight. It is such a friendly and wonderful place, where kids can learn in a very relaxed atmosphere. Congrats to all your staff’.

Next step: Provide information to families regarding ways to be involved in decision making at our kindy. While the offer of attending governing council meetings is always provided to parents, few take the opportunity. As a staff team we need to review how to include 'parent' voice. We will also continue to collect feedback data at events during the year.

8. ACCOUNTABILITY

All staff and governing council members have the required screening. We were audited in August which we passed or able to explain. As part of the induction process we now need to ensure that all 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