2013 at Greenwith Kindergarten. An exciting year as we embrace many new changes and engage in teaching and learning that supports children’s development of cognitive and thinking skills.

HIGHLIGHTS FOR THE YEAR

In 2013 we continued to upgrade our facilities. Parent fundraising efforts enabled us to replace our aging evaporative air conditioning with 2 split system units. No matter what the weather, every area in the Kindy will be effectively heated or cooled.

New kitchen cupboards have not only increased storage areas, but now allow us to keep the art/craft materials completely separate to food.

Our bridge has been repaired and several areas of the play decking have been replaced. Early next year, all edging in the yard will be repaired and replaced and all soft fall increased where needed. We also have a lovely new, easy to use, cover for our sandpit.

Our Kindergarten participated again in the local communities annual "Kindy in the Park" in term 4. Held at Civic Park, with many Kindergartens attending and providing a play and learning experience for children; it was a lovely way to celebrate Children’s Week and Kindergarten Education in SA as a whole.

Several possums have taken up residence in the Kindy yard and have been adding to the family across the year. They have provided some wonderful learning opportunities for children and great fondness for these “friends” has developed amongst the staff and children.

The end of year was celebrated once again with a Twilight Family Picnic at the Kindy. It was a wonderful turn out and a lovely way to farewell all our families. The children sang some songs and gifts were shared with families. This year, children’s portfolios were presented and all children congratulated for the wonderful year of learning that they had at Kindy.

Also on the night, The Jennifer Rankine Volunteer of the Year Award was presented to Paula Glacken and Catherine Hincks. Both Paula and Catherine served on the Governing Council as our respective Chairperson and Treasurer and participated in and supported our fundraising efforts and the transition of the Kindergarten to the one intake a year format.

We have continued to provide parents with access to our Book Club in 2013 and thank Debra Vanstone for her contribution in this area. Several hundred dollars worth of books has been added to our children’s library and resources from this effort!

STAFF NEWS

In 2013 our core teaching team were teachers Annette Mazzeo, (Director), Kay Bradley and Michelle Slatter, and our ECW’s were Di Carr, Cherryl Tatarelli, Tracey Donovan, Natalie Cotgrave, Deb Barney and Jo Goodes.

Shannon Smith, who has been with our team for many years, has announced her retirement and will not be continuing in 2014. We farewell her with sadness but wish her and her husband Michael, all the very best for the future.

Staff training this year has been devoted to improving our learning and skills in understanding and supporting the development of children’s “Executive Functioning Skills”.

IN OUR PROGRAM

Special Person’s Day was held in term 2. Children had someone special to visit and spend a session with them at Kindy. This event, held over 4 days, is always well attended and enables the children to share their learning with family and friends.

Presentations at Kindy included visits by Animal Capers; Sue Harris Puppets and Jack and Molly. We also had the SA Police Dogs visit too.

We had an evening this year where Dad’s (and working mum’s) could come and play with their child at Kindy for a short time. It gave them an opportunity to be involved with the Kindy and their child’s regular activities.

A bus trip was also taken around the local community. We do this annually as it is a lovely way for the children to link their home and Kindy experiences. They talked about how places they were seeing related to their everyday lives and for many, it was also the first time they had been on a bus!

Other exciting experiences included “Show and Tell” Week, now also a regular feature of our program and our Obstacle a thon Day.

ABOUT GREENWITH KINDERGARTEN IN 2013...

2013 was an unusual year for enrolments as it was the first year where only children, who had a birthday before 1st May, could commence Kindy throughout the year. We had one intake in Term 1 and another in Term 2. Children continued to start school each term so our numbers gradually decreased across the year. In conjunction with this, children who started in Term 2, were able to access an additional day of Kindy in Term 4, in lieu of missing term 1. The tables below reflect this and as such, 2013 cannot be used in comparison with data from other years.

1
ENROLMENTS

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>2011</td>
<td>96</td>
<td>89</td>
<td>98</td>
<td>94</td>
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<tr>
<td>2013</td>
<td>82</td>
<td>91</td>
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ATTENDANCES

<table>
<thead>
<tr>
<th>Term 1 Attendance</th>
<th>Term 2 Attendance</th>
<th>Term 3 Attendance</th>
<th>Term 4 Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011 97.9%</td>
<td>2012 92%</td>
<td>2013 92.7%</td>
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<tr>
<td>94.4%</td>
<td>94.1%</td>
<td>74.7%</td>
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<tr>
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Term 2 Attendance data is not accurate as a closure day had in data week has not been reflected in the final analysis. Attendance patterns have remained in the 90% area all year.

Enrolments have been finalised at 100 for the whole of 2014. We will start with a wait list, but as no children will be existing for school, there is likely to be little movement and change through the year. Parents have begun placing children’s names down already for 2015, 2016 and 2017 aware that places at the Kindy may continue to be hard to get in future years.

Families continued to move into the extended subdivision and families still sought places at our Kindy from out of the area to attend our local schools, to access our full day programs and to access a program that they believe is of very high quality. We only offer full day programs and this continues to suit the needs of many families.

New Regional Guidelines for prioritising enrolments in the Northern Adelaide Region came into effect in 2012. These guidelines have redefined our catchment area boundaries and allow sites to enrol families living outside these boundaries only when the site is not at capacity. It defines priority of access and supports parents to find a place for their child within the local areas. For 2014, we followed these guidelines, along with other Kindergartens in our cluster and we have managed to allow access to all those families, who enrolled before November, seeking a place at our Kindy.

WHERE DID OUR CHILDREN GO TO SCHOOL ACROSS 2013?

<table>
<thead>
<tr>
<th>Code</th>
<th>School Name</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1858</td>
<td>Greenwith Primary School</td>
<td>67.1</td>
</tr>
<tr>
<td>9757</td>
<td>Our Lady of Hope Catholic School</td>
<td>21.4</td>
</tr>
<tr>
<td>8439</td>
<td>Tyndale Christian School</td>
<td>1.4</td>
</tr>
<tr>
<td>8006</td>
<td>St Francis Xavier’s Regional Cath Sch</td>
<td>2.9</td>
</tr>
<tr>
<td>8385</td>
<td>St David’s Parish School</td>
<td>2.9</td>
</tr>
<tr>
<td>1847</td>
<td>Keithcot Farm Primary</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Greenwith Primary School and Our Lady Of Hope School, being co located, are our main feeder schools.

HOW DID PARENTS VIEW OUR SERVICE IN 2013?

In 2013 we continued to use the survey used last year. Approximately a third of families responded. A summary is presented below.

<table>
<thead>
<tr>
<th>Year</th>
<th>Customer Responsiveness</th>
<th>Health Safety &amp; Nutrition</th>
<th>Knowledge of the Child</th>
<th>Program</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>5.8</td>
<td>5.9</td>
<td>5.8</td>
<td>5.8</td>
<td>5.8</td>
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<tr>
<td>2013</td>
<td>5.7</td>
<td>5.8</td>
<td>5.7</td>
<td>5.8</td>
<td>5.8</td>
</tr>
</tbody>
</table>

(For Rating out of 6)

A survey was given to all families this year in their child’s last term at Kindy. Very high ratings have been achieved in all areas and show very strong support for the programs and teaching at Greenwith.

Staff continued to include a parent feedback sheet in portfolios when they were sent home during their child’s year at Kindy. Feedback is received about the learning of individual children. This parent input is valuable in setting goals and planning for children throughout the terms. It can provide us with an insight into aspects of children’s learning and behaviour at home as well as parent’s perspectives and opinions on our observations and analysis.

Parent comments reflected support for our programs, reports and service and also showed the links being made in learning between home and Kindy:

I have been very impressed with staff identifying my child’s abilities and learning needs and providing additional support when needed. The staff, along with the curriculum, provide an exceptional learning environment. Individual needs are identified.

I believe the caring nature that the teachers show the children really enhances their learning.

I think the teaching is excellent. My child has learnt so much at Kindy. He does not like to sit and learn so however the learning is being delivered, it works for him! He has thoroughly enjoyed Kindy.

The staff have always worked with me as a parent to help in my child’s development. I would recommend Greenwith Kindy to everyone. The facilities and the teachers are welcoming and fantastic.

The strong play based learning program has supported my child to learn and extend upon his many skills. Thank you for the wonderful learning environment. I could not have asked for a better start to my son’s formal education.

This has been a wonderful and exciting learning journey in preparation for school.
Staff program for children on a fortnightly basis, using data collected from parents, observations, evaluations & from children’s individual learning plans. To track children’s learning pathways, staff compared observations taken in a child’s 1st or 2nd term at Kindy to those updated when they are observed across all Learning Outcomes in their 3rd or 4th terms at Kindy. All observations are kept in children’s portfolios and a full copy of the years learning and any ongoing challenges is forwarded to their new schools when they leave. It has been agreed that a child’s formal education journey commences at the start of Kindy and having this record in a child’s file at school, will allow access for teachers to the learning a child has had, help needed along the way and improvements made in their learning across time.

Overall data is analysed each term to see where strengths and areas needing improvement for the child and the site are and to also identify “patterns” that may need further investigation.

Our Intervention Process continues to identify and support the learning of all children through observations and other data tools, including those with special needs.

This site uses The Early Years Learning Framework as the basis for our Planning, Assessment and Reporting. The Portfolios clearly reflect this as well as all reports given to families.

During 2013 a sample group of children were tracked in their learning across the year. There was consistent growth in all Learning Outcomes for this group of 15 children. In 2013, those areas consistently needing support for children in their first terms at Kindy were: **Expressive Language, Being persistent, Elements of Comprehension including Phonics, Rhyme and Inquiry Based Learning—being challenged and taking risks extending the thinking**.

By comparing the data of these children’s skills collected at the beginning of their time at Kindy to that collected towards the end of their time at Kindy, we can see consistent learning in these areas, with a children moving from developing to competent. It was also interesting to reflect on the strengths that children brought to Kindy when they started and this was incorporated into the program with many areas of extension and “teachable moments” planned to challenge and build on individual children’s skills.

The collection and evaluation of data each term also enabled us to see on an individual basis which children required additional support for their learning. It also highlighted areas that needed to be targeted for the whole group, such as being organised, solving problems and taking risks. It also showed that many children are working at a higher level in areas and thus require extension programming for their learning as well as additional assessments in order to support their school placement.

Some parent Feedback:

Thank you for all your support with my daughter’s learning. This folder is so nice and it is lovely to see how much she has grown and learnt and of course, how much fun she has had. Agree with all the goals and recommendations and we will be working more at home on the areas highlighted.

...my child is really enjoying his Kindy experience and reading through this folder is heartwarming!

...we appreciate all the hard work that is put into these folders and are very proud of how well he is settling in and improving all his skills.

...we feel there is a huge amount of different learning opportunities available to our son. It’s obvious to us that ALL the teachers care about his happiness and development and we appreciate that you are always available to discuss his progress with us.

Your reports are comprehensive and informative and it is great to see our son’s development in an easy to follow portfolio.

WHO NEEDED SOME EXTRA SUPPORT IN THEIR LEARNING IN 2013?

32 children received either Preschool Support or Early Intervention Support in 2013. This support focused on: Speech and Language, Well Being, Social Skills, Concept Knowledge, Fine and Gross Motor Skills and Comprehension.

One child had a Negotiated Education Plan and all these children had Individualised Learning Plans. All plans reflected input from other support agencies, para professionals and parents to ensure there was continuity of learning for the children.

In 2013, the Kindy continued to use “Speech Links”, an online screening tool, to identify children with we feel may be having difficulties in the Expressive language area. This continues to be an effective tool. We have been supported well this year by Jodie Davis, DECD Speech Pathologist, and have been able to have a large number of children screened and identified with areas of concern in this area, and perhaps referred for further assessment. We have been providing families with programs from the Speech Links program for them to work on with children at home and have the support of Jodie to review these children’s progress and assist us to set new learning goals.

We were also very lucky in 2013, to have two Occupational Therapy students complete their practice at our site. Their support for several of our children was greatly valued and the knowledge they were able to share with staff can be used in future teaching and learning at the site.
WHAT HAVE WE ACHIEVED IN OUR QUALITY IMPROVEMENT PLAN AND SITE LEARNING PLAN IN 2013?

LITERACY

This year our site focus in Comprehension has continued to be on Phonological Awareness.

It was our aim to cover the areas of Syllable and Letter name and sound knowledge in 2013 as well as consolidate and continue to embed the development of rhyme in children's learning into our program. As in previous years, our aim was to find strategies to intentionally teach these skills within a play based environment.

Our major strategy for 2013 was to have a "Word of the Day" through which we explored the names and sounds of letters, words that they rhymed with and the counting out of the beats and syllables in words. This has been highly successful and is an activity at group time that all the children wait for and get involved with. They want to see if they can "work it out" and "guess what it might be" using contextual clues given from the days learning as well as the tools for sounding letters and predicting. We have indeed had several children starting to read in their last term at Kindy as a result of learning these skills.

Data was collected in these areas during a child's first term at Kindy and compared again at the end of their year. Distance travelled in this learning was revealed for both individuals and as a group. We were excited to see the high levels of development and have all agreed that this activity, in conjunction with the "more" informal work planned for in play or in teachable moments, is really helping to develop these valuable pre reading and comprehension skills in our children.

Some Parent Feedback:

My son's speech and language have improved since he has been at Kindy and I believe it is through this method of teaching.

Very happy with the focus on phonological skills. I think this works well!

We will continue to focus on these skills in 2014 and ensure that the provision of these learning experiences are very much embedded in our program and curriculum.

QUALITY IMPROVEMENT PLAN

Across the 7 Quality Areas in the National Quality Standards, several areas for improvement were identified and focused on in 2013.

In Quality Area 1 Educational Program and Practice: We have participated in staff learning that supports and develops in children thinking skills. These skills support the development of learning in all areas, including communication and socialisation. Staff have embraced the professional learning from Professor Martin Westwell in teaching children "Executive Functioning Skills" such as: attention and focus, setting goals, planning, assessing risks, acting on plans and solving problems.

Through a play based, inquiry based learning program, children's learning in this area has been significant. Data collected show they are thinking more abstractly, are really inquiring into the why and how and as a group and as individuals, are creatively solving problems. Their language and communication areas have also shown increases in the richness of language used.

Staff have embraced the inquiry based teaching methods: teachable moments, following children's interests and leads and supporting them to access further learning and thinking in a range of ways. The "Stop, Think" tool they developed to track children's learning has also helped them to re think how they encouraged and support children's learning and also to modify and use different levels of language with different children.

We will be continuing this learning in 2014 and will also be expanding resources and tools to support children's learning such as purchasing 2 Ipads.

All children's Individual Learning Plan goals and current identified strengths, interests and needs are used to develop the curriculum and program each week.

Some Parent Feedback:

I can really tell as the questions and the "imagine this" answers that my child uses are great!

My child has been more curious about asking about more things in her everyday life.

The Inquiry Based teaching and learning focus has brought out the best of my son. He loves asking questions and finding out the answers!

In Quality Area 2 Children's Health and Safety: There has been a focus in 2013 on healthy eating. Both children and parents have been supported through the practices and program at Kindy, to identify food that is “good for growing” as opposed to “sometimes treat foods”. Our data has shown that by a child's last term at Kindy, they could all identify and sort foods into those 2 groups. We have also extended the learning of some children, in the different ways that different foods help us to grow.

Staff have also been impressed by the wonderful variety of healthy snacks and lunches that parents have packed and sent to Kindy and how well they have been enjoyed by children.

In Quality Area 3 Physical Environment: major upgrades have occurred as mentioned earlier in this report.

In Quality Area 4 Staffing Arrangements: the Kindy is following new DECD policy in Performance Management Processes and all staff have developed plans that are supportive as well as requiring critical reflection throughout the year.
In Quality Area 5 Relationships With Children: Staff continued a transition to Kindy program that supports children’s well being and individual needs. Children settled into the program gradually in their first few weeks and as a result of the decrease in overall numbers across the year, staff and children’s relationships were enhanced by the additional amount of time staff were able to spend with each child/groups of children as well as many children being able to access additional time at Kindy. The data collected in children’s portfolios, Parent Feedback/Surveys as well as using the “Respect Reflect and Relate” Well Being tool, showed that after just a term at Kindy, children were settled and rated as “Mainly Supportive: Generally happy with few signs of emotional discomfort, adequately succeeds in meeting their own needs.”

For the 2014 intake, new processes had to be developed and designed to support smooth transitions to Kindy. These included holding an Open Day, where parents and children in small groups, could visit and play at Kindy, meet staff and become familiar with the environment. We have had excellent feedback from parents about this day and with a staggered start for children in 2014, plus the ability of parents to tailor the length of time children attend in the first few weeks, we hope to continue to support children’s well being and develop a good sense of belonging at Kindy.

In Quality Area 6 Collaborative Partnerships With Families and Communities: Staff have redesigned the enrolment process in line with the new Single Start to School policy and intake and the 15 hours of Kindy. In term 1 and 2 an initial parent meeting was followed by the child attending with the parents on planned 1 hour visits later in the term. These have allowed staff to meet families and children and observe children and chat to parents about their children prior to starting. Shorter days for the first week of Kindy have been successful in “easing” children in to their new environment and encouraging other children to support them in their settling in. Feedback from parents and child well being data support the success of this initiative.

For 2014, four Parent Meetings were held and were well attended. Enrolment forms and Information About Children Sheets were sent out and returned before these meetings so staff were afforded opportunities at the meeting and Open Day, to follow up with parents any aspects that would support their children’s orientation and start to Kindy. Support services for some children have already been put in place and children have been placed in groups and days with friends. Our data in 2014 will monitor this in terms of children’s and families well being and will also be used to make changes to the 2015 enrolment process.

We have continued to work closely with the Greenwith Primary School on a transition program that supports the notion that children will settle better at school if they are confident in their new environments. In 2013, we have continued to meet with the school staff as an Early Years Partnerships at the start of each term where we can discuss children’s learning, set our goals together and enact plans.

Children in their final term at Kindy, who will be commencing at Greenwith Primary School visited classes and joined in with programs such as “Health Hustle” on several weeks of the term as well as attending an assembly. These visits enabled children to re establish friendships with children at school, get to know staff and develop confidence in the school environment before they commence school more formally in the following term.

Library visits continued each week for the children in their last 2 terms at Kindy so familiarity with other aspects of school continued to grow. The children looked forward to these visits, where they can borrow from the Resource Centre as well as having a small group time with some of the library staff. We take our program to the librarian each fortnight and it has been great to find the current topics and interests from Kindy catered for in the choices of books chosen for our children to borrow from. A lovely link to the Kindy learning!

During the year we also participated in “Science” with the Greenwith Primary School classes. Several times a term, the Science teacher and an older grade class would come across to the Kindy and do a Science lesson with our children. It was very activity based and aimed at level of learning and skills of our children. We had so much fun learning about nature, gravity, observing changes when substances are mixed together and also, working with our older school buddies.

We have continued to have Deb Barney, a school SSO and Kindy ECW, work with us two afternoons a week, supporting several of the children in their learning. Deb has got to know many of our children and is a very friendly face for them when they do start school. She often has a good understanding of their needs, skills and abilities and this will be of support to them starting school as well as providing school staff with information linking their learning from Kindy to school. Staff from Our Lady Of Hope school continue to visit children who will start at their school the following year as well as meeting with Kindy staff to discuss learning needs of the children and suitable class placements.

During 2014, The Greenwith Early Years partnership will continue to meet each term. Our focus will continue to be on supporting children’s transition to school. Staff will engage in professional learning around building connections between the two curriculums in use on our sites. We will also look at designing ways to ensure children are involved with the school across the year, despite having a group of around 65 children beginning school in 2015 at the same time. This will mean redefining what “transition” means and focusing on children being “familiar” with environments and aspects of curriculum’s and learning methodology across both sites.
In **Quality Area 7 Leadership and Service Management:** No areas of improvement were identified for 2013.

**WHERE TO NEXT?**

2014 is the year where all our children commence Kindy at the start of the year and leave at the end of the year. Our programming and reporting will reflect this and will continue to be influenced by both the current learning strengths and needs of the whole group and of individual children. In addition to this, work will continue on some areas of the Quality Improvement Plan as well as the identification of new goals as a result of recent evaluations. This includes: a continued focus on children’s well being; a critical reflection by staff on their level of interaction with children in their teaching and learning using a tool from the Respect, Reflect and Relate document and a continued focus on developing Executive Functioning Thinking Skills in children.

Additional focuses will include:

- Participation in the National Quality Standards will see the Kindy assessed and audited externally through a national review.
- The site will be developing new systems and structures to support the new Single Intake to School Policy. This includes working closely with local schools, finding links in our 2 curriculum’s and developing an across the year transition process to school.