1. CONTEXT

Preschool Name: Greenwith Kindergarten  Preschool Number: 4696
Preschool Director: Annette Mazzeo  Partnership: The Golden Way

2014 at Greenwith Kindergarten. An exciting year as we embraced the change to same school start date and engage in teaching and learning that supports children’s development of cognitive and thinking skills.

Enrolments have remained high, staff consistency has been maintained and structures that support a seamless transition of children’s learning from preschool to school have been developed.

2. REPORT FROM GOVERNING COUNCIL

Pending after the AGM

3. HIGHLIGHTS 2014

In 2014 we continued to upgrade our facilities. Parent fundraising efforts enabled us to purchase 2 new garden beds for children’s planting and a huge sand and bark top up.

Our possum Pinky has stayed with us this year in the Kindy yard and has added Star to her family during the year. They have provided some wonderful learning opportunities for children and great fondness for these “friends” has developed amongst the staff and children.

We have enjoyed a Dad’s Night, Special Person’s Day, Obstacle a thon fund raiser and a well attended End of Year family Night.

4. QUALITY IMPROVEMENT PLAN

WHAT HAVE WE ACHIEVED IN OUR QUALITY IMPROVEMENT PLAN AND SITE LEARNING PLAN IN 2014?

LITERACY

This year our site focus in Comprehension has continued to be on Phonological Awareness. We continued to integrate the areas of Segmentation of words, Rhyme and Letter name and sound knowledge in 2014 into our program each week. As in previous years, our aim was to find strategies to intentionally teach these skills within a play based environment and we now believe we do this quite successfully.

Data was collected in these areas during a child’s first or second 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 that our ‘word of the day’ 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.

We will continue to focus on these skills in 2015 and ensure that the provision of these learning experiences remain embedded in our program and curriculum. As the schools have a strong early focus on phonics programs, we will be supporting this early learning with them.
NUMERACY

After collating and analysing data from ½ the group observed in Term 1, we had a good indication of children’s level of knowledge in this area. It is very broad, with children having quite advanced knowledge and others having very little. Staff then decided to refer back to our MLATS training that focuses on all areas and ensure that our teaching encompasses all elements across the terms and at all levels. We decided to ensure most activities are “open ended” so that children can participate and be extended at their level and planned to purchase resources that would extend our learners.

This year our work has really focused on teacher knowledge and skill in implementing numeracy in our programs. We have all revisited our MLATS training and numeracy has been a topic of discussion at many planning meetings. We took time to focus at times on individual aspects of numeracy and look at ways that it can be incorporated into our pedagogy. An example of this was ‘time’ and ‘shape’. Staff are looking at ways to record children’s learning in this area through play based experiences so that data can track children’s learning too. We have been using our Mathematics Quilt to indicate areas developed and in 2015 will look to incorporate and make changes reflecting the new DECD Numeracy indicators. Our Partnership will also be having a Numeracy focus and this will support learning for staff and children in this area.

In 2015 we will use this data to report in more detail children’s learning. We plan to use a focus group from term 2 and 4. (Term 1 is the settling in term).

QUALITY IMPROVEMENT PLAN

Across the 7 Quality Areas in the National Quality Standards, several areas for improvement were identified and focused on in 2014.

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 and Guy Claxton in teaching children ‘Executive Functioning Skills’ & ‘Stop, Think Skills’ such as: attention and focus, setting goals, planning, assessing risks, acting on plans, solving problems and curbing impulses.

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.

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:
We are impressed with the flexibility of the learning program to focus on ‘what has happened’ to use as a learning opportunity.

He has shown greater patience and is more attentive at home

My daughter has become more aware of things around her

I can see my child using these new abilities and questioning how a lot of things work in daily life.
I can see a change in my child’s learning ability and confidence to try new skills

In Quality Area 2: Children’s Health and Safety:

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. We have also linked this with our focus on how children learn. A healthy body helps us think, engage and learn.

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:

Upgrades have occurred as mentioned earlier in this report.

In Quality Area 4: Staffing Arrangements:

We have been able to maintain consistency in our staff team this year and through the new processes in DECD Human Resources, have been able to have all staff on contract and increases in permanent time, for some staff. Consistent staffing, we believe, has a major impact on children’s learning. Performance Development plans have embraced all areas of the QIP and individual staff have identified and worked towards achieving areas of need they identified in areas.

The Respect, Reflect Relate Relationships and Interaction tool was used by staff in term 2 and 3. Staff observed each other with children and shared the ratings and outcomes of the observations with each other. In most cases this work was very affirming and also added data about the wonderful relationships staff had developed with children and also the skills they were using to support the development of thinking skills with children.

The data in this area has been kept confidential by individual staff members and won’t be reported in this Report.

In Quality Area 5: Relationships With Children.

A transition to Kindy program that supported children’s well being and individual needs was the focus this year. There was a staggered intake over the first 2 weeks that enabled staff to settle children into routines, meet families and develop relationships with children. Staff devoted the whole of first term in the program to children’s well being and we believed it had a significant impact on learning throughout the year.

The data collected using the “Respect Reflect and Relate” Well Being tool, showed that after just a term at Kindy, a focus group of 49 children were settled and rated as: 4 “Mainly Supportive: Generally happy with few signs of emotional discomfort, adequately succeeds in meeting their own needs.” and 5 “Totally Supportive: High levels of trust and confidence. Initiates positive connections with others, radiates vitality and self esteem, shows initiative, curiosity and pleasure in activities; receptive, communicative, self guided and flexible, lots of positive interactions.

This data was also backed up by that collected using the “You Can Do It” Rubric (Child’s Social and Emotional Development) where most children were consolidating and strongly consolidating in the areas of Confidence, Getting Along and Emotional Resilience.

We have also had very positive feedback from parents about the whole enrolment and orientation process.

After just 1 term I am surprised at how much my child has learnt. My child took a little time to settle and all staff went above and beyond to help him. Now in term 2 he can’t wait to get here.

I think it was smooth and seamless
We were very pleased with the whole process and all reports from staff and other parents is that the children are very settled

In Quality Area 6: Collaborative Partnerships With Families and Communities:

Our focus this year has been to support parents in their role as educators by providing information and fact sheets about the learning being done at Kindy. In this way they could encourage and support the areas at home too. Facts sheets were given out each term relating to various current curriculum focuses. Examples include information about the You Can Do It Program, Child Protection Curriculum, Writing, Reading, Natural Maths.

These have been readily received and we have had some positive feedback from parents about their value:

Definitely impressed by the modelling and information given and have been inspired to do the same. Thank you for the time, attention and effort you have given our son in teaching him and valuing us as parents

We have continued to work closely with the Greenwith Primary School on a ‘familiarisation with school’ program that supports the notion that regular involvement throughout the year with the school environment will be a positive transition experience. In 2014, we have continued to meet with the school staff as an Early Years Partnerships each term, planning visits and shared learning experiences and sharing information about children and their learning.

Shared experiences have included Health Hustle and classroom visits. The children also regularly attended Junior Primary Assemblies and visited and borrowed from the Library. We also had some older students visit Kindy and work with us during our Tuesday afternoon session.

Across the year the children engaged with confidence in all these experiences and certainly by term 4 it was agreed that there was very little need for the ‘traditional’ school transition visits.

We have continued to have Deb, 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.

This year we also began to focus on the similarities between our two curriculums and ways that we can be supportive of children’s learning as children move from one to the other. The staff at both campuses in Term 2 had visits to each other’s sites to learn more about ‘what happens’. The kindergarten staff certainly gained new knowledge and insight and we are keen to do more of this in 2015. We are interested how the Australian Curriculum and the Early Years Learning Framework can have a more common link across different areas. We also want to inquire more about different pedagogy used at school. It will certainly deepen our understanding and also perhaps challenge some of our thinking. We did engage in some work with Natural Maths with some school staff are will pursue this further in 2015.

We have made changes to our Statement of Learning that are forwarded to school at the end of the year for each child. It now includes the Literacy and Numeracy Quilts that detail areas of children’s skill development. The teachers at the school believe this will give them a ‘good’ picture at a glance of where children are in these areas on starting school. We have also include a photo of each child on the report.

We found the sessions and information from the Early Childhood Association Conference quite validating for what we are trying to achieve in this area. We will continue to access research and learning from others in this area to support our work.

The work of the Early Years Group will continue in 2015. We have already set up our structure to support children’s visits etc and will review the end of year process and how well children settled. We
will also be looking for other ways to connect our work and learning including shared staff meetings, professional learning and perhaps a particular learning focus together such as numeracy.

In **Quality Area 7: Leadership and Service Management**

No areas of improvement were identified for 2014.

**CHILDREN’S LEARNING JOURNEYS IN 2014.......**

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 on going 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 2014 a sample group of children were tracked in their learning across the year. In 2014, those areas consistently needing support for children in their earlier terms at Kindy were: **Expressive & Receptive Language, Focusing & being persistent, Being confident in their work, Elements of Comprehension including Phonics, Rhyme and answering extended questions; Inquiry Based Learning- being challenged, taking risks, prioritising & setting goals and looking for answers, Fine Motor skills.**

By looking at data of these children’s skills collected at the end of their time at Kindy we can see consistent learning in all areas. There were 3 children in this group with significant additional needs in the areas of expressive and receptive language and this is reflected in the data. 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:

*It has been wonderful to look through my daughter’s folder with her. Very detailed reporting*

*Lovely to see the progress my child has made since she started.*

*It’s great to see that my son has progressed so much over the last 3 terms, both academically and socially.*

*We very much love and look forward to looking at our son’s folder. It is wonderful to see what he gets up to at Kindy as he doesn’t always tell us. It’s great to see he is developing and that you have kept us informed about the areas he needs to give extra attention to. We will work with him more at home in these areas.*
My child’s portfolio is very comprehensive and it clearly shows his progress and level of achievement. The pictures are a lovely addition. I appreciate the effort that has gone into making it.

5. INTERVENTION AND SUPPORT PROGRAMS

11 children received either Preschool Support or Early Intervention Support in 2014. 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. These plans were evaluated at the end of each term when goals were also updated and modified to reflect learning progress.

In 2014, 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 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.

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>2012</td>
<td>88</td>
<td>92</td>
<td>84</td>
<td>92</td>
</tr>
<tr>
<td>2013</td>
<td>82</td>
<td>91</td>
<td>75</td>
<td>51</td>
</tr>
<tr>
<td>2014</td>
<td>98</td>
<td>98</td>
<td>98</td>
<td>96</td>
</tr>
</tbody>
</table>

Enrolments have been finalised at 94 for the whole of 2015. Parents have begun placing children’s names down already for 2016, 2017 and 2018 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.

The Golden Way Partnership (DECD) Guidelines for prioritising enrolments remain. 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 2015, we followed these guidelines, along with other Kindergartens in our Partnership and we have managed to allow access to all families seeking a place at our Kindy.

We had 2 children transfer to a new preschool during the year due to leaving the area and moving closer to the school their sibling attends.
6.2 Attendance

### Attendance Percentage

<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 Centre</td>
<td>92.0</td>
<td>92.4</td>
<td>91.7</td>
<td>91.3</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>92.7</td>
<td>74.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>94.9</td>
<td>95.9</td>
<td>93.9</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></td>
</tr>
</tbody>
</table>

Site attendance figures have remained high and consistent across the year and are certainly higher than the state average. We believe this may be due to: the quality of our service and program; the value parents at Greenwith place on a preschool education and the support we give families to attend by having full days and lower than average fees.

6.3 Destination – Feeder Schools

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

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1103 - Fairview Park Primary School</td>
<td>Govt.</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1847 - Keithcot Farm Primary School</td>
<td>Govt.</td>
<td>1.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1848 - Golden Grove Primary School</td>
<td>Govt.</td>
<td>1.4</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>1858 - Greenwith Primary School</td>
<td>Govt.</td>
<td>50.0</td>
<td>67.1</td>
<td>56.3</td>
</tr>
<tr>
<td>8006 - St Francis Xavier’s Regionl Cath Sch</td>
<td>Non-Govt.</td>
<td>1.4</td>
<td>2.9</td>
<td>2.1</td>
</tr>
<tr>
<td>8027 - Pedare Christian College Junior Sch</td>
<td>Non-Govt.</td>
<td></td>
<td>2.9</td>
<td>3.1</td>
</tr>
<tr>
<td>8226 - Golden Grove Lutheran Primary School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>8385 - Saint David’s Parish School</td>
<td>Non-Govt.</td>
<td>2.8</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>8419 - Good Shepherd Luth Sch - Para Vista</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>8421 - King’s Baptist Grammar School</td>
<td>Non-Govt.</td>
<td>5.6</td>
<td>5.2</td>
<td></td>
</tr>
<tr>
<td>8439 - Tyndale Christian School</td>
<td>Non-Govt.</td>
<td>1.4</td>
<td>1.4</td>
<td>1.0</td>
</tr>
<tr>
<td>8454 - Pedare Christian College</td>
<td>Non-Govt.</td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9115 - Prescott Primary Northern</td>
<td>Non-Govt.</td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9757 - Our Lady of Hope School</td>
<td>Non-Govt.</td>
<td>31.9</td>
<td>21.4</td>
<td>26.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.1</strong></td>
<td><strong>100.0</strong></td>
<td><strong>99.8</strong></td>
<td></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

In 2014 we continued to use the survey used last year. Approximately a third of families responded. A summary is presented below.

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Responsiveness</td>
<td>5.7</td>
<td>5.7</td>
</tr>
<tr>
<td>Health Safety &amp; Nutrition</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>Knowledge of the Child</td>
<td>5.7</td>
<td>5.7</td>
</tr>
<tr>
<td>Program</td>
<td>5.8</td>
<td>5.8</td>
</tr>
<tr>
<td>Staff</td>
<td>5.8</td>
<td>5.8</td>
</tr>
</tbody>
</table>

(Ratings out of 6)

A survey was given to all families across the 4 terms. Very high ratings have been achieved in all areas and show very strong support for the programs and teaching at Greenwith.

Parent comments reflected support for all aspects of the service we provide. This year we asked for feedback about the Same Start Day and about our work in developing children’s thinking skills. This has been used in other areas of this report. Some parents asked for additional visiting time before starting but did acknowledge this to be difficult due to the normal program we are running with high numbers. Perhaps we may be granted an additional closure day in 2015 for 2 Open Days?

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.

The quality of teaching is high and my child really enjoys the learning program through play. I think this Kindy is the best in the area and staff are really focused on the children which is wonderful

The Greenwith team are outstanding and develop a fantastic program to suit many needs.

It’s a wonderful place for children to develop and learn. It’s great that the teachers seem to know all the children

We are happy with our child’s progress. This Kindy experience has surprised my expectations. Very organised and a happy environment

8. ACCOUNTABILITY

Site process have ensured compliancy with the DECD Relevant History Screening Summary for Site Leaders Document.

All staff have current screening expiry dates checked regularly on through the HR portal and all new TRT’s have their letters of authority sighted and checked for compliancy when engaged.

9. FINANCIAL STATEMENT