The community of Wynn Vale Community House Kindergarten values an integrated play and activity based learning environment for children. We believe that children learn through exploring their environment, developing their skills and abilities to maximize their potential. Staff and parents work together to provide a safe, caring environment and a stimulating place where children feel a sense of Belonging, Being and Becoming members of our wider society. Our priorities are social emotional wellbeing, literacy and numeracy development and provision of a quality learning environment.

**Highlights of the Year:**
During the year the Kindergarten celebrated our 30th Birthday. We had a celebration in October. The day was thoroughly enjoyed by us all. We had a celebratory cake, face painter & Animal Capers with Jodie, who ran a meet and greet session with a variety of native animals.

We ran some fundraisers for Community groups with a Little Heroes Day event. The parents & families contributed money towards a “Playground for Alex project”, raising funds to create a playground at home as Alex is unable to go out while undergoing treatment for cancer. We also held a fundraiser which successfully sponsored a family with assistance to purchase a goat, seeds, a donkey etc through World Vision.
Father’s day morning was very well attended again & lots of positive feedback was received.
We established our Worm Farms, using recycled foam vegetable boxes. The worms are thriving and the children continue to enjoy feeding them from the fruit scraps at kindergarten.
We also shared some of the bounty from our kindergarten garden and the Community Garden next door. We had some successful fundraisers like People’s choice Lottery tickets which raised approx. $1400 and the MUM’s Escape night which was again very popular and assisted parents to get to know each other.
We encouraged parents to share their talents with the children and had a great response.
Declan’s mum came and demonstrated Irish Dancing on St Patrick’s day, Salvatore’s mum came and made pasta with the children, Celine’s mum and Dad came and made sushi with the children and Ryan’s Dad came with the local Fire Brigade. Summer’s Mum came and ran some exercise programs with the children and other parents came and assisted with craft etc.
At the end of the terms we had some celebrations & dressup days like Footy Day where we shared lunch.
We celebrated Dr Seuss’s birthday & Book week and enjoyed a visit from Trent who shared some of his indigenous heritage with us.
The first end of year Graduation night was also well received, with lots of positive comments.

We also were thrilled to have our Verandah Paving replaced & new carpet installed during the year.

**Staffing:**
We have a permanent full time Director Janet Rae, teacher Meredith Clarke, .7 ECW Heather Morton
We also have supplemented this with Kindergarten funding to ensure we meet the staff ratio.
Noella Saad, has been an ECW & provided support for children with additional needs as determined by the Director.
We have also had Libby Gavriliouk on Fridays for Universal Access provision.
In term 1 Jane McKenzie was our Friday afternoon teacher & in term 2 Margaret Scown joined us, when Jane decided to return to school teaching.

Staff Training and Development has included First Aid, CPR, Numeracy, Keeping Safe Protective Behaviour, Sustainability, Respect, Reflect, Relate( engagement and involvement of children) Leadership, Challenging 5 & 6 year olds through Literacy & Numeracy. Noella is now studying for her Diploma in Children’s Services. All staff continue to develop skills & knowledge through regular training and networking with other professional educators and teachers.
Quality Improvement Plan

Our Quality Improvement plan for 2014-5 has been reflective of the National Quality Standards, as well as DECD and District Priorities of Literacy, Numeracy and Comprehension. In April 2014 we developed our plan addressing the designated areas of the National Quality Standard. We reviewed our site activities and focus and determined that we would focus on 5 of the 7 areas in the National Quality Standard. The 7 areas are:

- Educational Program and Practice
- Children’s Health and Safety
- Physical Environment
- Staffing Arrangements
- Relationships with children
- Collaborative Partnerships with families and community
- Leadership and Service Management

All sites are required to prepare a QUALITY IMPROVEMENT PLAN (QIP) each year. Sites review their current practices against the National Quality Standards and then identifies strengths and areas for improvement. The staff and Governing Council feedback during the year from parents identify the priorities for each year. The progress towards identified targets is discussed at the Governing Council meetings, staff meetings and shared with families for input & suggestions.

This process has been occurring throughout the year in preparation for our next Annual Plan for 2015. In 2013 the kindergarten was formally assessed by the regulators as Meeting the National Quality Standard and it was recommended that we begin to review our policies as some have not been reviewed for some time.

OUTCOMES & ACHIEVEMENTS

QA 1.2.2 Educators consistently respond to children’s ideas & play & intentional teaching is embedded within the program to scaffold & extend each child’s learning

- On our Pupil Free day in term 2 2014 staff organized a session for our site & 2 other Partnership Sites (approx. 10 people) about a recommended curriculum document Respect, Reflect, Relate (RRR). This session was presented by the DECD Early Childhood Consultant.
- Funding was also provided by DECD to fund teacher capacity building through Professional development in engaging with the RRR document.
- As a result we discussed and implemented the use of the descriptive terminology of RRR in documenting the Learning stories we used in the children’s learning Portfolios.
- We purchased additional copies of the document Respect, Reflect, Relate. Staff decided to focus on the information in the Area of Active Learning Environment. All staff read this section of the document & discussed it at staff meetings. We focused on the inclusion of Sensory and Pretend & Symbolic play & the reflective question “How is pretend play/ symbolic play supported in this environment? What needs further consideration?"
- We discussed ways to give children more input & control ie ask children what they need, encourage children to plan what next while they play, encourage problem solving & create their own props.
- We reviewed and revamped our dramatic play boxes eg ‘doctor’, pirates, explorers, post office, multicultural. We reviewed how children played with these items & decided we could provide more ‘loose parts’ play opportunities... as well as bought items we provided some boxes, paper, scissors, textas etc so the children could add their own ideas to the play. This was a positive improvement as children were able to scaffold their own play ideas.
- We also now regularly plan sensory activities in our weekly planning eg mud, foam painting, sand, water, goop etc and the children really enjoy this.

Children had opportunities to direct their own learning as well as teacher initiated play based learning. Staff gained more knowledge of the Active Play Domain & it encouraged staff to consider reflective questioning of ourselves to support improvement. Staff are also able to better understand what the observation scales are designed to do.

Programming regularly includes the Active Learning Domain areas of sensory & physical play, exploratory play, social play, pretend & symbolic play.
QA 2.1.1 Each child’s Health needs are consistently supported, monitored & promoted.
- A site specific policy for Medical & Health conditions has been developed, endorsed by Governing Council and implemented. This became an issue as parents were not responding to continual staff requests to provide medical information about their child. Staff felt unable to meet their duty of care adequately. As a result we are able to followup children identified by their parents as having medical conditions or food intolerance & ensure they provide a plan according to our policy.
- Some staff updated their First Aid requirements like CPR, which is now annual.
- Janet developed a Medical Log for use on constant display to ensure all medications are done at the correct time & logged.
As a result the children’s health needs are consistently supported, monitored and promoted.

QA 2.1.3 Effective hygiene practices are actively & consistently promoted and embedded in the program.
- New signs have been placed at the children’s eye height on the bathroom mirrors.
- We regularly talk to the children about how to wash their hands as the process is different at kindergarten. We bought a children’s Book “why do I wash my hands” explaining germs etc
- At all times groups of children are using the bathroom facilities a staff person is designated to be not only supervising the bathroom, but also modeling the appropriate hygiene practices.
- Stickers were distributed to all children & families to encourage correct hand washing
- Children have been encouraged to count to 10 when washing their hands to ensure adequate hygiene & infection control

QA 3.3.1 sustainable practices are embedded in service operations & consistently promoted in the every day program.
- New equipment made from recycled materials has been purchased eg toy garbage & fire trucks.
- All Staff have attended KESAB wipe out waste sessions
- We successfully applied for a $200 grant towards sustainable practices. This was used to purchase a bird bath, a worm farm & an interactive session for the children about worms.
- We now regularly have natural items on our collage table( leaves, wool, sticks, recycled paper)
- We approached a parent who works for the local council & he was able to provide us with some logs that the children have enjoyed for sitting, balancing, touching etc.
- We have a Wipe Out Waste acknowledgement sign on the fence
- We bought new rubbish bins for inside and out that match the colours of the council bin lids so children can more readily recognise the correct bins to use.
- We have reinforced correct litter disposal with our cleaner & gardener.
- We promoted good practices / sites in the kindy newsletters that encourage parents to consider sustainable practices like neat.2.eat reusable sandwich wrappers.
- We feed our worm farm with scraps from our fruit times & educate the children about this by giving them turns to feed the worms
- We looked for and used resources from the internet eg Little Green Steps ideas
- We continue to focus on making our sustainable practices more visible & ways parents can use similar practices.
- We will further explore the aspect of Natural play spaces in developing some areas of the kindergarten outdoor area.
- Meredith developed a new take home pack, “Polly Platypus” that hopefully begins family consideration of Sustainable practices at home that can make a big impact for small effort.
- Staff & family knowledge of sustainable practice has increased significantly

QA 6.1.1 There is an effective enrolment & orientation process based on active communication, consultation & collaboration with families that supports all families.
- Since the commencement of Same First Day kindergarten & school start, opportunities for transition to kindergarten have changed. While we continue to operate at capacity we do not have the option of preentry for an extended period of time. Currently we offer a short visit.
- We promote attendance at a local playgroup prior to starting kindergarten
- We reviewed current practices and sought feedback from parents.
At the parent orientation meeting we discussed separation issues and provided parents with written suggestions to manage the process. Parents indicated the orientation week had been successful. This quieter start to kindergarten allowed children extra transition time they needed. Many parents took advantage of our suggestion that they visit the kindergarten during the long Christmas break as often as they could. This year, it was lovely to see a group of parents taking up this opportunity to visit the playground on the 2 days prior to kindy starting, when staff were in the building. They brought a picnic & parents had a chance to socialize & children a chance to play together. There was lots of laughter and fun evident.

We continue to have a few children who are not yet completely transitioned from their parent, but the great majority have settled into kindy well. By week 4 all parents are able to leave their children after the first half hour. Staff have focused on children transitioning into kindergarten by having focus children who need support. We have also been speaking to their parents and offering suggestions about ways to help children eg bring a comfort toy, what to do and say to your child.

We play relaxing music at commencement of session to assist settling.

We also developed, endorsed and implemented an Orientation Policy.

We have also had a change of leadership at both of our local feeder schools & consequently we need to also focus again on transition to school opportunities.

### 7.2.1. A Statement of Philosophy is regularly reviewed by educators & staff & is consistently evident in all aspects of the service’s operations.

- A Statement of Philosophy was initiated by Janet & developed after consultation with staff and parents.
- Heather then transferred this to 2 bright & attractive graphic poster styles in parent friendly style & language.
- The Philosophy is available to view at different points of the kindergarten.
- This is available in the information book & will be distributed to all families again in the 1st term of each year, as this statement guides our daily practices & decisions.

### 7.3.5 Service practices are based on effectively documenting policies & procedures that are readily available at the service & are reviewed and evaluated regularly in partnership with educators, staff members & families.

- We reviewed and developed a large number of policies this year and consequently have a completely new Policy booklet which is made available on enrolment & is available in the parent information area at all times. At least 1 was discussed and endorsed at every Governing Council meeting.
- All policies reviewed have an endorsed date & a Review date
- A policy register has been established
- Periodically policies will be promoted through the newsletter or other means.

**Policies Reviewed:**

- Behaviour management policy
- Sun Safe
- Complaints policy
- Fee Guidelines
- First Aid Procedure
- Volunteer Policy

**Policies that are new:**

- Orientation Policy
- Sustainability Policy
- Administration of medication
- Medical Conditions Policy

We should all be proud of the fact that we have achieved all of the goals set in our last Quality Improvement Plan.

**Possible Recommendations for the 2015 Quality Improvement Plan**

These recommendations have been sourced from self audit, parent feedback, including the parent opinion survey, staff and Governing Council and DECD directions & the National Quality Standards Exceeding Rating descriptors.

- Assessment and reporting needs to be managed in a different way, as the previous process of managing 66 narrative reports all in the last term is unsustainable, due to time constraints &
some parents would like more regular feedback during the year…eg. termly reporting, 3 weekly cycle of plan, do, review for programming

- **Challenging the older children /collaborative learning** in particular to extend them and maintain their interest in kindergarten later in the year…eg Staff Professional development about working with 5-6 year olds, inquiry based learning involving families

- **Current information about the service is available**….eg. need to update our kindergarten website, investigate use of Email, wireless installation

- **Welcoming and acknowledging parents needs attention**

- **The service collaborates with other organisations & service providers to enhance children’s learning & wellbeing**… eg establish relationships with our local schools to assist with the transition process, more provision of / information to parents about parenting sessions, schooling options, OHSC connections.

- **Attendance**… DECD directive, reconsidering Friday sessions, canvassing & educating parents about the value of regular attendance

- **Nature Play**… redeveloping some areas of the kindergarten outdoor area in line with Nature Play ideas.

- **Numeracy focus**…. New Literacy/ Numeracy indicators to be implemented. Implementation of ideas gained from training , DECD & Partnership priority

- **The service participates in the community**…world vision, little heroes day, environmental projects, library, etc

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**LITERACY AND NUMERACY**

- **Our ongoing priority is Communication and Oral Language skills**
- **How can we support children to be more literate?**

We work together with parents to ensure every child has success in both literacy and numeracy. We ran a parent session about literacy at the commencement of the year. This session was offered by the kindergarten director and a local Speech Therapist covering age appropriate development and strategies to use at home and at kindergarten to support children to be successful. Feedback from parents, including repeat parents, was that this was a very valuable opportunity for parents to gain new knowledge. We also have a number of literacy packs that parents can borrow. Each pack has a focus of Literacy or Numeracy. Parents are encouraged to use the packs to extend their child’s language, comprehension and phonological awareness skills. During the year our educators had conversations with parents about literacy and numeracy progress. All Children are observed & assessed. We have had a focus on comprehension and phonological awareness in particular and each child has a Screen of Phonological Awareness that assists in identifying areas of strength and areas needing strengthening. One of our educators also conducted speech articulation checks with children as they were identified by parents or by staff observation.

In addition to daily small group literacy experiences oral language is promoted through parent information sessions, home-kindly shared experiences like the Family Book, the Sharing Box, Literacy Packs and take home dolls like Gabby get Along for children to develop their skills of recall, speaking in sentences, using descriptive words, listening, response to questions and engaging in conversations. Book Knowledge was also fostered to assist comprehension. Children have several stories every day so we can encourage their language skills and comprehension. Staff have previously attended some wonderful sessions on Talking Literacy and Comprehension and continually implement the ideas expressed.

Anne Bayetto and Stephen Graham say that independent and successful readers approach reading with interest, have a broad vocabulary, know the meaning of many words & recognise there are different text types. Staff focus on the 4 recognised Levels of questions, describing words eg enormous and use big books, stories at fruit time, discussion groups etc to foster children’s literacy development.

Our designated literacy area is regularly used to focus children’s learning eg the story table might have a story about the 3 bears, props like bears, chairs, bowls and a house, the book and a related puzzle to encourage recall and vocab.

**SCREEN OF PHONOLOGICAL AWARENESS**

One of the tools we use to collect data on children’s phonological awareness is the modified Screen of Phonological Awareness. This is considered a predictor of children’s success in Literacy and reading at school. This covers children’s abilities to

- Segment sentences into words eg he..is..tall
- Provide rhyming words
- Segment words into syllables eg el-e phant
- Identify the first sound of words eg mummy starts with a (m)
- Produce multisyllable words eg say oc-to-pus (3) and clarity of speech
- Letter or sound recognition eg r-f-o-t

Our results show that by the end of the kindergarten year most children are able to manage this. Most children begin kindergarten unable to do the majority of these tasks, but have improved significantly after specific regular teaching by the educators at the kindergarten.

Children achieved well in
- segmenting words
- providing rhyming words
- segmenting words into syllables

Children found some tasks more difficult
- identifying initial sounds of words
- letter or sound recognition

These results have been consistent for every year since implementation of the SPA test and after consulting with the DECD speech therapist are accounted for by the age differentiation and this year particularly, of the Same First Day start.

Discussions with our neighbouring school leadership indicates that they continue to support and value our focus on children’s oral language as when they commence school a large focus is on their written and reading skills and they note that the children with our good foundation of oral skills are more likely to succeed at school.

The results indicate that the number of children achieving the skills has increased in 2014. We are pleased to note this, as we have introduced the teacher initiated activities focused on phonological awareness sooner to the younger children and this seems to have had a positive result.

**Numeracy**

We have continued to provide a wide range of opportunities for children to engage in numeracy experiences. Mathematical concepts, experiences and activities have been presented in 5 mathematical strands –
- Pattern, Number, Spatial sense, Measurement and Data.
  These learning opportunities have been linked to numeracy across the curriculum and the active learning environment.
- Activities have included counting, number recognition, graphing and measuring eg how many goals did you get at basketball? Is your bottle full or empty at the water play? Children record their score using a tally system, use measuring cylinders etc. to measure water.
- All Permanent staff have attended Numeracy training through the Primary Maths Association this year.

The data indicates a slight drop in achievement. However, the number of children in the 2014 sample was 16% more in total than in 2013. This influences the result negatively.

In Numeracy we find that numeral recognition causes children the most difficulty. We will continue to focus on this and other aspects of numeracy like patterning and data.
Both our Literacy and Numeracy results indicate that when children complete kindergarten

- In Literacy an average of 75% of children have achieved skills for phonological awareness
- In Numeracy an average of 98% of children have age appropriate skills for basic numeracy

For future data collection it may be beneficial to investigate cohorts by age in terms of the outcomes being age related.

Intervention and Support Programs

Targeted groups

Observations by the Director and Staff were used to identify children at risk of learning and development difficulties. Appropriate intervention strategies in consultation with parents and support services (if appropriate) were then implemented.

In 2014 15 children were identified by staff and referred to additional services such as speech, occupational therapy, psychology and behavior and were assessed as needing further support in their development.

During the year 11 children also received support and additional funding for Preschool Support from DECD. Individual Learning Plans were developed by the Director in consultation with specialist agencies eg speech Therapist and staff (where available) for all these children.

A Support Staff person was employed in addition to staff to provide some 1:1 support for speech and behavioural needs on a regular basis.

A support program was planned by the Director in consultation with parents and other specialists eg Speech therapists and Psychologists.

Progress was reviewed each term to determine any improvements and further plans were then developed each successive term.

Some children also accessed additional support through Disabilities SA, Autism SA, private speech therapists, psychologists, C.A.M.H.S. and Occupational Therapists.

We were able to secure a Bilingual assistant for 1 child with English as a second language.

We made many additional inclusions of multicultural activities and resources eg multicultural dressups, puzzles, staff made posters, songs etc

Report from Governing Council

see Appendix 1
**Client Opinion**

Surveys are now required every 2 years rather than annually. Due to the Same First Day Start and the fact we received a considerable amount of unsolicited feedback we did not conduct an official parent survey last year.

Parents indicated high general satisfaction with the preschool with all scores in the 5.44 -5.65 range out of 6. Overall, there were improvements in 3 out of 5 areas and strong support for the staff and programs. Areas for improvement were knowledge of the child & staff. This was somewhat disappointing given that the comments reflected a different view, as did our NQS rating, where we received a rating of exceeding in Educational Program and Practice. We note that all questions are scored on a scale from 0 + don’t know to Strongly agree. Several respondents did not know or had not observed certain aspects of the program and responded don’t know (score 0), which might have impacted on the overall rating.

<table>
<thead>
<tr>
<th>Survey Results</th>
<th>2011</th>
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<th>2014</th>
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<td>Customer responsiveness</td>
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<td>5.51</td>
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<td>Health &amp; Safety</td>
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<td>Knowledge of the child</td>
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<td>5.51</td>
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<td>Program</td>
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<tr>
<td>Staff</td>
<td>5.55</td>
<td>5.47</td>
<td>5.44</td>
</tr>
</tbody>
</table>

The following comments were received during the year from parents:

- My child’s social skills have grown since being at kindy. He has more confidence when trying new activities and is willing to give most things a go.
- He has had positive role models at kindy & I often hear him talk about things the teachers have said.
- A well structured, friendly environment with very capable staff.
- You provide a varied and rich selection of activities for the children that they enjoy & learn from.
- Been happy with the program, seems engaging and interesting.
- My child is always excited to attend kindy.
- The kindy is led by professionals.
- My child enjoyed being a team leader and taking responsibility.
- Very happy, excellent kindy.
- Maybe a bit more friendly & welcoming at start and end of session.
- We have found the quality of the teaching and program to be fantastic this year!
- I believe it has given my child a great start & enables her to be ready for school.
- my child enjoyed the program at kindy.
- minor observation is sometimes communication could be clearer or reinforced by notes.
- possibly upgrading to a more current communication system.
- with my child this year I felt there was less home involvement. I would like feedback about what staff feel my child needs help with.
- the staff are great. Maybe some younger staff would be good for more ideas.
- notices are sometimes late. Staff arrive at 8.30 am when the kindy should be open. We use Email as a communication tool. Email notices, newsletters would be great. (in fact kindy opens at 8.45, but staff commence at 8.30 am)
- My child lost interest in going to kindy. He said he was bored & not interested in what was available. More ability/ age games & learning in age/ ability groups would be good. More school based learning games.
- Have more parent teacher interviews. Maybe each term encourage a project that the kids can do at home with parents or in the school holidays.
Staff are approachable & happy to engage in conversation about my child & their learning &
development
➢ Thank you for the support & encouragement you have given my child
➢ You all do an amazing job & your experience and knowledge shows in the high quality program &
activities you offer. I am 100% happy.

Compliance with the DECD Criminal History Screening process
We recently were audited for compliance with the DECD criminal history
process. The auditor found that we have been keeping adequate records of
screening, using the correct forms and also conducting appropriate risk
assessments for anyone waiting for their clearance.
He also provided us with a spread sheet to make recording easier, which was
much appreciated.

APPENDIX DOCUMENTS:

Attendance:

Attendances have decreased. This reflects the requirement to offer 15 hours of
kindergarten but a number of children are unable to attend their full session
entitlement due to other factors eg Child Care booking requirements.
We will include this in our next QIP.

Feeder Schools:

St Francis Xavier Regional Catholic School is co located and is our main feeder
school
This year more families opted to send their children to a public school or
alternative private schools.

Financial Statement

See Appendix 2