Priorities

Quality Improvement Plan: The kindergarten developed a plan in line with the National Quality Standards. The Plan is available for parents to view and includes a number of recommendations. It was written in 2014 and was communicated to parents about their children’s progress. Kindergarten staff communicated through children’s profile books, including children’s ILPs and EYLF Quills each term in the folders. At the end of term 1 a letter to the child was included in their profile folders outlining their strengths and dispositions for learning. Statements of Learning were written for every child at the end of 2014 and a copy was sent to the feeder schools and given to parents.

Recommendation for 2015 to consult with parents as to the best way to gain information about their child’s learning.

Social Skills / Emotional Wellbeing: The kindergarten teaches social skills to the children on a daily basis and when the need arises staff intervene on behalf of children to help them to learn the skills necessary to deal with conflict situations and to learn how to become socially responsible members of society.

Recommendation for 2015: to continue to teach social skills to children on a daily basis, authentically as the situation arises.

Physical Wellbeing: In Term 1 we had a kindy Sports Day when the combined Sports Day was cancelled. This was held mainly indoors due to the weather but involved many physical skills which challenged the children. Parents assisted on this day making it a great success. The combined school Sports Day was held in Term 3.

Recommendation for 2015 to co-ordinate with the school to ensure that we can be included with Sports Day.

Social Skills / Emotional Wellbeing: In Term 3 we also had Heidi from ‘Dancify’ come to the kindergarten to teach the children some dances for the Disco at the end of the term. All the children were highly engaged in learning the dances and remembered them to show the parents at the disco.

Recommendation for 2015 to employ Heidi for Term 3 to teach the children some dances to show the parents at the annual fundraising disco.

Sustainability: The kindergarten has developed and maintained a worm farm for recycling food waste and is growing herbs and vegetables as part of the children’s learning. The children help to water the plants and are also involved in the making of water conservation kits.

Recommendation for 2015: the kindergarten program will continue to promote sustainability through the learning activities developed with the children.

Information Communication Technology: The kindergarten uses the EYLF system for administration (enrolments and attendances) and the Smartboard was connected to the internet in 2014 which has added to it’s value in the learning activities and for children.

Recommendation for 2015: to use the IMB as a resource in daily activities with children.

Playgroup: The kindergarten has an active playgroup which meet at the kindergarten weekly. Playgroup is an important and integral part of the kindergarten which is valued highly by the staff and community and in 2014 was held on Monday mornings. Playgroup is run by parent volunteers who make a truly valuable contribution to the local community. The numbers attending Playgroup in 2014 increased from 2013 with 10-12 families attending. Recommendation for 2015: to continue to offer Playgroup at a time and day which suits the majority of families attending.

Governing Council Members 2014

<table>
<thead>
<tr>
<th>Chairperson – Sarah Maed</th>
<th>Secretary – Kristy Cox</th>
<th>Treasurer – Vicki Chaplin</th>
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</thead>
<tbody>
<tr>
<td>Co-ordinator – Kerrie-Ann Watts</td>
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</tr>
<tr>
<td>Committee Members – Sharon Inkole, Trinity Johns, Kate Smit, Rein Doherty, Lorraine Colquhoun and Katherine Bear</td>
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<td></td>
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</tbody>
</table>

Fundraising 2014

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Lottery/raffles</td>
<td>$767.00</td>
</tr>
<tr>
<td>Kindy disco</td>
<td>$1,352</td>
</tr>
<tr>
<td>Ent Books</td>
<td>$455.00</td>
</tr>
<tr>
<td>Other</td>
<td>$628.20</td>
</tr>
</tbody>
</table>

The Sports Day combined with Tea Tree Gully Primary School is an excellent way of promoting the local school and building relationships with the school staff. The level of children’s integration is high and families involvement is very strong.

Recommendation for 2015: to continue to collaborate with Tea Tree Gully Primary School and other events.

National Quality Standards

On 19/11/2014 the kindergarten was assessed by Melissa Thomson from the Education and Early Childhood Services Registration and Standards Board of South Australia. The kindergarten achieved a rating of meeting national standards overall but was rated in 3 of the 7 areas as exceeding national quality standards. These areas were Quality Area 1– Educational Program and Practice, Quality Area 5– Relationships with children and Quality Area 6– Collaborative partnerships with families and community. There was only one recommendation for improvement and that was in Quality Area 1 which stated “It is recommended that the service consider how they capture the strength based approach of their practice, in the language used within the documentation of children’s learning.”

Recommendation for 2015 the teachers will capture children’s play and learning on a daily basis through a ‘day book’ which will have photographs and anecdotal evidence of children’s learning and be available at the end of the day for parents to view.

Kathleen Mellor kindergarten is situated in the historic township of Tea Tree Gully, within the Tea Tree Gully Council area. It is located adjacent to the Memorial Oval, and enjoys a park-like setting, with natural gum trees a shady feature of the outdoor area. Tea Tree Gully Primary School is within walking distance across the Oval. The staffing consists of 0.5 Director, 0.5 Teacher and 0.5 ECW, plus a preschool support worker. Pre-enrolment and unfunded Occasional Care sessions were offered in 2014.

The kindergarten has a parent run playgroup which operated on Monday mornings. The kindergarten is a part of the Northern Adelaide Region. The National Quality Standards Quality Improvement Plan for 2014 identified areas requiring improvement, which will be reported on in this document. The kindergarten was assessed by the Education and Early Childhood Services Registration and Standards Board of SA in November 2014 and on the 19th of December 2014 received notification that the kindergarten met 7 National Quality Standards and exceeded standards in 3 areas. The kindergarten uses the Early Years Learning Framework (Belonging, Becoming, Being) as the curriculum framework for assessment of and for learning.

2014 Highlights

- Highlights from 2014
- Quality Improvement Plan
- National Quality Standards Rating
- Parent Satisfaction
- Transition for School Starters
- Enrolments and attendance

Kathleen Mellor Kindergarten Annual Report 2014

Kathleen Mellor Kindergarten annual report is prepared for presentation to the Community and has required elements that are reported to the Australian Government for statistical purposes. Areas reported on in 2014 are:

- Child voice
- Parental Involvement
- Active Learning environments are vital to children’s learning and require the educator to be responsive to children’s ideas and initiatives.
- The kindergarten brings in members of the community to augment the children’s learning experiences. The safety of children is our first priority and all visitors to the kindergarten have the appropriate qualifications and clearances to work with children. Staff ensure that safety on excursions is paramount and all excursions and incursions are assessed for potential risk prior to the event going ahead.
Area 3: Physical Environment

Kitchen and bathroom have been brought up to standard with the Tea Tree Gully Council managing and paying for the majority of the building works and DECED contributing some funds.

Area 6: Collaborative partnerships with families and communities

Parents sharing in the learning program and decision making at kindergarten

Parents being more involved in their child's kindergarten experience or having a better understanding of the children's learning. This was reflected in 2014. Parent opinion survey was the best way of knowing the improvement in the program and the child’s progress at kindergarten.

Area 7: Leadership and management

Self-assessment practices embedded in practice. Staff developed a cycle of planning and improvement which is displayed at kindergarten for parents and families.

For more detail on the improvements for 2014 refer to the Quality Improvement Plan available from the Director.

The Quality Improvement Plan was reviewed in term 4 prior to the development of the QIP for 2015.

Literacy Focus

Literacy continues to be a focus in the kindergarten. Books were read to children daily and activities provided to boost print and symbol knowledge. Library book and literary kit borrowing was encouraged and families collected autumn leaves for each book read with their child.

Recommendations for 2015 to continue to focus on literacy, book and print knowledge in particular in oral and language.

Data collection on literacy levels.

The kindergarten collects data on children’s literacy levels using the ‘Phonological awareness’ checklist and the EYLF quilt where data is collected on many different learning areas. The quilt is included in children’s summative report which they receive when they leave kindergarten.

Data on children’s learning is also collected through observations, anecdotal and in learning stories. Examples of children’s work is included in their portfolio which parents are able to access at any time. Portfolios are sent home at the end of each term for families to share the learning experiences of children.

Children develop literacy and numeracy through meaningful play based learning and experiences and shared literacy

In 2014 we continued to develop the use of learning stories to document children’s learning. We believe in play based learning where children interact with the experiences offered at kindergarten and where children have the opportunity to manipulate the play environment to suit their own needs and interests. Children’s ideas and interests are included in the kindergarten program to ensure the learning is child focused and relevant to their needs.

Children’s learning is recorded in learning stories and placed in their profile books where families can share the experiences of children with their children and can revisit the play experiences. Profile books are stored at children’s level on a book shelf so that they can access them easily.

We believe in developmentally appropriate practice in our literacy and numeracy practice, encouraging children to develop skills in oral language by getting them to develop print and symbolic knowledge.

Recommendation for 2015:

To gather and analyse evidence as evidence should be gathered in a systematic way and the evidence should be used to guide future practice.

OSHC

In 2014, 6 children used the Tea Tree Gully Primary School OSHC program on a regular basis.

Staff from OSCH brought children to kindergarten from the before school program and kindergarten staff took children back to school for the after school program. This service was highly valued by families.