Kathleen Mellor Preschool Kindergarten

2015 Annual Report

The Kathleen Mellor Preschool 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 in 2015 are:

- Highlights from 2015
- Quality Improvement Plan
- National Quality Standards Rating
- Parent Satisfaction
- Transition for School Starters
- Enrolments and attendances

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 ECD, plus a preschool support worker.

Pre-entry and unfunded occasional care sessions were offered in 2015.

The kindergarten has a parent and playgroup workshop which operated on Monday mornings.

The kindergarten is aligned to the Tea Gully Partnership. The National Quality Standards Quality Improvement Plan for 2015 identified areas requiring improvement, which will be reported on in this document. The kindergarten has been assessed by the Education and Early Childhood Services Registration and Standards Board of SA. The kindergarten met 7 National Quality Standards and exceeded standards in 3 areas. The kindergarten uses the Early Years Learning Framework (Belonging, Becoming, Being) and the Numeracy and Literacy indicators as the framework for assessment of and for learning.

The kindergarten has an active playgroup who meet at the kindergarten weekly. Playgroup is an important and integral part of the kindergarten's program. The playgroup is run by parents volunteers.

The numbers attending Playgroup varies but attendance increased towards the end of 2015.

Recommendation for 2016: To continue to offer Playgroup at a time and day which suits the majority of families attending and to get Playgroup SA to come and run some workshops with the parents.

Fundraising 2015

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lottery/raffles</td>
<td>$865.00</td>
</tr>
<tr>
<td>Kindy disco</td>
<td>$565.50</td>
</tr>
<tr>
<td>Ent. Books</td>
<td>$507.00</td>
</tr>
<tr>
<td>Garage Sale</td>
<td>$690.75</td>
</tr>
<tr>
<td>Ride-a-thon</td>
<td>$378.95</td>
</tr>
<tr>
<td>Total</td>
<td>$3,369.20</td>
</tr>
</tbody>
</table>

Community Involvement 2015

- Supported workplace training student gain her Children’s Services Diploma, she subsequently gained employment at a Children’s Centre.
- Supported a Japanese ‘entry to the workforce’ student who then gained employment at a Child Care Centre.
- Participated in the Community Day which celebrates Children’s Week. ‘Kindy in the Park’
- Participated in the ‘Westfield Tea Tree Plaza Community Christmas Pageant’.
- Supported ‘the Men’s Shed’ at Tea Tree Gully by using them to repair furniture and equipment.
- Supported Little Athletics SA who came to the kindergarten for 2 sessions for children to be introduced to the program.
- Child and Youth Health 4 year old screenings were held at the kindergarten for parents to access.

Governing Council 2015

Parents are invited to be a part of the Governing Council and are therefore involved in management processes at the kindergarten. Special days are supported by the wider kindergarten community. In 2015 the kindergarten was very strong and committed to improving the learning outcomes for children by fundraising and assisting with Library book borrowing. The children were entertained by a “Mickster the Trickster” while the parents attended the AGM where the 2014 Annual Report was presented. Families have supported the fundraising efforts this year, especially the disco which was a fantastic success.

Financial Statement:

The kindergarten finances for 2015 will be audited in March. The End of Year Profit and loss statements for 2015 are provided as an appendix to this document.

Work Health and Safety

The kindergarten was reviewed in 2015 for Work, Health and Safety Standards and the recommendations that were made following this review were currently being scheduled for implementation in 2016. Any legislative issues were dealt with immediately upon the advice of the reviewer and changes to procedures were made, particularly in regard to parent volunteers at the kindergarten on the week-end and gardening roster.

2015 Highlights

Information Night for families combined with the AGM - “Mickster the Trickster” performed

- “Music is Fun” - a 10 week program of music lessons for all children
- Excursion: “Science is Fun”
- Excursion: Patch Theatre production - “The Moon is a balloon.”

Children’s Week - ‘Kindy in the Park’ - to celebrate children’s week
- Excursion to Plantarium and Munno Para Wetlands
- Westfield Christmas Pageant
- School Starters Celebration at the end of the kindy year

Out and about in the Community - authentic learning experiences

- 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. In 2015 we had parents and volunteers come and share their culture with the children through cooking and story telling.
- 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.

Tea Tree Gully Partnership

As a member of the Tea Tree Gully Partnership, the kindergarten was involved in the Numberacy and Literacy Results Plus program. We developed goals in consultation with the other Preschools in our Partnership and with the support of some Partnership funding; strategies are being developed to improve learning outcomes for all learners. The linking of site goals to partnership goals has identified areas of weaknesses in the tracking and monitoring of learner growth. In 2016 this is an area that the Partnership Preschools will be working on to inform practice going forward.
Area 3: Physical Environment – The kindergarten has many large trees both inside the fence and outside the fence. The issue of falling tree limbs has been an ongoing one and the Tea Tree Gully Council has been asked to monitor the trees to assess their health and potential for danger to the staff and children. In 2015 we had 3 incidents of tree limbs falling where very little damage had occurred (when there was no one present). An audit of trees will be conducted in 2016.

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 by having a better understanding of the children’s learning. This was reflected in 2014 Parent opinion survey as there was an improvement in parent’s knowledge of the program and their 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.
The Quality Improvement Plan was reviewed in term 4 prior to the development of the QIP for 2016. This document is available from the Director.

Nurcery and Literacy Focus
The year the kindergarten developed a Numeracy and Literacy Results Plus Plan to support the Tea Tree Gully Partnership Plan. One of the areas identified as needing attention was the inconsistencies in data collection which we hoped would be addressed with the release of the Indicators for Numeracy and Literacy document. We began using this resource (provided by DECD) This was used for programming, writing learning stories and for assessment purposes in writing the statement of learning at the end of the year.

Staff
The Teaching staff at the kindergarten attended professional development meetings at the Tea Tree Gully Primary School once a fortnight. These sessions were designed to assist to staff to develop the skills and knowledge to build children’s language and literacy. Information was shared on learning dispositions in the Curriculum (EYLF) with school staff. The professional led 5 sessions focused on the promotion of a growth mindset when designing tasks for children across all year levels. This learning staff used data in the SLC (Strengths, Learning, Concerns, Improvement) documentation to explore where the language of a growth mindset was used with children and parents.

Recommendation for 2016: To continue to use the indicators when planning for children’s learning. These sessions were designed to assist staff to develop the skills and knowledge to build children’s language and literacy.

Environments and attendances
Environments were down a little on the previous year however attendance was very good in Term 2 when there were absences due to sickness. Staffing was maintained at 3 staff (Director, Teacher, Teacher Aide) for the year. Participation continued at 100% (Director, Teacher) due to low enrolment numbers. Low numbers could have been an advantage as children from the community have accessed the out of age for kindergarten (now that we have same first day) and parents choosing children as an option other than kindergarten.

Parent Satisfaction
This year the kindergarten developed a Numeracy and Literacy Results Plus Plan to support the Tea Tree Gully Partnership Plan. One of the areas identified as needing attention was the inconsistencies in data collection which we hoped would be addressed with the release of the Indicators for Numeracy and Literacy document. We began using this resource (provided by DECD) This was used for programming, writing learning stories and for assessment purposes in writing the statement of learning at the end of the year.

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Sports Day combined with Tea Tree Gully Primary School is an excellent way of linking families to the school and local community and provides opportunities for continuity of learning and transition. This enhances children’s learning and well being.

Recommendation for 2016: To continue the visits to Tea Tree Gully Primary - families with children with additional needs to be offered support for the transition process.

Families from Afghanistan and China shared their culture with us through cooking traditional dishes and then sharing them with the children for lunch.

Area 2: Educational Program and Practice
Program and routine which relate to the needs of the individual children. Each child’s learning will be catered for specifically according to their individual needs and circumstances.
The daily program was changed to reflect the needs of the children who are unable to access the program without assistance. Routines were altered according to the children’s needs.