Exploring the mud, water and rocks at the Cobbler Creek.

Creek Walk Excursions, Term 3 2014.
## 1. CONTEXT

<table>
<thead>
<tr>
<th>Preschool Name:</th>
<th>Golden Grove Kindergarten</th>
<th>Preschool Number:</th>
<th>4695</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Director:</td>
<td>Claire Pym</td>
<td>Partnership:</td>
<td>Golden Way Partnership</td>
</tr>
</tbody>
</table>

Throughout 2014 we have continued to focus on continuous improvement towards the National Quality Standard through implementing systems engaging all staff in working towards our Quality Improvement Plan. Key Priorities and focus for improvement included:

- Reggio Emilia Pedagogy
- Links with GGPS
- Lisa Burman Book-making Pedagogy
- Improvements in Outdoor learning area
- Sustainability
- Playgroup Coordinator

We received advice on 24th February that we were to be assessed against the National Quality Standard. This assessment process is undertaken every 3 years across Australia in all Early Childhood settings, from the beginning of 2012. We received a surprise “spot check” on the 4th of June, by two Authorised Officers. We were assessed on the 20th October. We received advice of our assessment on the 22nd of December through the report, gaining EXCEEDING ratings across all 7 Quality Areas. (Exceeding is the highest rating which can be achieved through the assessment process, sites may apply for the excellent rating in a separate process). Our team is thrilled with this rating and delighted that all the hard work towards the National Quality Standard has been acknowledged over the past 3 years, and particularly in 2014.

**Universal Access**

Late in Term 4 2014, we were advised that the Universal Access Funding would be approved for 2015 only. Following ongoing monitoring of the Friday attendance data and concerns about some children not being booked in for any Friday sessions, as well as reduced attendance for the Friday sessions, our team took the decision to cease offering the fortnightly Friday sessions and offer two full days (8:30 – 4pm). These extended days will be trialed in 2015 and reviewed during Term 3 by educators and families.

**Educators**

Director Claire Pym will be on maternity leave for 2015. Judith Sansome has been appointed as the acting Director for 2015. Judith has previously taught at Golden Grove Kindergarten and we are delighted with her appointment.

## 2. REPORT FROM GOVERNING COUNCIL

"It was a busy year but rewarding year for me and the Parent Governing Council helping to contribute to the general business of the Kindergarten and Fundraising. We were kept busy with such tasks as organising Chocolate Drives, Entertainment Books, Student Artwork/Calendars fundraisers, a few small raffles held at Kindergarten Events such as our working bees and family evenings. We ended our year with a Family Sausage Sizzle and performance by the Amazing Drumming Monkeys, which I believe was enjoyed by all and a lovely way to celebrate the end of 2014.

Good News for the 2015 committee is that we have hopefully got a head start on the fundraising activities for 2015 with requests for bookings at Bunning’s Sausage Sizzle Fundraisers in 2015 and a Mothers Day Photo Fundraiser. Special thanks to Claire Pym for her support this year, our secretary Kylie and all committee members for their efforts in 2014. We hope you have a fun and successful 2015!" Christine Hanatschek.
3. HIGHLIGHTS 2014

- Cobbler Creek Walks
- Family events – Rainbow Party Family Event; Pyjama Party & Family Breakfast; End of Year Celebration with Amazing Drumming Monkeys performance.
- Harmony week celebrations
- Kindy in the Park, at Civic Park Modbury. Joining to celebrate Children’s Week with other kindergartens across the Northern Area. Golden Grove Kindergarten team offered water play and play dough with a range of natural materials and small Australian Animals.
- Visits by the Ambulance, Police and MFS Fire Fighters.
- NAWMA (Northern Adelaide Waste Management Authority) excursion
- Dental Lift the Lip visits, focusing on dental hygiene.
- Nude Food Days
- End of Year BIG SPLASH PARTIES on the last day of kindergarten for each group.

4. QUALITY IMPROVEMENT PLAN

This part of the Annual Report is to be read alongside the “2014 Quality Improvement Plan (QIP) Overview”. I developed the overview as an accessible summary of the improvement priorities in our Quality Improvement Plan for our team of educators, Governing Council parents, kindergarten parents and broader community. A copy of the QIP Overview has been displayed in our kitchen area throughout 2014.

**Quality Area I : Educational Program and Practice**

<table>
<thead>
<tr>
<th>Standard 1.2</th>
<th>Element 1.1.1</th>
<th>Element 1.1.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>To engage in more depth with the Principles of the Reggio Emilia Project from the Carla Rinaldi Thinker in Residence Report.</td>
<td>Building links with Golden Grove Primary School (GGPS)</td>
<td>DECD Numeracy and Literacy Strategy (Powerful Learners)</td>
</tr>
<tr>
<td><strong>Implemented</strong></td>
<td>Continue with visiting to GGPS established in 2013</td>
<td>Develop consistent Literacy pedagogy across our centre (Lisa Burman book making pedagogy)</td>
</tr>
<tr>
<td>Educators attending ECHO and Lisa Burman professional development connected with Reggio Emilia philosophy.</td>
<td>Focus on deeper pedagogical connections focused on Same First Day learners (ie. Lisa Burman Book making pedagogy)</td>
<td><strong>Implemented</strong></td>
</tr>
<tr>
<td>Providing reading and information for new educators as a part of ongoing induction.</td>
<td><strong>Implemented</strong></td>
<td>All team members attended the Lisa Burman book making pedagogy PD in May.</td>
</tr>
<tr>
<td><strong>Possible next steps</strong></td>
<td>Visiting GGPS library for borrowing, playground, book week, visit to kindy by Gary Rankin’s class and puppets, Sarah Hall’s class joined us for a creek walk and visited to bring food scraps for our worm farm.</td>
<td>We have begun the early stages of implementing the book-making pedagogy by setting up a book making area. Teacher Lisa Coleman has developed a documenting process to assist with documenting children’s book making.</td>
</tr>
<tr>
<td>Revisiting curriculum pedagogy, with all educators, as we have new staff.</td>
<td><strong>Possible next steps</strong></td>
<td><strong>Possible next steps</strong></td>
</tr>
<tr>
<td></td>
<td>Conversations have begun around pedagogy.</td>
<td>With a change in educators for 2015, there are team members who would attend</td>
</tr>
<tr>
<td></td>
<td>We have invited the JP DP to attend the kindergarten for</td>
<td></td>
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</tbody>
</table>
visits (both Group A & Group B) to assist in developing relationships with children throughout the year, working towards a strengths based focus for transition visits for 2016.

We have had an offer by two Yr. 6 teachers to be buddy classes in 2015.

### Quality Area 2: Children’s health and safety

<table>
<thead>
<tr>
<th>Element 2.2.1</th>
<th>Element 2.1.2</th>
<th>Element 2.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase “green foods” (DECD Right Bite Policy) packed by families for snacks and lunches. <strong>Implemented</strong></td>
<td>Improved engagement in relaxation experiences by all children <strong>Implemented</strong></td>
<td>Ensure high quality cleaning by centre <strong>Implemented</strong></td>
</tr>
<tr>
<td>Term 2 inquiry project “What is compost?” included a weekly Eating the Rainbow focus. Each week children were involved in learning experiences related to the weeks colour in fruit/vegetables (cooking, weekly home challenge). In the last week of the term, families were invited to a night time event “Rainbow Party” where children and families were involved in preparing all the recipes cooked by the children throughout the term, a rainbow disco and tie dying experience. <strong>Brain Food Lunch Box Certificates &amp; Wipe Out Waste Lunch Box certificates encouraged increased Green Food choices throughout 2014.</strong></td>
<td>Through educator reflective discussion, from term 2 we trialled swapping the relaxation to before the lunch eating routine, with a more structured relaxation experience (children into two groups for relaxation experiences lead by an educator). Educators observed increased engagement in quality relaxation experiences by the majority of children. We continued this routine throughout 2014. <strong>Possible next Steps</strong></td>
<td>Kesab Grant – We were successful in receiving a Kesab Grant through which we provided all children with 2 reusable yoghurt containers. We involved children and families in a process of data collection before and after the implementation of the reusable yoghurt containers, with a reduction of waste to landfill in the time period. <strong>Possible next Steps</strong></td>
</tr>
<tr>
<td>Kesab Grant – We have funding to purchase 2 bokashi bins and 2 compost bins. Review trial of provision of yoghurt containers through grant, determine if this is to be included in the kindergarten fee for 2015 to embed sustainable practices in relation to reusable containers across the kindergarten. <strong>Possible next Steps</strong></td>
<td>With the change in routine to 2 full days in 2015, we have reviewed our routine and implement additional relaxation time in the late afternoon. This routine will be reviewed and adapted to meet the needs of children and families over time.</td>
<td>New cleaning contractor began April 1. Governing Council, Educators and families are very pleased with the improved quality of cleaning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible next Steps</th>
<th><strong>Brain Food Lunch Box Certificates &amp; Wipe Out Waste Lunch Box certificates encouraged increased Green Food choices throughout 2014.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>KESAB Grant – we have funding to purchase 2 bokashi bins and 2 compost bins. Review trial of provision of yoghurt containers through grant, determine if this is to be included in the kindergarten fee for 2015 to embed sustainable practices in relation to reusable containers across the kindergarten. Or could we use the purchasing of the yoghurt containers as a fundraiser instead of including it as part of the fees.</td>
<td><strong>Possible next Steps</strong></td>
</tr>
<tr>
<td>Continue development of veggie patch and look more closely at what we plant so that we increase the usage of...</td>
<td><strong>Brain Food Lunch Box Certificates &amp; Wipe Out Waste Lunch Box certificates encouraged increased Green Food choices throughout 2014.</strong></td>
</tr>
</tbody>
</table>

**Brain Food Lunch Box Certificates & Wipe Out Waste Lunch Box certificates encouraged increased Green Food choices throughout 2014.**
produce for planned food preparation and cooking experiences with children. Look at having “Market Days” to sell any excess produce to our families.

Quality Area 3 : Physical Environment

<table>
<thead>
<tr>
<th>Element 3.2.1</th>
<th>Standard 3.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved Outdoor Learning Area</td>
<td>Work with children, families and educators to increase sustainability practices across our kindergarten (focused on reduce, reuse and recycle)</td>
</tr>
<tr>
<td>Implemented Draft Outdoor Plan developed by consultant Simon Hutchinson (Outdoor Education teacher from Henley Beach PS)</td>
<td>Engage children and families in increasing sustainable practices at home</td>
</tr>
<tr>
<td>Four working bees by families and educators to clear space for establishment of veggie gardens, mulch, planting of new veggie garden beds, planting of new trees and shrubs</td>
<td>Implemented Teacher Lisa Coleman developed Environment and Sustainability Strategy</td>
</tr>
<tr>
<td>Possible next steps Fundraising to implement future stages of outdoor development</td>
<td>Educators attending professional development about sustainability, Wipe out Waste PD at Banksia Park Kindergarten, Compost &amp; Wiking beds. Grant from educators attending Wipe Out Waste PD contributed towards purchase of new bin system for across the kindergarten.</td>
</tr>
<tr>
<td></td>
<td>KESAB visited and undertook site waste audit</td>
</tr>
<tr>
<td></td>
<td>Term 3 Cobbler Creek Walks</td>
</tr>
<tr>
<td></td>
<td>Provided information for families about waste reduction, worm farms, reusable containers, composting workshops</td>
</tr>
<tr>
<td></td>
<td>2 Worm farms (one purchased second hand through gumtree), veggie garden [see above element 2.2.1] and worm towers in veggie gardens</td>
</tr>
<tr>
<td></td>
<td>Sustainability Literacy Kit developed by teacher Lisa Coleman</td>
</tr>
<tr>
<td></td>
<td>Possible next steps</td>
</tr>
<tr>
<td></td>
<td>• Continue Creek Walks and excursions to explore local natural environments (ie. Cobbler Creek &amp; Cobbler Creek Conservation Park) as implemented in 2013 and 2014. Early planning for parent volunteers to obtain required DCSI Criminal History Clearances for Volunteers (with 3 – 6 month time delay).</td>
</tr>
<tr>
<td></td>
<td>• See Element 2.2.1 Kesab Grant for purchase of 2 bokashi bins and 2 compost bins. Engage children in establishment process. Bring worm farms out from shed to increase children and educators engagement.</td>
</tr>
</tbody>
</table>

Quality Area 5 : Relationships with children

<table>
<thead>
<tr>
<th>Standard 5.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children to develop positive relationships (child to child, Educator to child)</td>
</tr>
<tr>
<td>Implemented Relationships/Belonging to Our Kindy Inquiry Focus Term 1 2014</td>
</tr>
<tr>
<td>• Small groups with focus educator</td>
</tr>
<tr>
<td>• Child interviews/profiles</td>
</tr>
</tbody>
</table>
Parent questionnaires. Focus educators read and follow up

**Possible next steps**

- Photographs of children on blocks, for play in block area. Belonging. Planning for establishing relationships and belonging with new group for 2015

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### Quality Area 6: Collaborative partnerships with families and communities

#### 6.2.2

Parents provided with quality evidence based information about young children’s learning and parenting

**Implemented**

- Parent information sessions through Keithcot Farm CCC promoted through new Community Noticeboard (outside main entrance), notes in children’s note pockets and by email.
- Parent information strategy, providing information each term in newsletter/parent handouts for key focus’

**Literacy & Numeracy (inc. book making)**

- How young children learn
- Promoting positive behaviour
- Nutrition/Physical activity
- Sustainability
- Reggio Emilia Principles
- Community resources and services (documented on record in back of newsletter folder)

**Possible next steps**

- Review important key focuses for parent information for 2015.
- Establish newsletter folder and record for these key priorities for parent information in 2015.

#### 6.3.4

Playgroup for children birth-5 years offering quality open-ended learning experiences aligned with the Early Years Learning Framework with continuity in playgroup coordinator.

**Implemented**

- Employed Terry McCawley an ECW as Playgroup Coordinator, in a community development role (through Universal Access Funding 3 hours per fortnight).
- Terry developed relationships with families and children, provided quality play based experiences, including a focus on messy play (moving on from overly structured and adult directed craft experiences previously provided). Increased regular parent attendance noted throughout 2014. Positive ongoing transition opportunities provided, due to limited opportunities for Kindergarten Transition sessions for children beginning kindergarten in 2015 (due to enrolment numbers).

**Possible next steps**

- Review possibility of implementing playgroup coordinator in 2015, when official Universal Access Funding is allocated.
- Link with local community services (Early Intervention)
- Promote in the local community (notice boards and local paper)
### Quality Area 7: Leadership and service management

#### Element 7.1
Culture within the Golden Grove Partnership which values all learners, leaders and sites Birth - 12

**Implemented**
- Collaborate with Golden Grove Partnership Early Years Leaders to develop agreements to advocate for Early Childhood within the Golden Grove Partnership
- I was involved in the “Grow the Learning” Portfolio in the development stages of the new Golden Way Partnership.

**Possible next steps**
- Director Judith Sansome will be involved in the Grow the Learning Portfolio, with a focus on planning professional learning and networking opportunities for educators across the partnership. There is an agreement for a common closure day (Day 1 Term 2) and 3 joint staff meetings across the partnership. There are also opportunities for all team members to be involved in the planning for these PD opportunities.

#### Element 7.3
Shared leadership across the team for the ongoing review and improvements towards the National Quality Standard.

**Balance in workload pressures for Director**

**Implemented**
- Develop strategy for sharing the implementation and review of the NQS across the whole team
- Review Budget to increase admin release (Universal Access)

**Possible next steps**
- Having no Preschool sessions on Fridays may help Director to have more time to do admin tasks and balance the workload pressures.

### Philosophy

During 2014, our team reviewed and collaboratively developed a new philosophy.

*Golden Grove Kindergarten is uniquely situated within a community which includes natural creeks and catchments alongside urban environs. We value children’s right to connect, care and learn from nature in childhood.*

*Children experience deep level learning through Active Learning Environments that promote challenge and safe risk taking.*

*Educators have a commitment to*

- warm and responsive relationships between children, Educators and families creating a sense of belonging
- an image of children as capable and competent learners
- plan and implement emergent and inquiry-based curriculum practices
- ongoing professional development, focused on contemporary approaches to early childhood education
- deep and professional planning, documenting, analysing, reflecting and responding to children’s learning in relation to the Early Years Learning Framework (EYLF)
- the acknowledgement of children’s and families rights to have their cultures, identities, abilities and strengths valued and included
- reviewing our philosophy annually during Children’s Week

Team discussion has recommended that the review of the philosophy is undertaken annually during Term 1, due to the same first day intake, with new families beginning at the beginning of the calendar year.
**2015 QIP**
This annual report includes “possible next steps” as a starting point for the 2015 QIP. With new Director and other staff changes, as well as the arrival of the NQS report after the completion of the 2014 year, there are opportunities for the new team to collaborate and develop small number of focused key priorities for ongoing improvement in 2015.

**Building teacher capacity funding**
The Building Teacher Capacity Funding was targeted to ensuring all team members attended the Lisa Burman Book Making pedagogy, which is a focus in our Quality Improvement Plan. Book making pedagogy was implemented.
All team members also attended professional learning through ECHO focused on “ECHO Inspiring places for playful learning PD” (including site visits to sites implementing Reggio Emilia pedagogy). Following this joint training, we undertook a professional learning process, analyzing the site visits by all team members against the domains of the Reflect, Respect, Relate Active Learning Environment Scale. Please see the Client Opinion section for feedback from a family relating to changes in our learning environment following this professional development.

**5. INTERVENTION AND SUPPORT PROGRAMS**

During 2014, teacher Lisa Coleman continued to coordinate and lead the Intervention program supporting the learning of children with additional needs. Lisa has written Individual Learning Plans (ILP’s), Behavior Support Plans and reviews, as well as liaising with DECD and outside agency support staff to gain preschool support, assist the Preschool Support worker to implement programs and plan rosters.
Golden Grove Kindergarten continued to fund up to 8 hours of Early Intervention Support per week from our own budget, to assist the learning of children who did not meet the criteria to receive Preschool Support, through language and social skills groups.

**Number of children supported through**
- Preschool Support Program: 12
- Bi-lingual support Program: 0
- Aboriginal 3 year old enrolment: 1

**6. STUDENT DATA**

**6.1 Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>Term 1 2014</th>
<th>Term 2 2014</th>
<th>Term 3 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendances</td>
<td>87</td>
<td>83</td>
<td>88</td>
</tr>
<tr>
<td>Enrolments</td>
<td>90</td>
<td>90</td>
<td>95</td>
</tr>
</tbody>
</table>

Throughout 2014, we noted a gradual increase in enrolments, through children moving into the Golden Grove area, moving from interstate or transferring centres.

**6.2 Attendance**

<table>
<thead>
<tr>
<th></th>
<th>Term 1 2014</th>
<th>Term 2 2014</th>
<th>Term 3 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Golden Grove Kindergarten</td>
<td>96.7%</td>
<td>92.2%</td>
<td>92.6</td>
</tr>
</tbody>
</table>
Overall the trends of feeder schools have continued to follow patterns of recent years, with the majority of children attending Golden Grove Kindergarten enrolling in Golden Grove Primary School, adjacent to our kindergarten.

### 7. CLIENT OPINION

**Parent feedback slips**

We have a feedback box available for families to provide feedback throughout the year. Here is a feedback slip from a parent following our focus on improving our learning environments after our team attended the “Echo Inspiring places for playful learning” PD earlier in the term.

“We love the changes to the kindy – it looks cleaner, tidier and inviting. The colour sorted pots and pencils and textas make for an easier choice for the kids. The kitchen area looks much better, more open and useful.

Child J  “I like the quiet room and the colour pencils”

Parent K & Child J, 1 May 2014
Learning story feedback slips
Educators write Learning Stories as our process of documenting learning through Assessment for Learning. We provide families with a copy to take home and invite families to return a feedback slip relating to the story.

Here are some family comment slips:

“Great interaction and a way of expressing ideas on how to make money. It is also fun and seemed enjoyable for the kids. Great activity! Keep it up 😊 T says he wants to have a restaurant of his own and we wants to make a chicken wrap 😊 Thank you” Term 1 2014

“I was pleased to see J interacting with other children. He always tells us he plays by himself everyday, which he was doing, but was happy that he participated in the kangaroo game. It shows that with some gentle encouragement, kids can form new relationships. T” Term 1 2014

“I am surprised R tried new foods, he can be a bit funny about it. It’s good to see them learning through play with their friends” Term 2 2014

“I always looks forward to making play dough on Monday morning. On the way to kindy we talk about what colour it will be today” Term 2 2014

“P told me about making pancakes in the sandpit when I picked her up from kindy. It is nice to hear her speak positively about her day, to know she enjoyed spending time outside” Term 3 2014

“A simple activity in the sand pit and when explained by Marilyn the learning that happened and the links in the Early Learning Years Framework it made me more aware of how deep and important this seemingly simple play is in H’s development” Term 3 2014

“M said he enjoyed this activity and wants to do it again. Thankyou. P” Term 4 2014

“R was really excited to see and share this one (learning story) with us. We were very please he was happy to learn and relate it to what we might talk about at home” Term 4 2014

Through these range of parent comments, there is evidence of educators sharing ongoing information with families relating to their individual child’s learning at Golden Grove Kindergarten. As well as demonstrating parents and families increasing insights in to the complexity of learning occurring through children’s play. There is also evidence of the Learning Stories stimulating conversation between families and children about their learning at Golden Grove Kindergarten.

Email feedback

“I just wanted to send a quick email to say a big thank you to you and your team, particularly Marilyn for your time, attention and support for Z throughout her year. She loved attending Golden Grove Kindergarten and always spoke fondly of her time there and was excited to go each time.

I know how important kindy is for a young child, it starts their whole approach to education, and we are very pleased with how Z feels about her approach to starting school next year” Parents M & I, via email, 11 December 2014.

8. ACCOUNTABILITY

We have followed the DECD guidelines in ensuring all parent volunteers have the required DCSI criminal history clearance. We advised parents who did not have the required clearance, that they were not able to attend excursions. In the case of the first creek walk, we did not have adequate parent volunteers with the approved clearances, so we employed staff to attend the excursion to meet the ratio we had agreed on our Excursion Risk Assessment. We kept a list of parent volunteers attending the excursions. We keep a photocopy of the approved clearance from the parent volunteers and educators. I have monitored the DECD HR site and ensured that Criminal History clearances are current for educators.

At the 2015 enrolment meetings in August/October 2014, we advised any parents who would like to be involved as parent volunteers to submit their DCSI clearance forms now, due to the 3-6 month delay in processing at this time.

During 2014 we checked on the currency of all educators training in the Child Protection Curriculum. During term 4, 3 educators attended the training, ensuring all educators were trained in the provision of the Child Protection Curriculum.