Golden Grove Kindergarten
Annual Report
2015

Celebrating International
Mud Day 2015
1. CONTEXT

Preschool Name: Golden Grove Kindergarten  Preschool Number: 4695
Preschool Director: Judith Sansome  Partnership: Golden Way Partnership

In 2015, we provided preschool sessions over two full days (8:30-4pm), with children attending in 2 groups, Group A (Mon/Tues) and Group B (Wed/Thurs). We are co-located with Golden Grove Primary School in a pre-dominantly middle class area. The site is situated less than 1km from Golden Grove Village Shopping complex. Our families are mainly 2 parent families working either in full time or part time employment. We have a core staffing team of 3.5 Educators; we also access Preschool Support and Bi-lingual assistance. We have Playgroup operating fortnightly, the site employs an ECW to lead and be our Playgroup Coordinator. Golden Grove 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. We have a strong focus on Nature Play and Sustainability.

Throughout 2015 we have focused on continuous improvement towards the National Quality Standard through implementing systems engaging all staff in working towards our Quality Improvement Priorities.

Key Priorities for improvement included:
- Developing a shared understandings of curriculum approaches: Emergent and Inquiry based Curriculum
- Using Lisa Burman Book-making Pedagogy as part of our Literacy focus
- Becoming familiar with the DECD Numeracy and Literacy Indicators
- Building stronger links with Golden Grove Primary School

Other focuses for improvement included:
- Playgroup: continued to run a playgroup session once a fortnight
- Sustainability: veggie gardens, worm farms, composting, market days
- Parent communication: Fortnightly newsletters with a strong learning focus

Our site was assessed and rated at the end of 2014, against the National Quality Standard; we received EXCEEDING ratings across all 7 Quality Areas.

Universal Access
A decision to trial extended days (two full days 8:30 – 4pm) in 2015 occurred as a result of reduced attendance for the Friday sessions in 2014. The Friday sessions for 2014 were 2 options either alternate half days or monthly full days on Fridays. The extended days were trialed in 2015 and reviewed during Term 3 by educators and families. The decision was made in consultation with Governing Council and families that we would cease the extended days for 2016 as the majority of children were not accessing their full days, about 95% of the children were gone by 3:30pm. Families with children at the local schools would begin picking up their children from 3pm, so we had children continuously being picked up from 3-4pm which was unsettling for children and at times made the supervision of children challenging. Families commented that the days were too long and that their children were often quite tired. In 2016 sessions will be 8:30-3:15 for two days and every alternate Friday 8:30-11:30am (Group A one week and Group B the following week). In 2016 the children will access 30hrs of preschool over 2 weeks.

Educators
In 2015 there were some new staff employed at Golden Grove Kindergarten. Claire Pym took maternity leave in 2015, Judith Sansome, was appointed acting director for 2015. Judith Sansome will be continuing in Terms 1 and 2 next year, as Claire Pym has extended her leave. We appointed 2 part-time ECWs, as we were unsure if we would have funding for the whole year to employ a second full time ECW due to our numbers of enrolled children. One ECW was new to the site and the other had previously been one of the site’s Preschool support workers. Fortunately, we were able to keep both 0.5 ECWs for the whole year due to increasing enrolments throughout the year. These ECWs were employed to work with the same group of children. Our permanent teacher Lisa Coleman went on long service leave in Term 2 and we employed a new graduate Deanna Gardner. We also employed an extra teacher Roshni Amroliwala one day a week using our Universal Access funding to release the Director and teacher, for administration, assessment and reporting tasks.
2. REPORT FROM GOVERNING COUNCIL

In 2015 the Governing Council comprised of a small group of parents that met twice a term for their Governing Council meeting. The Governing Council made significant contributions into decisions that affected the learning environment and educational outcomes for the children attending Golden Grove kindergarten. The kindergarten's hat and sun safety policy was adjusted and throughout the year there were many financial matters that were discussed and voted on. The highlights for the Governing Council year involved running a Mother's day and Father's day stall, where children could purchase a gift for their parents. The Governing Council also organised a "Girl's Night out" at Cafe Verde as a fundraiser which was attended by mums, grandmas, aunties and friends. The Governing Council was able to support one of our kindy families in a great time of need and the Governing Council was overwhelmed with the Kindy community who rallied around this family and supported them. The Governing Council organised and collected donations for the Golden Grove Kindergarten Christmas Raffle and organised raffle tickets. We were able to raffle 38 wonderful prizes, vouchers and gift packs. The Governing Council organised an end of year celebration night for all of the kindy children, families and extended families to attend. The families were able to purchase sausages and drinks and the children were most excited to be able to have their faces painted by two face painters that were hired for the evening. It was a magnificent evening which saw many of our kindy families come to celebrate the great year that their child has had at Golden Grove Kindergarten. Under Judith's guidance the Governing Council has achieved a lot and succeeded in reaching the most outcomes possible for our kindy children who attended Golden Grove Kindergarten in 2015.

Kristy Ochieng (Chairperson of the Governing Council)

3. HIGHLIGHTS 2015

Children had the opportunity to participate in a variety of many great learning experiences throughout the year.

- Obstacle Fun-a-thon
- Sue Harris Puppet show incursion
- Harmony week celebrations
- Local community walks
- Celebration of International Mud Day
- Cobbler Creek Walks
- Visits by MFS Fire Fighters and SA Police
- NAWMA (Northern Adelaide Waste Management Authority) incursions
- Bunnings DIY visits (Incursion)
- Excursion to the Road Safety Centre
- Book Week celebrations involving Golden Grove Primary School Yr 7 students
- VIP days
- End of year celebrations

4. QUALITY IMPROVEMENT PLAN

The Quality Improvement Plan has 7 quality areas. Golden Grove Kindergarten received Exceeding ratings across all 7 Quality Areas, at the end of 2014. At the beginning of 2015, staff reviewed the 2014 QIP and identified the areas of strength and improvement. As a result of achieving this Exceeding rating and the fact that there were new staff, a decision was made that in 2015 we would look closely at 2 areas for improvement:

Quality Area 1: Educational Program and Practice
Quality Area 6: Collaborative Partnerships

A copy of an overview of our “2015 Quality Improvement Plan (QIP) was made accessible for staff, Governing Council members, kindergarten parents and the broader community to view and to provide comments and feedback, this was based in our kitchen area. Staff had a closure day in Term 4 to review the 2015 QIP and plan for future directions and areas of improvement in 2016. Governing Council members were kept up to date with the progress of our QIP throughout the year during regular Governing Council meetings.
<table>
<thead>
<tr>
<th>Priorities 2015</th>
<th>Achievements</th>
<th>2016 Implications</th>
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</thead>
</table>
| Quality Area 1: Educational Program and Practice                               | All staff have been engaged in Professional Development/discussions and readings. Staff have attended ECHO conferences and Lisa Burman workshops  
All Educators were given release time to do Learning stories; documenting and capturing the learning. The learning stories also included the DECD Numeracy and Literacy Indicators | Further exploration of emergent and inquiry based curriculum and the documentation process  
Continue release time for all Educators to do learning stories  
To ensure that learning stories include and en-act the “What next?” part into our programming. |
| Begin exploring the principles of Reggio Emilio project                        | Staff reading and workshop attendance                                                                                                                                                                        | Possibility of further inquiry/discussions into the principles of Reggio Emilio Project  
Site visits where Reggio guides practice (PD)                                                                                                           |
| Develop consistent Literacy and Numeracy pedagogy across our centre.          | Director attended the Lisa Burman Book making training. Staff reading re: Book making Pedagogy  
Bookmaking pedagogy was implemented at the end of Term 2. To introduce Bookmaking to the children a separate table was established for Bookmaking to occur. It was very popular with a number of children producing their own books and reading them to others.  
Educators have shared the book making pedagogy with families through displays, newsletters, booklets and learning stories. We had a guest speaker from Tea Tree Gully Library for our AGM, speaking about the importance of reading to children and how the library can help.  
Staff attended Numeracy PD sessions held through the Partnership and facilitated by our Early Childhood Leader throughout Terms 2 and 3.  
Director and Teacher both attended Leading Numeracy Improvement Training: Modules 1 and 2. They also attended Literacy and Numeracy Expo. An inquiry into one of the Numeracy Indicators and Learning Processes was undertaken, to help staff gain a better understanding. This was shared with our kindergarten families and Partnership. | Continue the journey all staff becoming more familiar with Book making Pedagogy  
Continue to provide book making opportunities, not just in one place, ie, take it outside  
Explore ways for documentation of literacy within the program. Linking bookmaking with Literacy Indicators  
Continue to inform parents about the bookmaking pedagogy and encourage them to provide opportunities for their children to make their own books at home and to be an audience for their children to read their stories to them. Getting children to read their stories to others at kindy.  
Develop whole staff common agreement and understanding about Numeracy Indicators |
## Quality Area 6: Collaborative Partnerships

### Building stronger links with Golden Grove Primary School (GGPS)

Develop collaborative relationships with GGPS staff and in particular Reception teachers and Deputy

### Relationships were developed between the new Director and GGPS Leaderships and Reception Teachers

In Term 1. We discussed a timeline for events and gatherings throughout the year.

Meetings with GGPS leadership occurred once a term

- Kindergarten used school library with yr 6 buddy helpers regularly
- Kindergarten used school playground regularly
- Reception class teachers visits with Reception classes to the kindy (Term 2)
- Kindy children visits to Reception classes (Term 3)
- Buddy class (Yr 6) come on our environmental walks
- Yr 1 class come with us on one of Cobbler Creek walks
- School choir visit (Term 4)
- Reciprocal exchanging of sites newsletters

### Continue library and playground visits

Participate in their Friday sing and share sessions, and any other special events they may hold throughout the year.

### Develop relationships with classes and their teachers, work with them more. Continue having “buddies”

### Continue conversations with leaderships

Explore options for team meetings with Preschool and Reception staff (once per term) to discuss the Statement of Learning. As well as, other possible areas to explore and discuss: What kindy learning looks like. What Literacy and Numeracy learning looks like in Preschools and Schools. Making links with the Numeracy and Literacy Indicators and Australian Curriculum Foundation Year.

### Continue to inform new families about Numeracy and Literacy opportunities and learning via a range of methods

### Continue familiarization and staff PD on Literacy and Numeracy Indicators

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### Review 2014 Transition process

- 2014 Transition process was reviewed. In 2015 the kindergarten children visited the school quite regularly throughout the year, so the school decided to alter what they did in 2014. Children had 2 visits early in Term 4, held on the days that they did not attend kindergarten. The Deputy was responsible for the children on these visits. These visits run smoothly. Year 6 buddies helped out.

### Review 2015 transition visits for implications in 2016
Supporting the familiarization of the Indicators of Preschool Literacy and Numeracy.

As a staff team we looked at the Numeracy and Literacy Indicators, during our staff meetings and discussions. All staff received a copy of the DECD Numeracy and Literacy Indicators. Staff included Numeracy and Literacy Indicators in their learning stories. Displays and newsletters have highlighted the Numeracy and Literacy Indicators, as well informing our families. We have worked within our Partnership to become familiar with DECD Numeracy and Literacy Indicators as a team. Core staff attended a Partnership Pupil free day (Numeracy) which included an afternoon of Early Childhood Staff unpacking the DECD Numeracy and Literacy and making links within the Early Years Learning Framework (EYLF). We explored the Learning Processes from the Numeracy Indicators and linked the Indicators to learning stories and observations. We have attended shared preschool staff meetings within the Partnership around Dispositions, Assessment and Reporting as part of the Statement of Learning. The Director and teacher both attended the Leading Numeracy Improvement Modules 1 and 2 training, as part of the Golden Way Partnership initiative. The Director and Teacher attended the Literacy and Numeracy Expo to hear about high quality practice from colleagues. As a way of unpacking the Numeracy Indicators as a site we used resources gathered from the Numeracy Expo to delve deeper into the Numeracy Learning processes and indicators, through a site inquiry. As a Partnership we also used these resources for our inquiry projects to collegially share the learning in a collaborative manner.

5. INTERVENTION AND SUPPORT PROGRAMS

During 2015, Lisa Coleman continued to coordinate and lead the Intervention and Support programs supporting the learning of children with additional needs. Individual Learning Plans (ILS's), Behaviour Support Plans were written and reviewed for these children, as well as liaising with DECD and outside agency support staff to gain preschool support. Lisa also assists the Preschool Support worker to implement programs, individually and in small groups and plans rosters. In 2015, 18 children were eligible for Preschool support.

Golden Grove Kindergarten continued to fund up to 5 hours of Early Intervention Support per week from our own budget, to assist with the learning of children who did not meet the criteria to receive Preschool Support, through language and social skills groups. Throughout 2015, up to 20 children were provided with some Early Intervention support.

We also employed various Bi-lingual Support Workers throughout the year to work individually and in small groups with 5 NESB children. Their program focused on oral language, vocabulary and following instructions.

STUDENT DATA

6.1 Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Term 1 2015</th>
<th>Term 2 2015</th>
<th>Term 3 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolments</td>
<td>82</td>
<td>85</td>
<td>87</td>
</tr>
<tr>
<td>Attendances</td>
<td>80</td>
<td>80</td>
<td>78</td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term.
Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems

We currently (Term 4) have 90 children enrolled. Over the year, we have had a gradual increase in enrolments, through children moving into the Golden Grove area, moving from interstate or opting to choose kindergarten rather than child care.

Attendances collected in the ‘reference weeks” (Weeks 2 & 3) of each term. There was a dip in our Attendances in Term 3 due to a number of health issues/sickness and children on family holidays.
### 6.2 Attendance

#### Attendance Percentages

<table>
<thead>
<tr>
<th>Golden Grove Kindergarten</th>
<th>Term 1 2015</th>
<th>Term 2 2015</th>
<th>Term 3 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>97.6</td>
<td>94.1</td>
<td>89.7</td>
</tr>
</tbody>
</table>

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

### 6.3 Destination – Feeder Schools

#### Table 6: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>0177 - Henley Beach Primary School</td>
<td>Govt.</td>
<td></td>
<td>1.1</td>
<td></td>
</tr>
<tr>
<td>0987 - Mawson Lakes School</td>
<td>Govt.</td>
<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1540 - Ardtornish Primary School</td>
<td>Govt.</td>
<td>1.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1848 - Golden Grove Primary School</td>
<td>Govt.</td>
<td>86.5</td>
<td>77.3</td>
<td>78.3</td>
</tr>
<tr>
<td>1858 - Greenwith Primary School</td>
<td>Govt.</td>
<td></td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>8003 - Heritage College Inc</td>
<td>Non-Govt.</td>
<td></td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>8006 - St Francis Xavier’s Regionl Cath Sch</td>
<td>Non-Govt.</td>
<td></td>
<td>2.3</td>
<td>1.2</td>
</tr>
<tr>
<td>8027 - Pedare Christian College Junior Sch</td>
<td>Non-Govt.</td>
<td>9.6</td>
<td>14.8</td>
<td>12.1</td>
</tr>
<tr>
<td>8419 - Good Shepherd Luth Sch - Para Vista</td>
<td>Non-Govt.</td>
<td></td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>8421 - King’s Baptist Grammar School</td>
<td>Non-Govt.</td>
<td></td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>8439 - Tyndale Christian School</td>
<td>Non-Govt.</td>
<td>1.9</td>
<td>1.1</td>
<td>1.2</td>
</tr>
<tr>
<td>9757 - Our Lady of Hope School</td>
<td>Non-Govt.</td>
<td>2.3</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>99.9</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></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

Overall the trends of feeder schools have continued to follow patterns of recent years, with the majority of the children attending from Golden Grove Kindergarten enrolling in Golden Grove Primary School, adjacent to our kindergarten.
Every parent/caregiver was given and asked to complete a Parent Opinion survey to help us gain feedback in regards to four areas: Quality of Teaching and Learning, Support of Learning, Relationships and Communication, Leadership and Decision Making.
All parent comments were of a very positive nature. Only 2 comments need to be looked at further.

- One parent felt that there didn't seem to be much "known" about their child. Response- We feel that there are many opportunities for parents and Educators to share their knowledge of children; through Family profiles, learning stories, the child's learning journals and opportunities to speak with staff both informally and formally. Staff will continue making themselves available to discuss children with parents.

- A parent expressed an interest in wanting parent teacher interview mid-way through the year. Response- We will investigate other means in which we can inform parents of children's progress mid-way through the year. We believe that we provide many opportunities for parents to discuss with staff any concerns or issues they may have and provide them with information about their child's development through learning stories and informal and formal conversations. We will continue to highlight these opportunities in our newsletters.
We encourage Parents to provide us with feedback through a variety of means:

Parent feedback slips and emails
We have a feedback box available for families to provide feedback throughout the year. Parents are also encouraged to provide feedback via email. Here are some of the comments that we received in 2015.

Fun-a-thon
Excellent morning. Activities were well suited and we appreciate that they were all suitable for our child. Today was great. I think for the age it ran for a good length of time. I loved the dancing and spreading out of the groups. A asked to do it again. She loved it. Enjoyed coming along today, great to be invited.

VIP Day
Loved the VIP day!
Thank you for opening the kindy with such warmth, enthusiasm and fun! What a great way for the children to express themselves and for us to interact with them. Thanks for a wonderful morning. Great to see all the kids dressed up. I had a wonderful time.

Road Safety Centre Excursion
R had a fantastic day and when we are driving now he is always commenting on the road signs/rules he has learnt. S loved the Road Safety excursion. S enjoyed telling us all about the day and Stop, look, listen and think and took the activity book along to child care for show and tell. The bus ride was an additional delight.

Newsletters
The updates and regular newsletters we receive are excellent. Thanks a bunch for all of the wonderful newsletters this year. As a busy working mum they have been absolutely invaluable to me in reminding me about excursions, events and the like. It’s also a great way to see what the children have been up to each fortnight and a great memory keep sake too. The newsletters are a great communication tool.

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 of our families’ comments:

This is a classic example of how great Golden Grove Kindy is. Where else can the kids use their imaginations and the outside environment to explore the jungle! What an amazing place for the kids to learn and play and get a wonderful set of experiences in a safe and friendly environment. Thanks

E loved the fire truck and talked about it for most of the night. He told us to drop to the ground if there is smoke and he got to squirt the teacher’s cars with the fire hoses. You provide such amazing experiences for the kids. Thanks for all you do.

S was not so keen to get muddy and wet at the time of the creek visits, but since then has been very excited to be so wet and sandy to require changes of clothes! What a vast change Kindy has brought.

This was a wonderful social story. A loves riding her bike, so this was a perfect excursion for her! Keep up the good work with road safety and rules!

A loves books. It is wonderful to see her creating her own book, complete with pictures and some writing. It’s fantastic that you encouraged her to share her book. She is so proud of it. She will love this setting A up for a love of literacy and I think it’s a wonderful activity. It’s fantastic to see her so engaged for so long.

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 into 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.
7. ACCOUNTABILITY

In 2015, the Director ensured that all staff, Governing Council members, Cobbler Creek OSHC employees, the contract gardener, finance officer and cleaners had the appropriate DECD Criminal History Screening checks. We have followed the DECD guidelines in ensuring all parent volunteers have the required DSCI criminal history clearance. We advised parents who did not have the required clearance that they were not able to attend excursions or volunteer at the kindy, and encouraged those that wanted to volunteer at the kindy to get their DSCI clearance. Records are maintained on the administration computer, which keeps track of our volunteers, staff and OSHC staffs’ DSCI clearance renewal dates. We have photocopies of all approved DCSI clearance of parent volunteers and educators. We keep a list of parent volunteers attending the excursions. We developed a Volunteer’s Induction Folder including information for volunteers, our policies and a Volunteers Induction checklist, and an agreement which volunteers sign. All volunteers have also participated in RAN training which was held at the site in Term 1, some volunteers accessed the school’s RAN training sessions later in the year. All volunteers before joining us on any excursion are given information about what their roles, responsibilities and expectations are. The Director has monitored the DECD HR site and ensured that Criminal History clearances are current for educators.

At the 2016 enrolment meetings in October 2015, we advised any parents who would like to be involved as volunteers to submit their DCSI clearance forms now, due to the 3-6 month delay in processing at this time.

During 2015 all staff undertook their RAN training and all staff are valid until 2018. We were audited in 2015 by DECD for the above.