Roxby Downs Kindergarten Annual Report 2014
1. CONTEXT

Preschool Name: Roxby Downs Kindergarten   Preschool Number: 6646
Preschool Director: Adam Christie   Partnership: 6646

Roxby Downs Kindergarten is a stand alone preschool; we are located alongside Roxby Downs Area School in the main street of Roxby Downs. In 2014 the kindergarten provided an education program for over 100 children. In addition we facilitated a playgroup with a group of parent volunteers for families with children birth to five years. 2014 was an exciting year for Roxby Downs Kindergarten with the appointment of new director and teacher and three new Early Childhood Educators.

2. REPORT FROM GOVERNING COUNCIL

2014 was an amazing year filled with many highlights and achievements for the children, staff and parents of the Roxby Downs Kindergarten and, needless to say, it was a very busy year for all involved!

It has been a privilege to be the Chairperson for the Roxby Downs Kindergarten for 2014 Kindy Year. Firstly, I would like to acknowledge and thank the committee members for all their time, effort and dedication in making last year a fantastic, enjoyable and highly successful year.

Vice President – Christine Grocke
Secretary – Kadriye Burggraff
Treasurer – Sarah Powell
General Committee – Kristen Humphries, Jane Campbell, Janie Butterworth, Amanda Giles and James McCarthy
Staff – Adam, Sophie, Vicki, Megan, Tina, Tanya, Kerry, Chelsa, Lauren and Ruby

On behalf of the Governing Council, I would also like to express our sincere thanks and appreciation to the wonderful staff at Roxby Downs Kindergarten. We were so fortunate (and still are) to have such a highly motivated, innovative and committed group of professionals who provide our children with amazing daily learning experiences cocooned in a safe and nurturing environment. Many thanks to Adam, Sophie, Vicki, Megan, Tina, Tanya, Kerry, Chelsa, Lauren and Ruby.

Some of the accomplishments that the centre and staff can be proud of in 2014 include:

- Tanya Parker being awarded South Australian school / preschool support staff member of the year
- Sophie Both obtaining a permanent teaching position at our kindergarten
- Sophie and Christine obtained professional development from Professor Martin Westwell
- Adam involved in Department of education and Child development Collective Leadership conference in Adelaide
- Completion of the kitchen upgrade – very impressive and appreciated by all
- Numerous external education experiences for our children, including Lab on Legs, BHP Billiton Safety Talk, excursion to the local Police Station and Emergency services

Some of the accomplishments that the Governing Council can be proud of in 2014 include:

- Fundraising efforts:
  - Wine and Cheese Night – the social event of 2014
Melamine Plate Drive
Kindy Photos
Raffles
Sausage Sizzle – a great success and could only be achieved through the support of Woolworths
  • Opening of the Kindy Mine – which I personally was honoured to be part of
  • Collaborating with families and staff

On behalf of the Governing Council, I would also like to take this opportunity to sincerely thank all families and friends that have contributed in making 2014 a successful year. During this period I have personally seen my own child develop into a happy, confident and inquisitive person. This is a direct result of the great education facility and facilitators that we are so fortunate to have in Roxby Downs.

On would also like to personally thank the 2014 Governing Council and Kindy committee. It was a privilege to be part of such a capable and committed group of parents. I encourage the families of 2015 to step up and be part of the kindy family. I know personally as a parent, there is nothing more satisfying than being able to play an active role in your child’s education journey.

Giorgio Dall’Armi
2014 Chairperson

3. HIGHLIGHTS 2014

- Adam Christie (Director) was invited to and presented at the Lutheran Preschool Directors Day to be a keynote speaker on learning dispositions, curriculum and planning (Term 1).
- Roxby Downs Kindergarten encouraged to apply for ‘Excellence Rating’. This work continues in 2015.
- New Kitchen Installed.
- Upgrades to outdoor learning space commenced (fence installed and ‘children’s mine exploration space’ created).
- Adam Christie (Director) presented at Early Childhood Australia Conference with previous Director, Kerryn Jones (Term 3).
- Tanya Parker awarded school/preschool support staff member of the year (term 3).
- High quality teaching, learning and documentation.

4. QUALITY IMPROVEMENT PLAN

In 2014 the team at Roxby Downs Kindergarten continued their quality improvement journey building on our work from 2013 in which we achieved an assessment rating of ‘Exceeding the National Quality Standard’. Our 2013 rating had all staff inspired to continue developing innovative practice with the hope of working towards applying for our excellence rating. With this in mind it was time to review all areas of the National Quality Framework ensuring that our staff were maintaining collaborative and consistent practice in all areas of the framework which supported best outcomes for children and families. This process was critical as our staff team was changing (4 new staff were inducted over the year with an existing staff member transiting from teacher to director) and there was a need to ensure that we shared common philosophy and goals. Below are the key highlights for the achievements made in 2014.

Quality Area 1: Educational Program and Practice

- This year we needed to rethink our parent’s information space due to high enrolments levels. The space was redesigned and new shelving was installed to house children’s learning portfolios. The space has been utilized by children and families consistently; it is a wonderful place for sharing learning and children’s development.
- A number of parent information sessions were held in term 1 to assist families in developing their understanding of our preschool setting. The sessions focused on dispositions for learning and our methods of assessment, reporting and programming. The sessions had good attendance levels and information sheets were distributed post session to target families who may not have been able to attend. Feedback was positive.
• The staff team reviewed our Statements of Learning processes which was introduced in 2013. We developed a new format which reported on children’s strengths in relation to the Early Years Learning Framework and identified individual learning opportunities for children in their next term of kindergarten. These statements were sent home at the end of each term and families were given the opportunity to respond in a section called ‘parents voice’. Parents were happy with the method of reporting and we had a high level of feedback. This feedback was then used in the development of curriculum for the group and individual children.

• As a team we considered ways in which to improve how we reported on the weekly curriculum. We developed a weekly slideshow with pictures, annotations and references to the Early Years Learning Framework which is displayed for families in the parent’s information area. Families have been enjoying reading and watching the slideshow. Children are also using the slideshow as a way of revising and revisiting learning, demonstrating the disposition reflexivity.

• Director and Teacher have been mentoring staff to ensure high quality implementation of curriculum and quality documentation.

• Our fortnightly staff meetings were redesigned so that they became a time for pedagogical reflection. To make this change staff agreed that administrative tasks would be organized via email, before and after kindergarten sessions. We allowed 15 minutes to follow up any issues arising at staff meetings and the remainder of the time was left to have discussions around curriculum or facilitate training.

Quality Area 2: Children’s Health and Safety

• This year we looked at a holistic approach to health and safety (where we considered all aspects of health? For example, mental, spiritual, physical, social, environmental and emotional).

• Through research we identified yoga as being a wonderful source of spiritual and physical wellbeing. Yoga was introduced to the children and has become a daily ritual. The children rejoice in this time of rest and relaxation.

• Rest areas throughout the kindergarten were developed for children, some inside and some outside.

• Child Protection Curriculum was implemented and four staff were trained in its delivery.

Quality Area 3: Physical Environment

• Our kitchen upgrade was completed and it looks fantastic! It is functional and user friendly. The new kitchen has a separate hand washing sink, room for two fridges so that we can safely store all children’s lunches, and a dishwasher has been installed. The dishwasher has not only served to improve hygiene, it is saving staff approximately at hour at the end of each day which can now be spent on child centered planning and documentation.

• Outdoor Upgrades have commenced with further work to continue in 2015.

Quality Area 4: Staffing Arrangements

• The sites lead teacher Adam Christie transited from Teacher to Director. This was a change of mindset for not only him but the existing staff. It has been a positive year for him.

• The site appointed a new teacher (Sophie Both), she has been doing exceptionally well and was appointed as a permanent staff member in term 4.

• The site inducted 3 new Early Childhood Educators due to high enrolment levels and the departure of Christine Doran a senior Early Childhood Educator who had provided the center with long time service.

• All educators engaged in Professional Development and Planning Meetings, each staff member participated in a minimum of two formal meetings with the Director. Additional meetings were planned if needed and all meetings were followed up with informal conversation and formative feedback. The plans that have been developed are of a high quality and have been used as working documents throughout the year to track and record development. In 2015 we are looking at ways of aligning site and partnership priorities to personal plans.

• Some of our professional development opportunities included; Working with Martin Westwell on executive functions, Autism Spectrum training with Sue Larkey, Digital Learning with Gawain Duncan, Child Protection Curriculum Training, Learning Dispositions Training in Leigh Creek lead by Adam Christie, Speech and Occupational Therapy training with the Allied Health Team, SAIEL Aspiring Leaders Training for Sophie Both and Early Years System Training.

Quality Area 5: Relationships with Children
Staff started a process of unpacking the Respect, Reflect, Relate document. Video footage was taken to create a ‘class movie’ (we are awaiting the final edit). Throughout the process of collecting footage the document was used to analyze staff interactions. It was revealed that interactions were of high quality.

Learning dispositions have continued to be a central part of our work and are being used on a daily basis. Morning meetings have continued to be a way of supporting children’s reflexivity and their ability to talk about their learning and the dispositions that they are developing each day.

**Quality Area 6: Collaborative Partnerships with Families and Communities**

- Ongoing upgrades to the parent’s information space have increased family engagement with children’s learning portfolios and relevant curriculum information.
- Our weekly slideshow has helped parents to see the learning that is unfolding each week. We are writing newsletters three times per term which include comprehensive curriculum updates that are helping families to understand what is happening at kindergarten.
- One of our Early Childhood Educators (Megan Pike), has been assisting in in the facilitation of playgroup. Attendance at playgroup has increased and we have been able to develop relationships with families prior to the children commencing at kindergarten.
- Increased collaboration with Community Health and CaFH’s
- Advocating for meaningful quality transition programs to school have continued. We have had limited success sharing this message with the two neighboring schools and will need to continue advocating for this in 2015.

**Quality Area 7: Leadership and Service Management**

- 2014 saw the appointment of a new leader to the site as Kerryn Jones the previous Director moved into a new role. Kerryn Jones has provided ongoing support and mentoring which has enabled a seamless transition for Adam Christie the new Director. Staff and community feedback has been positive around this appointment.
- There has been a strong focus on pedagogical leadership, continuity and consistent support for the staff team.
- Policies and procedures have continued to be updated and reviewed

### 5. INTERVENTION AND SUPPORT PROGRAMS

**Preschool Support**

The preschool support program was in place each term during 2014 and supported children with additional rights. Term 4 saw our highest level of enrolments and 15 children were supported through the program. Throughout the year 4 key Early Childhood Educators from within our centre provided this support. They worked closely in a team sharing strategies and collaborating. They regularly met with lead teacher Sophie Both and I to discuss children needs, successes and progress. Targeted intervention programs were provided for some children (for example, speech and language or occupational therapy) and these programs were implemented both formally and informally during their kindergarten sessions. Individual approaches to children’s needs lead to the success of this program. Staff documented children’s learning using learning stories and these stories were used to inform families about their child’s progress and inform educators planning. Families were regularly contacted by educators with programs and strategies being openly shared. Significant time was spent preparing these children for their transition to school.

**Bilingual Support**

Roxby Downs Kindergarten caters to a culturally and linguistically diverse population with approximately 10% of the children arriving at kindergarten fluent in another language other than English, but no English, or as beginning speakers of English. During the year 13 children were supported by the Bilingual Support Program. This support was primarily provided by an educator who worked one-on-one and with small groups to develop children’s English language skills.

**Indigenous Support**

Roxby Downs Kindergarten received additional financial support through the Early Years Literacy program to support Indigenous Children. During 2014 Indigenous Children who attended the kindergarten and support was provided by an Early Childhood Educator who worked one-on-one or in a small language group with these children providing literacy rich experiences.
6. STUDENT DATA

Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2012 - 2014

![Graph showing enrolments by term from 2012 to 2014]

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>91</td>
<td>97</td>
<td>87</td>
<td>90</td>
</tr>
<tr>
<td>2013</td>
<td>76</td>
<td>74</td>
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<tr>
<td>2014</td>
<td>98</td>
<td>104</td>
<td>108</td>
<td></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

In Term 1, 2014 we experienced a high level of enrolment to our kindergarten, looking at the age range of children enrolling at our service we can clearly see the impact of the same First Day Policy. This high level of enrolments meant that we as a staff team needed to ensure high level and exceptional care of children and families. We increased our staffing ratio from centre budget at the beginning of the term to assist children and families in their transition to school. Throughout the year we closely monitored our staffing allocation and child to educator ratios. It immediately became apparent that we would need to work hard to provide differentiated curriculum that was individual and responsive to so that all children were engaged during their time at kindergarten. As can be seen in the above table our enrolments continued to steadily increase over the year. We noticed that the children and families who attended our transitional playgroup in 2013 found the transition to kindergarten quite smooth. As a result we have decided to continue our active role in playgroup throughout 2014 and will continue this work in 2015.

Attendance

Figure 2: Attendance by Term

Attendance Percentages 2012 - 2014
Table 2: Attendance Percentages 2012 - 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 Centre</td>
<td>89.0</td>
<td>87.6</td>
<td>95.4</td>
<td>94.4</td>
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<tr>
<td>2013 Centre</td>
<td>96.1</td>
<td>94.6</td>
<td></td>
<td></td>
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<tr>
<td>2014 Centre</td>
<td>95.9</td>
<td>94.2</td>
<td>89.8</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></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

Attendance at Kindergarten has been high, each term averaging higher than state averages. Full day sessions of kindergarten 8.30am to 3.00pm which operate Monday to Thursday are extremely well attended whereas our Friday sessions (8.30am to 12.30pm) tend to have lower attendance. Looking at notified absences many of our absences are due to families travelling to Adelaide on their parents days off.

Feeder Schools

Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1817 - Roxby Downs Area School</td>
<td>Govt.</td>
<td>55.4</td>
<td>71.2</td>
<td>53.7</td>
</tr>
<tr>
<td>1884 - Eastern Fleurieu R-12 School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>8201 - St Barbara's Parish School</td>
<td>Non-Govt.</td>
<td>44.6</td>
<td>28.9</td>
<td>44.8</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

In 2013 there was a significant increase in the percentage of children transiting to Roxby Downs Area School. The Roxby Downs Area School and kindergarten have been working together since 2011 to develop a transition procedures as well as a series of parent information sessions about the school and transition. Whether this work has had an impact on the increase of children transiting to Roxby Downs Area School is not yet known and we hoped to develop a deeper understanding of this in 2014. However, while majority of students in 2014 did transition to Roxby Downs Area School there was a high percentage that transitioned to Saint Barbara’s Parish School despite our ongoing
discussions and transitional planning. This may have been due to the high number of children that were at our site.

In 2015 we plan to continue working with Roxby Downs Area School to improve transition, increase school enrolments to and understand more about families’ choices in schooling.

7. CLIENT OPINION

Refer to Appendix 1 for the report on the Opinion Surveys completed for 2014.

In Term 3, 2014 a Parent Opinion Survey was conducted. A survey was provided to each family who had a child at preschool. The survey consists of our sections that rate the:

- Quality of the teaching and learning
- Support of learning
- Relationships and communication
- Leadership and decision making.

Overall it can be seen that survey results demonstrated a very high level of satisfaction with the Kindergarten service being provided in Roxby Downs. Quite overwhelmingly majority of families who responded to the survey strongly agreed or at least agreed with the questions.

Quality of the teaching and learning environment

Responses indicated a high level of satisfaction regarding the quality of teaching and learning. 75% of families strongly agreed that their child received high quality teaching and learning at the preschool and 92% of families indicated that teachers were enthusiastic in their teaching. Comments on the survey’s further supported this ‘we as parents are very happy with the teaching and learning that Roxby Downs Kindergarten provides for our son, thank you’.

Support and Learning

This data indicates a high level of parent satisfaction with majority of families indicating that they strongly agreed or agreed with the questions. Overwhelmingly 100% of responses indicated that we provided a safe and secure environment. 91 % of responses indicated that ‘my child would receive support for any special needs he/she had’. 8% of families noted that they disagreed to the statement ‘my child is motivated to learn at this preschool’. This may be an area to explore in 2015 and perhaps poses the questions what does learning look like at preschool? And how can we continue to share this image with our families?

Relationships and Communication

Based on survey data families who responded were happy with the relationships and communication levels at our centre. 100% of families strongly agreed with the question ‘I am comfortable about approaching my child’s teachers to talk about his or her progresses’. 9% of families indicated neutral responses to the question ‘I am well informed about preschool activities’, a follow up phone call from two families who responded to the survey said it was difficult to answer this question as they rarely made it into the service. Thus, perhaps we need to continue to think of innovative ways we can share information with these families. It is important to note that 73% strongly agreed with this question.

Leadership and Decision Making

Majority of responses to this area of the survey was extremely positive with 82% strongly agreeing that ‘overall, I am satisfied with the preschools planning’ and 80% of responses strongly agreeing that ‘there is effective educational leadership within the preschool’. 9% of responses did indicate a neutral response to the question ‘the preschool seeks parent’s opinions about educational program’s’. I think it would be useful to investigate this in 2015 as in 2014 we worked hard to ensure that parents were able to contribute. For example, we are always open to formative feedback; this was promoted through newsletters and parent information sessions. Summative Statements of Learning provided families with a way of providing feedback each term and ‘parent’s voice’ forms located in the partners information space were readily available and accessible. It is important to highlight that 55% of
responses agreed with this question and 36% strongly agreed. One family commented ‘Please keep up the great work especially in the selection of charismatic teachers, we are very impressed’.

**Additional Comments**

From the survey's additional feedback included:
- Thank you for all the support.
- We see equal demonstration of fairness and time shared between student and teacher.
- I think the staff are switched on to the needs of the kids and also the interactions and dynamics between the kids.
- I like the consistency of boundaries and appropriate behavior taught here.
- The staff at the kindy are great, everyone takes responsibility for all the kids.
- I like the solid and appropriate feedback I get.
- This is the second child to go through this kindy. Both children have greatly benefited from their experiences here. I think we are very lucky to have such a wonderfully positive place for our children to kick start their learning. Thank you Adam and staff.
- The children kindy books are a credit to both the kids and teachers.
- The kindy teachers are fantastic – always welcoming!
- My daughter loves kindy!

**8. ACCOUNTABILITY**

Copies of All Criminal History screens are kept on site. Human Resource records were also maintained to ensure compliance. A spread sheet has been created at a site level to keep a record of volunteers, students and Governing Council Members. We are participating in a SAFE audit in March 2015 which will further develop our skills in keeping records in relation to this.

**9. FINANCIAL STATEMENT**

Refer appendix 2 for end of year financial reports.