Paralowrie Kindergarten
Annual Report
2014

2014 Highlights

- Sustainability project – year 2: action grant won, KESAB Award, family survey, Site Environment Management plan developed, waste audit conducted
- Story in ‘Salisbury Aware’ magazine
- Kaurna Garden 80% completed and officially opened
- Living Eggs program; caring for our pet budgies Tweety and George
- Excursion: Patch Theatre ‘The Very Cranky Bear’
- Incursion: SA Police
- Fundamental Movement Skills and Cooking programs
- Eat A Rainbow program; cooking with bilingual staff and families. Cook Book produced and given to all families as a gift.
- Inquiry: How do fruit and vegetables help us?
- Participated in the Salisbury Christmas Parade
- Continuity of Learning in conjunction with Paralowie R-12
- End of Year celebration; sausage sizzles and cake stall. Easter and Christmas raffles.
- Community charity fundraisers: Salvation Army Christmas Appeal, Diabetes SA Blue collection bin
Paralowie Kindergarten is in the Northern Adelaide Region, approximately 22 km from the GPO. A Director, two half time Teachers and an Early Childhood Worker were core staff in 2014. 8 kindergarten sessions were offered each week with children attending three full days one week and two full days the other. Three pre-entry sessions were able to be offered to all 2015 children in term 4. Three groups of children attended these sessions, coinciding with school transition visits and Wednesday morning staff meetings.

A diversity of cultures is represented both socio-economically and by ethnicity.

At Paralowie Kindergarten we provide a high quality, inclusive educational program for children aged between 3-5 years. Learning is play based and is planned from children’s individual needs and Questions or Topics of Inquiry. Assessment for children’s learning is ongoing and informs review, and planning, of the program. The kindergarten has a strong, ongoing focus on sustainability and has completed the second year of a sustainability project. Sustainable practices are intentionally taught as a part of our curriculum and families are encouraged and supported to implement these practices at home.

The Staff work to provide an environment that is stimulating and where children feel able to participate in a program that encourages them to think and learn at a deeper level. Individual interests, learning styles and stages of development are considered when planning. Small group work and adaptations to the program support children with additional needs. Additional small groups also provide extension to children’s learning thus benefiting all children.

There is a Playgroup on site on Tuesdays mornings. The Playgroup is run by volunteers from the attending families.

Each term a number of 4 year old health check appointments are available at the kindergarten through the Child and Family Health Service (CAFHS). Watto Purrunna-Aboriginal Health Service also attend once per term to carry out the Ear Health Program with Indigenous children and their siblings.

### Student Data

#### Enrolments

**Figure 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>
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<tbody>
<tr>
<td>2012</td>
<td>68</td>
<td>82</td>
<td>81</td>
<td>77</td>
</tr>
<tr>
<td>2013</td>
<td>62</td>
<td>63</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>58</td>
<td>61</td>
<td>62</td>
<td></td>
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</tbody>
</table>

Based on person counts in the two week reference period each term. Excludes pre-entry.
(Note that no children were enrolled into kindergarten in terms 3 or 4 2013 due to the Federal Government’s new Same First Day policy, ie Children who turn 4 up to and including 30 April start kindergarten in term 1 of that year, children who turn 4 from 1 May onwards begin kindergarten in January the following year. The number of kindergarten sessions offered in the second half of the year decreased due to the lower enrolment.)

As we have found in previous years, families continue to call or visit the kindergarten throughout the year enquiring about enrolment. Some families continued to be unaware, or confused, about Same First Day and when their child would be able to commence kindergarten. In general families accepted the changes once they understood how the system would work. Throughout 2014 Paralowie Kindergarten provided information about the changes to kindergarten start dates, and about the availability of enrolment spaces, to local child care centres and junior primary schools for inclusion in their newsletters.

Current enrolments for 2015 are positive with numbers predicted to rise to our capacity level of 78 children, 39 per session.

## Attendance

### Figure 2: Attendance by Term

![Attendance Percentage Chart](chart)

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>2012 Centre</td>
<td>82.4</td>
<td>74.4</td>
<td>70.4</td>
<td>81.8</td>
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<tr>
<td>2013 Centre</td>
<td>80.6</td>
<td>79.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>84.5</td>
<td>86.9</td>
<td>87.1</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>
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<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

In term 3 2014 the kindergarten received a government grant totaling $22,209.00 to plan specific initiatives to improve attendance. This money was disseminated in a number of different ways, with a schedule set over 4 terms.

Extra bilingual staff were employed, when possible, to ensure that communication with families from culturally and linguistically diverse backgrounds understood the importance of regular attendance at kindergarten and the aim of our programs. Children from these families traditionally have a high level of attendance; this continued in 2014.

Noting the high level of mobile phone use by families, a mobile phone was purchased late 2012 to enable families to contact us or to be contacted by text message. This system is used regularly by families to advise absence and by staff to contact families and will continue to be funded through the grant allocation.
There will be a change to the session structure in 2015 with children attending 4 ½ days per fortnight. Speaking to other sites has highlighted that ½ days are often poorly attended. With this in mind the staff team introduced two specialist programs-cooking and fundamental movement skills. These programs were planned and implemented by Diana Watkins and Cindy Taverner, Teachers, with the support of an early childhood worker at all sessions. The programs were successfully trialed in terms 3 and 4, 2014 and in 2015 will only be offered on the half days.

Information explaining the importance of regular attendance at preschool and school is regularly made available to families and carers through newsletters and flyers. As has been noted in the past, poor attendance appears to be a constant in some families, regardless of efforts on the part of kindergarten staff.

It has been pleasing to see a steady rise in attendance throughout 2014 with our highest average attendance rates in three years with term 3 being above the average for the State.

**Feeder School Percentage Data**

**Table 3: Feeder School Percentage Data 2012 - 2014**

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>0255 - Angle Vale Primary School</td>
<td>Govt.</td>
<td>1.4</td>
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<tr>
<td>0537 - Parafield Gardens R-7 School</td>
<td>Govt.</td>
<td>1.4</td>
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<tr>
<td>0649 - Madison Park School</td>
<td>Govt.</td>
<td>1.4</td>
<td></td>
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<tr>
<td>0949 - Elizabeth Vale Primary School</td>
<td>Govt.</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1041 - Salisbury Primary School</td>
<td>Govt.</td>
<td>3.0</td>
<td></td>
<td>1.4</td>
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<tr>
<td>1099 - Paralowie School</td>
<td>Govt.</td>
<td>56.1</td>
<td>79.3</td>
<td>71.8</td>
</tr>
<tr>
<td>1162 - Igle Farm Primary School</td>
<td>Govt.</td>
<td>1.5</td>
<td></td>
<td></td>
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<tr>
<td>1427 - Riverdale Primary School</td>
<td>Govt.</td>
<td>1.5</td>
<td>1.7</td>
<td>1.4</td>
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<tr>
<td>1828 - Settlers Farm Junior Primary School</td>
<td>Govt.</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1844 - Burton Primary School</td>
<td>Govt.</td>
<td>1.7</td>
<td></td>
<td></td>
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<tr>
<td>1908 - Lake Windemere B-7 School</td>
<td>Govt.</td>
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<tr>
<td>8164 - Trinity College South</td>
<td>Non-Govt.</td>
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<td>8165 - Trinity College Blakeview School</td>
<td>Non-Govt.</td>
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<tr>
<td>8234 - Immanuel Lutheran School</td>
<td>Non-Govt.</td>
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<tr>
<td>8399 - Holy Family Catholic School</td>
<td>Non-Govt.</td>
<td>7.6</td>
<td>8.6</td>
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<tr>
<td>8424 - Bethany Christian School Inc</td>
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<td>15.2</td>
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<td>8439 - Tyndale Christian School</td>
<td>Non-Govt.</td>
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<td>1.4</td>
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<tr>
<td>9072 - St Augustine’s Parish School</td>
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<td>4.5</td>
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<tr>
<td>9116 - St Paul Lutheran School</td>
<td>Non-Govt.</td>
<td>1.7</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
<td>99.9</td>
<td>99.9</td>
<td>99.9</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

In the vicinity of Paralowie Kindergarten there are a large number of public and 3 private schools. Parents will often speak to staff regarding school choice. We discuss where their nearest school is, geographic zoning and the need for families to be comfortable with their choice. Families report that they are looking for the nearest school, a smaller school or perhaps a school where their child can go through from reception to year 12. While the majority of Paralowie kindergarten children enrol at Paralowie R-12, figures for 2014 show a slight decrease in enrolment, down from 79% to 71%.
All priorities identified on the 2014 Quality Improvement Plan (QIP) have been met and either completed or recognised as being ongoing requirements. This has been the third year that the staff team has worked collaboratively, utilising the QIP format, to identify areas of strength and those that require improvement. Progress on the QIP continues to highlight that some priorities are able to be met within the year while other areas require further planning or are actually ongoing within the kindergarten.

In 2014 the Department for Education and Child Development introduced the Statement of Learning for preschool aged children. This narrative report is written and shared with families twice a year. A format was developed for our site by Cindy Taverner, teacher, which meets the requirements of the DECD while providing a workable format for educators to utilise.

Educators worked collaboratively to further develop a system that links observations of children to programming and planning. The system allows connections to be made between observations of children’s needs and interests and future plans for both the individual child and the whole group.

All focus areas for the sustainability project were met, with a successful opening of the Kaurna Garden at our end of year celebration. An Indigenous smoking ceremony was performed by Jack Buckskin from the Kaurna community. This garden is 80% complete with the final work forming a part of the Quality Improvement plan for 2015.

We were pleased to successfully increase our involvement with the local community. We participated in the Salisbury Christmas Parade, shared a story about our sustainable practices in the Salisbury aware magazine and through the KESAB website and worked together with families in the development of the Kaurna garden.

Strong relationships with Paralowie R-12 reception teachers continue as we plan reciprocal Continuity of Learning visits between their classes and the kindergarten. Meetings with these teachers, and junior school leaders, throughout the year helped to support kindergarten children in the transition to school process. Lisa Jackson, Director, was involved in the Paralowie R-12 class placement process for 2015, with the intention that children from the kindergarten would have the opportunity for the best possible start to school.

Curriculum Focus points:

- **Literacy:** Listening and responding, Vocabulary and concepts, Talking, Telling stories and Building Language.
- **Numeracy:** Patterning and Data, Spatial sense and geometric reasoning, Number, Measurement
- **Child Protection Curriculum:** The Right to be Safe, Relationships.
- **Sustainability** – caring for our environment, year two of a long term project; growing vegetables, caring for the worm farm
- **Healthy eating** – our bodies need healthy food and water, cooking, The Eat A Rainbow program
- **Indigenous education** – learning about the Kaurna people and their connection to this land. Establishing the Kaurna garden.
- **Independence skills** – hand washing and nose blowing, Sun Safety - applying your own sunscreen, why we need to wear a hat.

In mid-2014 core staff attended a professional training session on the ‘Eat A Rainbow’ program. This program aims to support children to try new tastes in a wide range of fruits and vegetables and to build their understandings about how these foods help to build a healthy body. Over the course of term 3 planning included a focus food ‘colour’ for the fortnight. For example, in orange fortnight we held shared orange fruit and vegetable tasting sessions, worked on still life drawings and paintings of pumpkins and bowls of oranges and made and ate carrot soup. As we progressed through the colours children and families contributed to building a rainbow of fruits and vegetables on the wall. Children drew and painted or cut out pictures of the foods. The finished rainbow included all the foods that we like to eat and some of those that are not so popular!
The cooking element of the program involved children at every stage from preparation to cooking, cleaning up and eating. Links were also made to sustainability as scraps were used to feed our worms. This program successfully introduced children to new taste experiences and resulted in the publication of a cook book which was given to families as a gift at the end of the year.

Staff began working with the ‘Reflect, Respect, Relate’ document more closely in 2013. We incorporated the Wellbeing scales into the proforma that we use to record observations of the children. In 2014 we began to use the Active Learning scales to inform planning across the setting and to ensure that we meet the social emotional needs of the children as well as the further development of their sensory, exploratory and motor skills. Analysis of these two areas shows that programming and planning is presenting children with an environment of challenge, which provides opportunities for investigation, exploration, building confidence and social skills, being the ‘expert’ and developing language and thinking skills.

**Literacy**

In 2013 educators collaborated to develop a tool for assessing oral language. All children were assessed at the end of their first term and in the middle of their fourth term. The assessment covers 4 areas of language: vocabulary, grammar and sentence structure, taking part in conversation and oral recount and narrative. These areas are split across the year to become a focus each term. Following are the results of this assessment for the 2014 cohort of children.

It is pleasing to see an increase of 31% in final results across all areas of the assessment. This is a 1% improvement on 2013 results.

6 children in the cohort increased their results by 40% or more. Of these 6 children 4 were from culturally and linguistically diverse backgrounds. Three of these 4 children received bilingual support during the year. These results seem to demonstrate quite clearly that regular exposure to English helps these children develop their spoken English and their understanding of the English language.

Results show an increase across all four areas. Three areas show an increase over 30% and the fourth 28%. The target for 2014 was for all children to improve by at least one level in their literacy assessment. Three children remained at the same level throughout the year. Of these children one child had an assessment of global developmental delay and the second child presented with very low confidence due to severe speech and language difficulties. The third child had extremely poor attendance despite efforts to encourage his family otherwise.

Comprehension continues to be a focus as it supports children in all learning areas. We see evidence of comprehension as children build vocabulary and use it to explain their ideas and understandings; speak in complete sentences that incorporate joining words and grammatical rules; as they ask questions and make relevant comments during group times and in play scenarios and as they recall and share significant events or stories in a coherent and sequential manner.

**2014 Oral language assessment results**

**Overall results, best possible score 52**

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<thead>
<tr>
<th></th>
<th>1st total</th>
<th>1st %</th>
<th>2nd total</th>
<th>2nd %</th>
<th>Overall %</th>
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<tr>
<td>1st</td>
<td>1576</td>
<td>50%</td>
<td>2575</td>
<td>81%</td>
<td>31%</td>
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</tbody>
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**Vocabulary skills, best possible score 16**

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<tr>
<td>1st</td>
<td>435</td>
<td>45%</td>
<td>763</td>
<td>78%</td>
<td>33%</td>
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Grammar and sentence structure, best possible score 12

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<tbody>
<tr>
<td>413</td>
<td>56%</td>
<td>614</td>
</tr>
<tr>
<td>61 children x 12 = 732</td>
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Taking part in conversation, best possible score 16

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<tr>
<td>480</td>
<td>49%</td>
<td>793</td>
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<tr>
<td>61 children x 16 = 976</td>
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Oral recount and narrative, best possible score 8

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<tbody>
<tr>
<td>248</td>
<td>51%</td>
<td>405</td>
</tr>
<tr>
<td>61 children x 8 = 488</td>
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**Numeracy**

A number of years ago the kindergarten developed an assessment tool for numeracy. Historically this tool has been discussed, and amended, as staff research new ways of presenting assessment tasks to the children.

During 2014 core staff attended a series of workshops linking the Early Years Learning framework to the Australian Curriculum and investigating assessment for learning for preschool aged children. These workshops were hosted by Paralowie Kindergarten and delivered by the Primary Maths Association.

This professional development highlighted to educators that our current model of collecting data on numeracy was not authentic. Data was not gathered through observation or discussion with children but through a series of formal questions. When presenting a play based curriculum it is important that assessment reflects the way in which children interact with educators, other children and their environment.

After much discussion it was decided that the numeracy assessment in its current form would no longer be utilised. Educators continue to investigate possibilities that may provide data in this area including information garnered from each child’s Statement of Learning.

At kindergarten opportunities for learning about numeracy occur across the whole environment. Both intentional and informal experiences scaffold children’s learning in this area. Planning and programming for numeracy at Paralowie Kindergarten includes a focus topic each term: patterning and data, spatial sense and geometric reasoning, number and measurement. While these topics may be the term focus other areas are also covered during discussions, play experiences and from children’s interests and wonderings.

**The Sustainable Kindergarten project: year two**

In 2014 the main focus for our Sustainability project was the establishment of a Kaurna garden. Development of this garden had been in the planning for a while, with an area of the garden chosen, but no work begun. Kindergarten staff collaborated with Natural Resource Management (NRM) Education and landscape designers from the City of Salisbury to develop initial plans. The ground plan for the garden is based on an Aboriginal rock painting in our garden that depicts a ‘Children’s
Meeting Place’. This mural was painted in 2012 by one of our parents. The children can tell the story of the rock and explain its significance.

To enable us to use this area fences needed to be moved and three large Sheoak trees removed. We discussed the removal of the trees with the children and made an agreement that we would use as much of the wood as we could in our garden. Families supported a working bee to remove and reinstate fencing. Children then worked with staff and families to add 8.5 cubic metres of much needed mulch to the area.

Lisa Jackson applied for, and won, an action grant of $1,500 from NRM Education to support the development of the garden. After several months of hard work the garden was laid out ready for planting.

City of Salisbury generously donated a wide variety of Indigenous plants. Working with the children the garden was planted just in time for the official opening at our End of Year Celebration-December 11, 2014. We were thrilled to welcome Jack Buckskin, representing the local Kaurna community, to perform a traditional smoking ceremony settling and blessing the land that had been disturbed. With support from Governing Council members the garden was cared for throughout the summer holidays and is now growing well. In 2015 we plan to install signs to inform the community of the significance of the garden and to provide information about the plants. A further action grant will be sought to fund this work.

The kindergarten was approached by journalists from the Salisbury Aware magazine to include a story about the sustainability project. An interview was conducted and some photographs taken. This story appeared in the summer edition of this community magazine. A submission was entered for the KESAB SA Sustainability Awards. The kindergarten was awarded with a certificate for ‘Progress and Achievement in Education for Sustainability’ and the submission story has now been shared on the KESAB education for sustainability website.

Throughout the year we worked closely with NRM Education for Sustainability to develop a Site Environment Management Plan. This will help to guide our progress through the project over the next few years. We conducted a lunch waste audit and discussed the results with the children. Could we have waste free lunches and snacks? A note was sent home to families asking them to support us in this endeavour. Many children changed their plastic wrap for reusable lunch boxes or recycleable foil. By the middle of the year children were quickly able to recognise materials that were or were not suitable for recycling.

A survey was sent home seeking feedback on sustainable practices that families practised at home. We had a great response to the survey which gave us information that we could discuss with the children and which allowed some children to share their knowledge about such things as caring for chickens or shopping at the fruit and vegetable market.

Outcome 2: Children are connected with and contribute to their world.

When educators create environments in which children experience mutually enjoyable, caring and respectful relationships with people and the environment, children respond accordingly. When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently. Children’s connectedness and different ways of belonging with people, country and communities helps them to learn ways of being which reflect the values, traditions and practices of their families and communities. Over time this learning transforms the ways they interact with others.

(Early Years Learning Framework, 2009)
During 2014 nine Aboriginal children attended the kindergarten. 1 of these children was enrolled under the Aboriginal 3 year old program; this child had poor attendance throughout the year due to a number of factors. The Director worked closely with the junior school manager at Paralowie R-12, to support the three children from this family, and their Mother. The child has returned in 2015. One other child, who moved from another kindergarten late in term 1, also had very poor attendance. Despite the best efforts of kindergarten staff attendance issues continued.

The 8 older children have all moved on to school successfully; five to Paralowie R-12, two to another local primary school and one child to a Catholic Primary school at Gawler.

Bilingual support was funded by DECD in the Khmer language. 5 children accessed this support. Five other children were enrolled coming from 5 different cultural backgrounds. All children are encouraged to build their English vocabulary and understanding of concepts while using and maintaining their home languages. Words and songs from these languages were incorporated into our programs. The results of this focus and support are reflected in the children’s final literacy and numeracy assessments.

Improvement is particularly evident with the children who received bilingual support. Four of the five Khmer children improved by two levels in their literacy assessment. The fifth child improved by one level, having already achieved well in his first assessment. These results appear to show that support in home language and immersion in an English speaking environment gives kindergarten aged children the opportunity to develop their language skills. Similar results to these have been achieved in previous years demonstrating the importance of the bilingual support program.

14 children received funded preschool support in 2014; 8 for speech and language difficulties and two children for behavioural issues. Support was funded through the department to enable these children to access kindergarten in an equitable manner. 1 child with autism and 2 with global delay disorder also attended the kindergarten in 2014. These three children have all moved on to Paralowie R-12 school and have made a success start to the year.

At the end of the first week of term one a child was diagnosed with diabetes. All staff were trained by Diabetes SA in the use of blood sugar testing equipment. Staff worked closely with the family to support this child to have a successful kindergarten year.

In the middle of term one a family arrived from interstate to enrol their child. This child had extreme behavioural issues which impacted on the group. Considerable support was funded by the Department to enable this child to attend kindergarten, while supporting the safety and comfort of all other members of our community.

### Criminal History Screening

Each year new volunteers at the kindergarten are required to complete the Department of Communities and Social Inclusion criminal history screening. This is then forwarded, and paid for, by the kindergarten. The cleaner who is employed by the kindergarten is also required to have this clearance. Volunteers are also required to agree to and sign a volunteer policy and to attend a 2 hour training session ‘Responding to abuse and Neglect’ which is delivered at the kindergarten by Lisa Jackson, Director.

We recently had a visit to audit our current practices in this area. Current clearances were looked at and a spreadsheet was supplied which will enable us to keep a clear record of who has a current clearance and expiry dates.

### Client Opinion

In 2014 we had 40 respondents to the Parent Opinion survey. Of these 40 respondents 40% agreed and 57% strongly agreed with the 44 statements in the survey (equalling 97% of respondents). Comments received demonstrate that parents are aware of what is occurring at the kindergarten in relation to support for children
and families; that they recognise that there are funding restraints at times and that our efforts to create and maintain strong relationships are appreciated.

We often have families asking questions regarding learning to read and write. One comment that we were very pleased to receive in 2014 was in the area ‘Support of Learning’. A parent commented that ‘it is clear at Paralowie that the social aspect has been as important as the educational’.

It was pleasing to see parents highly rating such areas as: this preschool has the expectation that children will learn, that teachers really want to help the children learn, teachers are enthusiastic in their teaching, that families feel welcome, children are happy and that they have confidence in how the preschool is managed.

Three comments focused on a desire for discussion around children with additional needs. The Director and other staff are always available to talk with families, and meetings are planned for children receiving additional support. Historically, when group discussions around support for children have been organised there have been few or no respondents to invitations. In 2015 the Director will seek input from families to ascertain whether they are interested in sessions of this nature.

Parent Comments

Quality of Teaching and Learning
Very supportive staff.
I understand my son was unable to speak English at first, but now has verbal English has significantly improved. But case in terms of protecting kids from falling off the swings should be more serious.
Wonderful diverse structure. My son is always coming home excited about the new things they have done.
More communication in the newsletter.
They are brilliant. My son loves going there.
I would like the teachers to talk more to the parents about learning difficulties the child has to help them with a learning program.
My child has under gone a great developmental growth since being part of Paralowie Kindergarten and I can see the teaching has been instrumental in this.
Fantastic work by all. The quality is excellent but the teachers are always looking for areas to improve which is great also.

Support of Learning
High quality of teaching is reflected on my child’s attitude to learning. Is excited every day to go.
Donations are asked of parents for various items to help with the program. I don’t mind donating, but perhaps more funding would be nice.
More resources need to be updated.
The support given to my child has been fantastic. The social aspect has been as important as the educational and the growth in the past 8 months has been great to watch.
I would like to know the extra help available for the children with a learning difficulty and what help is given to them for school entry.

Relationships and Communication
I have immensely enjoyed being a part of the Paralowie Kindergarten and feel very lucky my child found such a fantastic early learning foundation that has helped him blossom. The support given to my child and myself to help him develop has been fantastic for him and our family. There is a very clear expectation all children will be given the support they need to get on the right footing for their first years at school.
Open and friendly communication.
Big groups unfortunately sacrifice communication between teachers and their parents. Lisa is absolutely fantastic with resolving these issues.
I would highly recommend this kindergarten to all families.

Leadership and Decision Making
Management is fantastic.
There should be focus group discussion with parents on child development and concerns.

Other comments
More funding needs to be allocated to kindergartens.
Paralowie has been a fantastic kindergarten for my son. Lovely educators, safe environment, happy children, thank you.
The staff are always welcoming and cheerful which shows it is a great work environment and fantastic leadership.
This past year the Governing council has been made up of some old faces and new faces, coming together as a team to help ensure the kindergarten has run efficiently. We have had a busy and productive year here at Paralowie Kindergarten.

We have successfully continued with our sustainability project. The children have learnt a lot about respecting our land and garden and putting sustainable practices into place. It has been fantastic watching them put all this into practice at both kindy and home.

Through our working bees we laid the new soft fall in the Kaurna Garden. We had many parents and lots of eager children helping us rake all the soft fall and lay the new plants. A big thank you to Michael and Dominico, Zoe Bettison’s office, NRM Education, Salisbury Council, Bolzons Garden Supplies and Jack Buckskin for all their help and support with the new Kaurna garden.

The governing council approved the purchase of new monkey bars and the installation of an outdoor water trough. New indoor furniture has been purchased which will be ready for the New Year.

During the first part of the year the Governing Council held a few sausage sizzles and cake stall fundraisers. I would like to thank all the council members and the families for their help and support attending these days.

The latter part of the year saw us raise money through the Kindy Mugs and Buy A Brick fundraiser. You can see the bricks laid on the path leading to the shed. We have held raffles during the year, had the Diabetes SA blue collection bin located at kindy for donations and held our Salvation Army Appeal. These wouldn't have been possible without the donations and support we received from all the families.

In term 3 the children participated in the Eat A Rainbow project. This involved children bringing in different coloured fruits and vegetables each week. It encouraged the children to cook, prepare and try new foods. It was great seeing their reactions to different tastes.

Our term 3 excursion was also a success and I believe the children thoroughly enjoyed it. We visited the Golden Grove Recreation Centre to see the performance of A Very Cranky Bear based on a book the children had been reading at kindy.

Finally in term 4 we participated in the Salisbury Christmas Pageant. It was a wonderful day and very exciting for all the kids involved who did so well walking, smiling and waving the entire way. Thank you to the friends and families who came along and supported us. Thank you also to Bunnings who kindly donated our real Christmas tree and also the BBQ for first prize in the Christmas raffle.

All in all it has been a very successful year here at Paralowie Kindergarten. I have enjoyed being Chairperson for the Governing Council in 2014. I would like to thank all our dedicated council members and the fantastic staff for all their hard work and dedication throughout the year.

One last big thank you to Lisa our wonderful and dedicated Kindy Director who has supported us all this year and we are very pleased to find out will be with us for another 5 years.

Janelle Niklaus, Chairperson

Summary

2014 was another successful and sustainable year! The staff team continued to work collaboratively to provide an environment of challenge, creativity, respect, friendship and fun. High expectations pervaded the program for children and for staff, providing opportunities for all members of the kindergarten community to achieve.

Staff continued to attend professional development across a number of curriculum areas. Individual staff members worked toward achieving their personal plans, to support the kindergarten program, and their own learning and research. Assessment for learning ensured that the needs of individual children were met.
From a leadership perspective the beginning of the year was a little unsettled. We expected that the Director position would be advertised early in the year, however this did not occur until term 4. I am very pleased to have won the position for a further five years. Time also became somewhat of a valuable commodity as I took on the role of Vice-Chairperson for the Orion Partnership, therefore giving up administration time to attend further meetings. This provided an opportunity for me to develop my understanding of the intricacies of the Partnership, and of the Department as a whole, and has been a worthwhile experience.

I would like to thank all members of the Governing Council who so generously gave their time to support myself, the staff and the kindergarten community in so many ways.

At Paralowie Kindergarten we have a dedicated staff team, many of whom have worked together for years. The collaborative nature of the team contributes an enormous amount to the success of the kindergarten and I would like to formally acknowledge and thank them for their ongoing commitment to quality early childhood education.

Lisa Jackson, Director

Annual Report Verification

The annual report provides the community and the Chief Executive, Department for Education and Child Development, with important information on aspects of the operation of our kindergarten.

The report contains detail on aspects of the kindergarten’s core business and describes progress towards the achievement of priorities.

Copies of this report will be made available to:

The Governing Council and wider community
Staff
Northern Adelaide Regional Office
Central Office DECD

The annual report is one significant way in which our kindergarten meets accountability requirements.

The report is signed by the Director and Chairperson of Governing Council to signify that it represents an accurate account of the operations of the kindergarten and that it complies with the requirements for the preparation of annual reports.

Governing Council Chairperson, Vanessa Canales __________ Date:
Director, Lisa Jackson ________________ Date: