Valley View Kindergarten
Annual Report
2015

Preschool Name: Valley View Kindergarten

Preschool Director: Leeane Muirhead

Preschool Number: 2677

Partnership: Montague
It is my pleasure to present the Valley View Kindergarten 2015 Annual General Report and invite your ideas for future planning. The Annual Reporting process is a way to share what has been successful and consider the implications and recommendations for future planning which will link to National, State and Partnership directions, taking into account our centre context and children’s learning needs.

We are aligned with the Department for Education and Child Development Montague Partnership comprising of Liberman, Para Hills West, Pooraka and Ingle Farm Community Kindergartens / East Para, Ingle Farm East, Ingle Farm, North Ingle, Para Hills P-7, Para Hills West, Para Vista P-7, and Pooraka Primary Schools, Youth Education Centre and Para Hills and Valley View Secondary Schools. We are committed through our Quality Improvement Plan and the Partnership plan to working together to ‘empower everyone to be the best learner they can be’.

2015 has been a busy and challenging year for the educator team with a) the uncertainty of Universal Access funding for 2015, planning for service delivery and b) Same Day Start with all children commencing at the beginning of the year we were no longer able to offer Pre Entry. A Familiarisation program was implemented to enable new children to become acquainted with kindergarten with their families prior to commencement the following year.

We continue to critically reflect on our current practice and identify areas for improvement, both long and short term to deliver quality education and care aligned with the National Quality Standards indicators.

### Context

**Valley View Kindergarten** is a stand alone kindergarten and children attend Monday/Wednesday Full Days and alternate Friday mornings or Tuesday/Thursday fullday and alternate Friday mornings. It is a 90 place site and in 2015 89 children were enrolled in Term 1 and 90 in Terms 2, 3 and 4.

The kindergarten incorporates an integrated DECD funded Speech and Language Program, which provides a high level of support from a Speech Pathologist and Speech and Language Teacher for seven children whose severe speech and / or language impairment is their primary area of need. See Appendix 1 for SLP Annual Report

During 2015 16.7% identified with additional needs; 7.7% Speech and Language Program, 2.2% Aboriginal children and 14.4% children whose language at home is other than English.

### 2. Report From Governing Council

On behalf of the Valley View Kindergarten Governing Council, I have pleasure in submitting the Chairperson’s Report for 2015.

Highlights of the achievements and activities of the kindergarten involving input and support from Governing Council include:

The first mention needs to be the National Quality Standards Assessment and Rating. Valley View Kindergarten received “Exceeding” in all 7 quality areas. This is a real credit to the staff of our kindergarten and all the effort they put into making this kindergarten the amazing place it is, which begins preparing our children in the best way for the first year of formal education.

We had a big part in watching the brand new veranda go from being quoted to being installed, it has made the outside area so much cooler, open and inviting for everyone to walk into.

The Walkathon was once again very successful, a large number of people attended including extended families. This event continues to be not only a great fundraiser but a wonderful day for children and their families to enjoy.

The committee has been successful in organising events and fundraisers over the past year. Fundraising this past year we have had a Chocolate Drive, a Cookie Dough Fundraiser, the Christmas Raffle and the main event of the Walkathon.

We have helped purchase 4 x Ipad Airs for the kindergarten, along with a new Smartboard LCD screen.

Also installed were the Natural Play Areas, The mud kitchen, well/pump and ball in pipe/ball labyrinth were favourites amongst the kids. A big thanks to Natalee and her family for all the extra work outside to get these ready for the kindy.

Woolworths Earn and Learn Purchases were done for the kindy for the first time this year which earned the kindy some new good quality play equipment a Hills hoist, picnic set and pots and pans.

I would like to thank the committee members who have served on the Governing Council over the past year; Parent representatives Alayna Borg, Susan Jamieson, Joanna Chisholm, Kylie Stagg, Jo Elliot, Tabatha
Valley View Kindergarten 2015

Puxley, Rebecca Hartwell (Secretary), Danielle Horn (Joint Treasurer), Natalee Swanson (Joint Treasurer), Melanie Minahan (Deputy Chairperson) and Kindergarten representatives Leeane Muirhead and Angie Fox.

I would like to thank and acknowledge all the parents and volunteers who play a pivotal role in the successful running of the Kindergarten.

A special thank you to our Secretary Rebecca Hartwell, Rebecca’s work in keeping us all updated and informed and for her extra computer skills in helping to get notices out and following through with things like the Earn and Learn program has been much appreciated.

I also especially thank long term members of Governing Council Melanie Minahan and Susan Jamieson who served their last term on Governing Council in 2015.

I would like to acknowledge the hard work done with the fundraising again, which was contributed to not only by the committee members but the kindergarten families as a whole. I hope these efforts are continued in years to come to keep this Kindergarten as wonderful as it has been for all of us who are sadly leaving for the last time.

The future committee will continue to oversee the running of the kindergarten and provide feedback and assistance where needed. They will also continue to engage and encourage parent participation and community support.

Finally, as Chairperson I would like to express my appreciation of the hard work undertaken with passion and enthusiasm by all members of Governing Council during 2015, and to the director Leanne Muirhead and to Angie Fox and their staff, for the ongoing support provided to not only myself but also to the Governing Council.

I am privileged to have been part of another group of wonderful parents from the 2015 council this past year. I have enjoyed my time for the past few years being a part of the committee and will sadly miss having this role in my life.

Melanie Sanders

Chairperson

3. Highlights

In May 2015 the Education & Early Childhood Services Registration and Standards Board of South Australia undertook a rigorous assessment and rating of the quality of Valley View Kindergarten’s service against the National Quality Standard for Early Childhood Education and Care and School Age Care. The rating levels are:

- Exceeding National Quality Standard
- Meeting National Quality Standard
- Working Towards National Quality Standard
- Significant Improvement Required

The highlight of the year was the attainment of Exceeding the National Standard in all seven Quality Areas:

- Quality Area 1 – Educational Program and Practice
- Quality Area 2 – Children’s Health and Safety
- Quality Area 3 – Physical Environment
- Quality Area 4 – Staffing Arrangements
- Quality Area 5 – Relationships with Children
- Quality Area 6 – Collaborative Partnerships with Families and Communities
- Quality Area 7 – Leadership and Service Management
4. Children's Learning

Learning is the heart of everything we do. We strive to facilitate optimal development for every child through the development of secure, respectful relationships in a stimulating environment where children develop a positive self-concept of themselves as a learner and life skills to participate fully in society, now and in the future.

We provide a play-based curriculum using the National Early Years Learning Framework to support children's development towards achieving learning outcomes in collaboration with families, service providers, and agencies. Through play, children develop positive attitudes to learning, effective communication, social, physical, literacy, and numeracy competence and emotional well-being.

Baseline data is gathered for every child during their first term, through observation, anecdotes, photos, children's work samples, and information from their family. This data also includes a child perception survey related to how they feel about kindergarten. Educators analyse and evaluate individual children's strengths, interests, and needs from this data and plan a curriculum that is responsive to the individual and the group. Educators spend time with families in their second term sharing their child's progress through discussion and evidence in their child's portfolios and together identify future goals.

Children's progress in 2015 was recorded on an EYLF Learning Outcomes continuum developed by the educator team which describes children's growth and development and forms the foundation for the child's transition to school report in their 4th term. It demonstrates the distance a child has travelled over their time at kindergarten in the following areas: "Children Have a Strong Sense of Identity, Children are Connected with and Contribute to their World, Children Have a Strong Sense of Well Being, Children are Confident and Involved Learners and Children are Effective Communicators."

Aggregating the individual children's Learning Outcomes data in 2015 has provided baseline data to compare the effectiveness of learning and teaching in future years, quantitative information to analyse areas of success and areas for future planning across all Learning Outcomes, as well as enabling educators to identify specific aspects of learning within an Outcome that require further investigation for whole group improvement in 2016. 2015 data indicated significant progress in children's learning across all Outcome areas from commencement to transition to school.

5. Quality Improvement Plan

Quality Area 1 - Educational program and practice

Priority 1:
Standard 1: Element 1.1.1: "Curriculum decision making contributes to each child's learning and developmental outcomes."

Identified Issue from 2014 Self Review
'That Educators continue to develop improved systems......

- for collating documentation / assessment / evaluation / reflection of each child's experiences and learning across the Early Years Learning Framework (EYLF) five learning areas.

Target: Effective systems will be in place for collating documentation / assessment / evaluation / reflection of each child's experiences and learning across the EYLF five outcomes and demonstrate links to curriculum planning and invites family involvement

Strategies and comments:

- Implemented the use of the 'focus child week' proforma. It has a section for each outcome area, an analysis of learning column and sections for a learning plan, the child and family voice.
- Developed a system to collate information we gather for each child that provides us with a quick visual as to areas observed / not observed and then be able to redress the imbalance over time.

Outcomes:

- Using the focus child proforma we found that it enabled us to collect information about the individual child across all Outcome areas over a period of 1-2 weeks in a more focussed way, therefore much easier to plan/discuss with family future goals.
- The information and analysis and future planning was easily cross referenced to the weekly program.

Planning/Recommendations

- Trialling the Rubric we had designed as a way of tracking each child's learning over time across the five Outcome areas to enable educators quick access to areas that have been observed and those that have not in order to redress the imbalance and reflect on why was too complex and labour intensive we need to develop something simpler or research IPAD apps such as Teaching Made Easy.
Priority 2:

Standard 1: Element 1.1.5 “Every child is supported to participate in the program.”

Identified Issue from 2014 Self Review:
“The outcomes from using the Ferre Laever’s Engagement scales enabled each child’s Well Being and Involvement to be assessed in Term 1 and monitored on a termly basis to ensure that the learning environment was promoting their participation. We would like to deepen our inquiry, continuing to monitor every child over the year with a focus on each child’s literacy progress and identifying what may be impacting on their progress. This also raises the question “Does involvement correlate to competence?”

Target:
That all children will demonstrate improvement in their literacy competency

Strategies and comments:

- We gather a range of information on each child, both informal and formal, including information from families through entry profiles, surveys, discussions, collection of photos, anecdotes, work samples and use this information in our planning cycle. To collate the information and make it easily accessible to all staff, we decided to extend our ‘Stoplight System’ used for monitoring well being and involvement to monitor literacy.
- With some collaborative teacher judgement we transferred our initial literacy data from our reporting format that identified children’s level of literacy development across a range of indicators based on 4 stages from emerging to developing to progressing to consolidating, to our 5 stage ‘Stoplight System’, at this stage averaging their literacy score across all indicators.

Outcomes:

- Our data wall demonstrated that each of the 90 children enrolled improved in literacy competency.
- Analysis of the data identified 19 children at risk. For 7 children, the lift was not enough to progress them to the developing stage of involvement.
- In relation to the question, “Does involvement correlate to competence?” In the case of Literacy, there was a high correlation between involvement and competence, but not in every case.
- We found this ‘Stoplight System’ to be a useful tool to identify, track and monitor each child’s progress and when talking to families, as it provided a quick reference point for reporting to families. See Appendix 4.

A deep understanding of the child’s dispositions and prior learning must be taken into consideration when planning intervention as their journeys will be different as demonstrated:

Child 3: Presented with low involvement and low levels of literacy competence. We identified the areas of concern - difficulties with attending, concentration, engagement, planning and following instructions. In discussion with the speech therapist, the child was referred to DECD speech and private OT. As a result of targeted speech program and regular OT, the child travelled distance to yellow.

Child 9: Presented with strong skills in literacy and numeracy, but not involved due to high anxiety levels on separation and a fixed mindset - fear of taking risks and making mistakes. The shift came once the child had developed secure relationships with Educators, gained confidence and became settled. This was an extended process over 3 terms of gradually increasing the length of time spent at kindergarten each day. A very individual approach – working hand in hand with family, gave him lift to become an involved learner.

Future Planning/Recommendations:

- To extend our data collection and analysis to cover all ‘indicators of Preschool Literacy’ to highlight areas of strength, examine our teaching strategies to further target engagement of our learners in literacy areas of indicated need for growth – using language to connect with their world, understanding language, engaging with texts or representing their world symbolically.

Priority 3:

Standard 1.2 Element 1.2.3 “Critical reflection on children’s learning and development, both as individuals and in groups is regularly used to implement the program.”

Identified Issue from 2014 Self Review
Critically reflecting on the events of the day involves sharing information about our interactions with the children and families; jottings/photos and related portfolio documentation, work samples; teacher rating scales and using this information to document spontaneous learning experiences, planning to extend children’s interests/skills either the next day or week, aspects that we may have to change about what is being currently provided. This we do well. We need to
improve the way in which we document children’s comments about their experiences of the program as part of the evaluation and future planning.

**Target:** Curriculum decision making including children’s ideas, interests and points of view are documented in the reflection/planning cycle.

**Strategies and comments:**
- Educators provided with AECA diaries to record jottings about observations/photos/personal reflections they have gathered over the week to be included in the next programming cycle to assist their reflections on children’s experiences, thinking and learning.
- Working through the EYLF Planning Cycle from the Educator’s Guide affirmed that the Planning Cycle is evident in what we do, particularly reflecting on the day and planning for future possibilities responsive to what we observe.
- Implemented a journal for children to be able to reflect and record aspects of the curriculum.

**Outcomes:**
- Educators focussed, active and reflective in designing and delivering a program for each child, critically reflecting on children’s learning and development as individuals and groups which supports educator’s intentionality in the implementation and revision of the program e.g. a group of children became interested in the brain which had arisen as a result of a curriculum focus on ‘whole body listening’ and documented in the Children’s ‘Black Book’ Journal see Appendix 1 – Whole Body Listening. An extension of their earlier learning was a discussion while they observed a sheep’s brain.
- Evidence that curriculum decision making includes children’s ideas, interests and points of view and documented in the reflection/planning cycle of the children’s Journal. see Appendix 2 – Being Involved in the Decision Making That Affects Them – Feeling Audit about Kindergarten and Change.
- Families reported that they loved to access the journal daily. It kept them informed, generated conversations with their child about their learning and families talking with the Educators.

**Planning/Recommendations**
As affirmed in our Rating and Assessment Report, “Educators make a priority of and are deliberate and thoughtful in assessing and recording children’s learning as part of their ongoing cycle of planning, documenting and evaluation…… Educator’s ability to be consistently responsive to children’s ideas, play and engage in intentional teaching to extend children’s learning by the interactive processes for assessment and cyclic planning that drive the development of the program.” The introduction of a Journal for children to be able to reflect and record aspects of the curriculum as part of the evaluation and future planning cycle has been an effective strategy in meeting our target and will be embedded in future practice.

**Priority 1 – See Quality Area 7**

**Standard 2 : Element 2.1.1 “Each child’s health needs are supported;”**

**Identified Issue from 2014 Self Review**
Review our Medical Conditions policy and make clear that children with health needs can only commence kindergarten with a current Health Plan and medication in their Health box – See Quality Area 7.

**Priority 2**

**Standard 2 : Element 2.1.3 “Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. Each child’s health needs are supported;”**

**Identified Issue from 2014 Self Review**
We are required by Work, Health and Safety to update Material Safety Data Sheets (MSDS) every 5 years. This is an onerous task and requires a great deal of time. Through budgeting we are now able to increase Helen’s hours for this task to be undertaken.

**Target:** Our MSDS are up to date.

**Strategies:**
- Tricia accessed Chemwatch on-line and trained Helen in how to use Chemwatch.
- Helen ethically worked through each area, undertaking related risk assessments and eliminated any unnecessary products.
- Hazardous Substance register organised into rooms and then filed according to location. Each cupboard and shelf was labelled.

**Outcomes:**
- Current MSDS are in the Hazardous Substance Register
- All hazardous substances are appropriately labelled.
Future Planning / Recommendations:
Prior to new products being purchased, MSDS is downloaded and risk assessment undertaken. If it is safe to proceed with the purchase, then it is to be added to the MSDS Folder.

Priority 3

Standard 2 : Element 2.3.4 “Educators, Co-ordinators and staff members are aware of their responsibilities to respond to every child at risk of abuse or neglect.”

Identified Issue from 2014 Self Review
All staff must undertake RAN update T & D in 2015

Target: All staff complete RAN update training by 2015

Strategies:
Leeane provided all staff with training information

Outcomes:
All staff have completed their training which has been entered onto the DECD data base

Future Planning / Recommendations:
The new Private Provider Policy which is due to be signed off soon requires that Private Providers provide evidence of the RAN Training. We will need to set up a register to document that we have sighted an up to date RAN Training Certificate.

Quality Area 3 – Physical Environment

Standard 3 : Element 3.1.1 : “Outdoor spaces and resources are suitable for their purpose.”

Priority 1

Identified Issue from 2014 Self Review
The outdoor veranda in the front of the building was not purpose built. It is actually a 1970’s open air pergola that has had a roof and plastic blinds added. It is hot in the summer, leaks in the winter and the blinds have cords that are a choke hazard.

Target: That the veranda and outdoor blinds be replaced to address health and safety issues for children and Educators.

Strategies:
Long Term financial planning and fundraising by current and previous Governing Councils enabled the kindergarten to be in the position to approve the commencement of the project as well as level the paved area and rectify current drainage problems.

Outcomes:
The 2015 Governing Council moved that the project be commenced. It was decided that the project be undertaken by DECD Facility Management rather than site managed.

We finally have the veranda erected! It did not get installed until October which was disappointing and additional costs were incurred as the cost for the architect was not included in the initial quote.

Being slightly larger, having a much higher roof and saylon blinds higher has had a positive impact on children’s engagement as there is more room to move, the noise level is lower and with the fans, considerably cooler in summer.

We have a 12 month default period. Most concerns have been rectified, however, one remains – leakage with heavy rain in one section. Work has been done, but we will not be sure of the effectiveness until we have heavy rain.

Future Planning / Recommendations:
To focus on further development of the outdoor learning area and resources that are open ended to foster collaborative play, promote problem solving and creativity.

Priority 2

Standard 3 :“ Element 3.1.2 ‘Premises, furniture and equipment are safe, clean and well maintained

Identified Issue from 2014 Self Review
Outdoor seating (timber park benches) – the timber slats on one was becoming loose and broken on the other. / Climbing platforms with wooden tops – are beginning to split and dry out – replace tops

Target: That these be made safe

Strategies:
We engaged a local carpenter that does a lot of work in kindergartens (and has DSCI clearance)

Outcome:
That the equipment is safe, and well maintained.
Priority 3

Standard 3: Element 3.2.1 & 3.3. The service takes an active role in caring for its environment and contributes to a sustainable future.

Identified Issue from 2014 Self Review
The outdoor learning area is probably one of the largest in the state. It is an amazing environment with many large trees and shrubs, a fairy garden, creek bed, large sand play and climbing area and two sets of swings. There is an area on the southern side of the area that we refer to as the ‘dead patch’ which does not entice the children to engage in any play. Our budget to make improvements to this area will be limited due to funding the veranda and photocopier.

Target: To create a natural learning area that promotes learning through play, sustainable practices and fosters care and respect for the environment with minimal cost.

Strategies and Comments:
- Water tank installed for watering plants and mud play as we have no water in this area.
- Educators researched possibilities through NRM, Nature Play, Let Children Play.
- A photo sheet of 17 possibilities and plan of the area with a comment section was provided to every child to choose six to eight of their favourite photos with the following request: “The area along the fence behind the shed has been ‘vacant’ for too long! We are planning to develop a natural play area and would like the children to contribute their ideas. Could you please look at the photos with your child, discuss them, and assist them to choose 6 – 8 favourites, cut them out and stick onto the A3 sheet provided and return to kindergarten. This will support us to plan for the area! Thankyou.”

“A fountain because the birds can have a drink, and a bath. Rock garden because I like rocks and touching them. I like the herb garden because I like picking food. I like to look at the garden. I like picking leaves. I like playing with cup cakes. I like music that’s why I chose the pots and pans. It all looks like lots of fun.”

Outcomes:
- Through the consultation process, the children were enabled to make choices and decisions and influence events and their world as they participated in the planning process (Element 1.1.6) with the support of their families.
- Natalee, a Governing Council member collated the children’s choices to find that the most popular were the mud kitchen, wine barrel water pump, ball labyrinth, gravel pit, bird bath, garden beds and music board. We would like to thank Natalee and her family for their involvement, taking the lead and making the mud kitchen, rolling labyrinth and wine barrel water pump for the children.
The children embraced the additions to their natural learning area with excitement and spontaneity. Educators observed children working collaboratively with others, in particular, using timers to take turns; being curious and enthusiastic participants in their learning and opening up a whole new world using play to investigate, imagine and explore a range of ideas.

Educators responding to children’s ideas and play, using intentional teaching to scaffold and extend each child’s learning

Successful application to Nature Play

Future Planning / Recommendations:
- To further develop the Nature learning area in 2016 to include, the gravel pit, birdbath, raised garden beds and a music board
- Encourage family support to assist in the development of the learning area

Quality Area 4 – Staffing Arrangements

Standard 4.2 : Element 4.2.2 : “Educators, coordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships

Identified Issue from 2014 Self Review
DECD are introducing new Preschool Literacy and Numeracy Indicators. 2015 has been identified by the system as a year to build understanding of the indicators and their interface with EYLF and our assessment and reporting practices. Educators need to work together at a site and Partnership level to further develop their skills, to improve practice and relationships

Target: All children will develop as powerful learners of numeracy.

“Powerful Learning cultivates curiosity and a love of learning. It relies on great teaching practices.” (Numeracy+Literacy, A Numeracy and Literacy Strategy from Birth to 18, p 33)

“Numeracy is defined as “the capacity, confidence and disposition to use mathematics in daily life. Children bring new mathematical understandings through engaging is problem solving. It is essentially that the mathematical ideas with which young children interact are relevant and meaningful in the context of their current lives. Spatial sense, structure and pattern, number, measurement, data argumentation, connections and exploring the world mathematically are the powerful ideas children need to become numerate.” (EYLF p 38)

“Intentional Teaching involves educators being deliberate, purposeful and thoughtful in their decisions and actions. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have ‘always’ been done that way.” (EYLF p 45)

Strategies
- Educators accessed Montague Partnership Shared Staff Meetings in Week 4 of each term, coming together with Educators from other preschools and Junior Primary to access Training and Development and engage in learning conversations and sharing practice related to Numeracy in the Early Years Framework, the Preschool Numeracy and Literacy Indicators

As powerful learners have the curiosity and confidence to actively participate in their learning, then what could the data we gather on each child’s wellbeing and involvement, represented by a Stop light system (red being at risk, yellow – need to monitor and green – confident and involved) reveal in relation to their numeracy learning? Each child’s numeracy data was scaled (emerging, developing, progressing, consolidating) and compared to their well being and involvement scale. In many cases there was a correlation between well being and involvement in their learning environment to their numeracy development. Common factors were found to be poor attention, concentration and social skills, planning and organisation difficulties, sensory issues, language difficulties, high levels of anxiety and a fixed mindset, not willing to take a risk. Individual planning addressed each child’s needs.

Analysis of the children’s numeracy data using the Numeracy indicators indicated that concepts – space, location, comparative size and volume required lift. We aimed at fostering engagement in the development of children’s numeracy skills through free play, incidental learning experiences,
intentional teaching and science experiments and sharing the children’s experiences and learning with families. One of the children had become very interested in a science experiment that one of the children had done at home and brought in to share at kindergarten. This became our springboard for planned intentional teaching:

- Sent information home to parents; including fortnightly program notices via their children’s notice pockets about the science experiments we conducted at kindergarten and the science folder we continually added to as we did more experiments.
- There were spare copies of the experiments in the folder that encouraged parents to repeat some of the experiments we have conducted at kindergarten.
- Talked to parents about the various mathematical terminology we used with the children while interacting with them and conducting the experiments; including number, concepts (full, empty), sizes (big, small), length (long, short), amount (more, less).

Experiments conducted and the instruction sheet they could take home:

- Children were researching experiments at home with their parents and bringing in suggestions of some we could do at kindergarten as well as sharing websites with educators such as backyard science.

Educators continue to focus on developing children’s numeracy skills:

- To communicate with parents about their children’s numeracy development.
- To resource numeracy information and activity ideas that we can share with parents that can be incorporated into home activities, such as encouraging cooking with children which can include many numeracy concepts.
- Use the ipads with children to research various science experiments and decide which ones to investigate at kindergarten.

Outcomes:

- Intentional teaching targeting an area of identified need through the science experiments throughout the year has engaged the children and their families in their learning and contributed to raising children’s conceptual understandings as evidenced on the graph below:

Through intentional teaching:

- Children are using mathematical terminology in their conversations and questions with educators. For example, after explaining our science experiment to the children about ‘water displacement’ one child asked “How are we going to get the water higher?” This experiment then led on to estimation, number, size and weight.
- Children were eager to show their parents both the science folder and the journal with the photos of the experiments we conducted and the instruction sheet they could take home.
- Children were researching experiments at home with their parents and bringing in suggestions of some we could do at kindergarten as well as sharing websites with educators such as backyard science.

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- To resource numeracy information and activity ideas that we can share with parents that can be incorporated into home activities, such as encouraging cooking with children which can include many numeracy concepts.
- Use the ipads with children to research various science experiments and decide which ones to investigate at kindergarten.

Outcomes:

- Intentional teaching targeting an area of identified need through the science experiments throughout the year has engaged the children and their families in their learning and contributed to raising children’s conceptual understandings as evidenced on the graph below:

The data we collect and collar each term using the rating scales tracks and monitors each child’s numeracy development, providing evidence of children at risk and requiring intervention to support them to become powerful learners of numeracy. See Appendix 4.

Educators at Valley View Kindergarten have demonstrated commitment to the Montague Partnership Professional Learning Community.
**Quality Area 5 – Relationships With Children**

**Standard 5.2 Element 5.2.3 : 'The dignity and rights of every child are maintained at all times.'**

**Identified Issue from 2014 Self Review**

We strive to support each child to develop a sense of belonging and learn how to manage their behaviour and feelings in positive ways which is reflected in our Site Behaviour Policy. Every child is valued at our kindergarten and families with children with additional needs seek to enroll their child due to our acceptance and understanding of working with families to meet their needs. Our Policy needs review to include information about behaviour guidance strategies tailored for individual children.

**Target:**

A Site Behaviour Policy that ensures that the processes for guiding children’s behaviour positively is clear to all stakeholders.

**Strategies and comments:**

- Educators worked through NQS, Standard 5.2 using the ‘questions to Guide Reflection on Practice’ to discuss our current practices and determine if this is reflected in our policy.
- Educators worked through NQS, Standard 5.2.3 re ‘Children with challenging Behaviours’ and is this clear within our policy?

**Outcomes:**

- Our Site Behaviour Policy is provided to all families in their enrolment package. To highlight to families the importance of this document, we inserted the following:
  - “Please read prior to signing the Agreement/Permissions form to be returned to kindergarten”
  - Included a statement that children with challenging behaviours have an individual behaviour plan
  - Included a statement that the ‘calm room’ strategy is used to support children to understand that when they identify that they are feeling challenged by the environment or others, they have a safe place to go to self-regulate and then re-enter the play

**Future Planning / Recommendations:**

- Site Behaviour Policy is to be reviewed in 2017

**Quality Area 6 – Collaborative partnerships with families and communities**

**Standard 6 : Element 6.1.2 : “Families have the opportunity to be involved in the service and contribute to service decisions.”**

**Identified Issue from 2014 Self Review**

Through consultation, families are requesting information on how they can support their child’s literacy learning at home. As we are going to link this to the areas that require ongoing improvement, as identified in our 2013 & 2014 data, we will need to develop information brochures and home activities related to asking questions. Phonological awareness brochures were formulated last year and will be provided to families in 2015.

**Priority 1**

To extend the opportunities for families to be involved in their child’s literacy learning at home as it links to the curriculum

**Target:**

- Increased family engagement with their child’s literacy take home tasks

**In 2015, 5% improvement in Parent Survey:**

- I am given the opportunity to be involved in the preschool’s educational activities – 70%
  - Strongly Agree 2014
Strategies and comments:

- Further developed Information and activity ideas for families to use at home to extend and reinforce their child's learning related to literacy were developed throughout the year.
- Children were given a sequence of photos from 'Wonder Pets' episodes viewed at kindergarten and were asked to retell the story, for their families to scribe.

A set of 'Early Childhood Literacy and Numeracy: Building Good Practice' Cards detailing ways that literacy and numeracy are developed through everyday interactions and simple family activities, were included in each child's Walkathon showbag.

Information brochures from the 'Laying the Foundation for Literacy Success' series were distributed to families, including:
- 'Conversations: A Great Way to Learn Language'
- 'Growing Words Through Talk: Boosting Vocabulary'
- 'Phonological Awareness, Oral Language and Print Knowledge'
- 'Linking Letters With Sounds'
- 'Top Ten Principles for Vocabulary Development'
- 'Principles for Teaching Concepts'

ECLIPSE literacy cards providing examples of simple practical ideas supporting the development of early literacy skills in the home and community were accessed by the children in an updated electronic version - the children enjoyed generating their own daily homework card on the Smartboard.

Families were given a 'Literacy Quilt' on which to record the many literacy experiences shared on a day-to-day basis.

Outcomes:

- Actual percentage recording Strongly Agree in 2015 – 74%, just falling short of our target. However, 90% of our families engaged in the literacy initiative at some level and provided ongoing positive feedback about the information or home tasks.
Future Planning / Recommendations:

- Continue to provide information and activity ideas for families to use at home to extend and reinforce their child’s learning related to literacy awareness.

Priority 2

To Improve Children’s Phonological Awareness

Target:

- All children in the sample group will show improvement in Phonological Awareness
  - Segmentation (dividing words into syllables)
  - Recognising rhyme / producing rhyme
  - Initial sound awareness

Strategies and comments:

- Information sheets to each family about phonological awareness and some strategies and games they can play with their children at home.
- Sharing with families about how their individual child’s phonological awareness was developing and strategies to support their development.
- Promoted children’s listening skills to enable children to develop the fundamental skills for learning sounds of letters.
- Read rhyming books to children to talk about words that ‘sound a lot the same at the end of words’.
- Promoted the learning of syllables in words including getting children to ‘clap’ their names and words in stories or topics interest.
- Individual, small and large group experiences such as word cards at the writing table, alphabet fishing games, talking about sound patterns when reading books, duplo boards with alphabet tiles, children’s name cards, smartboard activities at group time and incidently throughout the session

Outcomes:

In the 4th term sample group data demonstrated that all children made improvement in phonological awareness (see Phonological Awareness Graph in next column) Data aggregated four components of rhyme – segmentation, recognising rhyming words, matching rhyming words and initial sound awarenesses. Analysing the data, initial sound awareness presents children with the greatest challenge. The children had learnt the first sound in their names as a result of repetition. The process of identifying initial sounds in other words is a complex auditory discrimination process and requires the understanding of concepts such as ‘sound’, first, ‘word’, without visuals and young children are visual learners.

Future Planning / Recommendations:

- Ongoing focus on developing children’s communication skills – use of intentional teaching to plan and immerse children in developing phonological awareness and framing questions through play, small and large group experiences.
- To continue to send information home to parents about phonological awareness and activity ideas that can be incorporated into home activities.
- To continue to source resources – in particular the Smartboard and IPADS that can be incorporated into children’s learning through a play based approach.

Quality Area 7 – Leadership and Service Management

Standard 7: Element 7.3.5: “Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Identified Issue from 2014 Self Review

Time to review

Target:

- To review all required policies over the course of the year

Strategies:

- Termly planner to include a schedule of required policies to be reviewed at Educator Meetings
- Once reviewed by Educator team, seek Governing Council feedback
- Feedback sought from kindergarten families in decisions that affect them
Outcomes:
Many policies were due for review in 2015 and these have been addressed to ensure they meet the requirements of the National Quality Standards. Lengthy consideration was given to four in particular:

Food Supply and Nutrition: The Governing Council strongly supported the Educator team in making this policy more explicit and as such, it was rewritten using the ‘Right Bite’ Template, highlighting the centre’s commitment to endorsing healthy food provision, clear statements about the ‘Red’ Food and developing a ‘friendly reminder’ note to families. Also, after having spoken with the Health Inspector from the Pt Adelaide/Enfield Council, the decision was made to clearly state in the policy that food provided by families will not be reheated as it presents a risk to children’s health.

Medical Conditions, See 2.1.1: At induction, families are given Health Care Plan pro formas if their child has a medical condition and asked to have them completed by their GP prior to their child commencing at kindergarten. In some instances this did not occur and we had to follow up with families. The policy was revised to include a statement that a child with a medical condition could not commence until we had received the completed form. At the induction sessions in 2015 for 2016 commencement, families that were affected, were also provided the Medical Condition Policy.

Permissions Form: Our families sign a range of permissions on enrollment. This form was reviewed to include the following statement, therefore endorsing our policies:

"I have read the Valley View Kindergarten Healthy and Safe Food Guidelines and agree to provide my child with food/drink as stated within these.

I understand that if my child has a diagnosed health condition, e.g. Asthma / Allergy, I must provide the kindergarten with my child’s Health Plan and medication prior to or on commencement."

Attendance: Our attendance on the full days Monday – Thursday has always been high, but Friday being a half day, they were low. In discussion with the Governing Council, it was agreed that all new families be consulted about how they wanted the Friday sessions delivered. There was a unanimous vote to combine the Friday half days into full days to be implemented in 2016.

6. Intervention and Support Programs
An integral aspect of EYLF is that all children are capable learners. Through a referral process, DECD support services assists children with complex needs to access the curriculum through the Preschool Support Worker Program.

During 2015, 15 children accessed Preschool Support - 5 commenced with a diagnosed disability and a further 10 were identified through our early identification processes and had not accessed services prior to kindergarten entry. Four of the children had been diagnosed with Autism, two with Global Developmental Delay and nine with severe speech and/or language difficulties. Also, an additional 3 hours a week Preschool Support was site funded to support children with additional needs.

Children whose first language is other than English were supported through the Bi Lingual Assistant Program for three and a half hours a week, shared between 13 children with 10 different languages spoken within this group.

Working in partnership with the family, DECD Speech Pathologist, Disability Co-ordinator, Psychologist, other agencies such as Autism SA, Disability SA, Community Health, private specialists, each child had an Individual Learning Plan that was monitored and updated on a regular basis. Also each child’s ‘Transition to School’ report visually maps a child’s journey from Term 1 to Term 4, demonstrating the progress that the child has made in each of the Outcome areas over the course of their time at kindergarten. To support the children as they transitioned to school, we organised meetings with the family, school and specialists to share the child’s strengths, needs and to plan a successful start to school. Centre early intervention / assistance funding and site funds were used to provide initial support at the child’s familiarisation visits to school.

Recommendations for Future Improvement
Early identification is the key to supporting children with areas of need. Since Universal Access has been introduced, we no longer have the capacity to offer a Pre Entry program, which has had a significant impact on the identification process and accessing the required intervention. Secondly, with Same Day Start, we identified 11 children as meeting the criteria for Speech assessments, which exceeds a Speech Pathologists case load per site. Children were prioritised by need, some accessing assessments...
Valley View Kindergarten 2015

in Term 1 and others in Term 2. Hence, Preschool Support was not accessed until Terms 2 and 3. Finally, with the introduction of Staffing by Enrolment in 2016, our capacity to provide an Early Entry program for children with a diagnosis e.g. autism will be reduced. As the waiting list to access NDIA funding is long, many children are not accessing the support that they require. Early Entry is not a funded program, so we will be investigating whether or not we can site fund a program for Term 4 in 2016.

7. Student Data

7.1 Enrolments – see Appendix 6

2015 has seen continued high enrolments. We ensure places for families who live within our geographical area first, and where vacancies exist, out of area children can be accepted.

![Total Enrolments 2013 - 2015](image)

7.2 Attendance Data – see Appendix 6

- Attendance continues to be higher than the State average in 2015. The Valley View community value the education and service they receive, therefore there are few attendance problems.

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<td>2015 State</td>
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7.3 Destination – Feeder Schools – see Appendix 5

- We are a 'stand alone' kindergarten which means that we are not located within a school site. Children attending the kindergarten transition to a large number of schools and we try to visit as many children as possible on their school transition visits.
- Our final data indicated that the percentage of children commencing government schools in 2015 was 54%, a 5% swing away from the private sector compared to 2014.
- Modbury West Primary School continues to be our main public sector feeder school with 24% (a 6.4% increase compared with 2014), 15.6% to Ingle Farm East Primary (a 9% increase compared to 2014) and Cedar College continues to be our main private sector feeder with 16.7%.
- The children transitioned to 27 schools in 2015 which was similar to 2014 (28).

8. Client Opinion

Information about family perception of service delivery is actively sought by the kindergarten in informal and formal ways. The Parent Opinion Survey is used to gather information about our services. It provides a rich source of positive feedback, confirming families ongoing confidence in the education and care at Valley View Kindergarten in 2015, as well as highlighting areas for improvement. All responses were in the ‘Agree and Strongly Agree’ criteria with the latter being the dominant response.

1. Quality of Teaching and Learning:
- Based on the data our families responded between 94% - 100% 'Strongly Agree' in 8 out of 9 questions. "My Teacher's clearly inform me about the learning program," 76% 'Strongly Agree', which is a 6% improvement compared to 2014. Providing a fortnightly Program Overview to each family rather than providing them with a Termly Curriculum Overview has positively influenced improvement.

2. Support of Learning
- In 2014, 75% 'Strongly Agree' that their child had enough materials and resources for their learning." Our aim in 2015 was to increase the quantity of some favourite construction sets in particular, which was achieved. In 2015 parent satisfaction increased to 91% 'Strongly Agree'. in 2014. 18 % of families 'Agree' that their child would receive support for any special needs they had (with 82% 'Strongly Agree'). We know, that in conversation with some families, that they were
disappointed that their child did not access Preschool support as they were assessed in the ‘moderate’ range e.g. speech and or language. They were grateful that the DECD Speech Pathologist provided them with a home program and the Educators planned for their child’s need in the program.

3. **Relationships and Communication**

   Overall, families have indicated a strong sense of agreement with this criteria with an 80% - 95% ‘Strongly Agree’ response to 11 of the 13 questions. Affirming the relationship we develop with families, 100% were comfortable approaching teachers to talk about their child’s progress and 94% felt that they received helpful information about their child’s progress and achievement, as well as opportunity to discuss their child’s progress. In 2014, 75% ‘Strongly Agree’ to ‘There is a broad variety of communications that inform me about this preschool’ improved to 88% in 2015. The fortnightly Curriculum Overviews, daily journal and Science experiment book all contributed to families feeling better informed.

4. **Leadership and Decision Making**

   97% of our families strongly agree that they are satisfied with the kindergarten’s planning which is an affirmation of the quality of service we provide.

   In both 2014 and 2015, 75% of families ‘Strongly Agree’ that ‘The preschool seeks parents’ opinions about educational programs’. Given that at the beginning of the year we ask every family to complete a questionnaire about what they want included in the educational program throughout the course of the year, as well as integrating their requests and children’s interests into the curriculum during the year, there has been no change in their perception. We will raise this aspect with the 2016 Governing council for their views and recommendations.

9. **Accountability**

   **Relevant History Screening**

   As confirmed by the DECD Screening Audit on 14/08/2015, DCSI clearances are obtained in accordance with DECD instructions and policy. The auditor complimented the site’s documentation processes for teaching staff, Early Childhood Workers, Relief Staff, Governing Council, Contractors, visiting specialists, University students on placement, work experience students and volunteers.

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**Future Planning**

Site leaders have the responsibility to decide whether to allow or refuse non-DECD service providers who are not funded by DECD to provide direct support/services in DECD preschools and schools. The decision will be made on a case-by-case basis for each child or young person in light of the circumstances at the particular preschool or school. The site leader will be required to obtain information from the non-DECD service provider such as current Responding to Abuse and Neglect Education and Care Certificate, a receipt of lodgement of a Child Safe Environments Compliance Statement with Families SA among other documentation. We will need to refine a site procedure founded on the DECD ‘Non DECD Service Providers Process’ which will be ready for distribution to sites shortly.

10. **Financial Statement**

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<td>2. Grants: Commonwealth</td>
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<td>3. Parent Contributions</td>
<td><strong>$40,288</strong></td>
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<tr>
<td>4. Other</td>
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</table>

Grants from State primarily fund staff wages (plus on costs) and allocations towards Training and Development, Early Assistance and Intervention for children with additional needs, utilities, financial and administration grants, and breakdown maintenance. Our fees and fundraising are allocated to paying for a cleaner, a grounds person to mow the lawns, the gap for utilities and breakdown maintenance and centre improvements e.g. equipment and grounds upgrades.

Each year, the Governing Council endorses the Annual Budget. When looking at our Financial Statement (Appendix 6) please be mindful that at a cost of $42,000, the verandahblind project has not yet been deducted from our SASIF account.

We also replaced the photocopier to reduce the copy costs, had a rainwater tank installed by the sheds and further developed the outdoor area and replaced the Smartboard as it was too costly to repair. With a commitment to our Partnership vision, we purchased 4 iPads to enable the children to research and record their learning as well as a tool for Educators to better record children’s learning.
Moving towards 2016.....

Many of the recommendations ‘For Future Planning’ will be embedded into our practice such as:
- Ongoing focus on developing children’s communication skills – use of intentional teaching to plan and immerse children in developing phonological awareness through play, small and large group experiences
- Continuing to provide information and activity ideas for families to use at home to extend and reinforce their child’s learning related to literacy awareness.
- Continuing to use a daily journal with the children to record their thoughts, comments, ideas, learning
- Undertaking risk assessments prior to purchase of new materials and maintaining up to date MSDS register
- Sourcing resources – in particular the Smartboard and IPADS that can be incorporated into children’s learning through a play based approach in relation to Literacy and Numeracy.

Emerging Priorities for 2016
- Working with the Montague Partnership between preschools, schools and local community, focussed on continuous improvement in children’s literacy and numeracy outcomes. Educators at VVK will continue their numeracy learning journey with fellow educators in the Montague Partnership.
- As a team, access the Results+plus Professional Learning modules on the DECD Intranet to deepen our understandings of numeracy high yield strategies and effective practice
- The Educator team access further training in numeracy/numeracy indicators such as MLats or through the Primary Maths Association as the days Training was offered were not viable in 2015
- To further develop our data wall to include each of the numeracy indicators and tracking children’s progress using the stop light system to plan for individuals and groups of children.
- To extend to our data collection and analysis to cover all ‘Indicators of Preschool Literacy’ to highlight areas of strength, examine our teaching strategies to further target engagement of our learners in literacy areas of indicated need for growth – using language to connect with their world, understanding language, engaging with texts or representing their world symbolically.
- Explore the use of Respect, Reflect, Relate

To develop a system or research IPAD apps such Teaching Made Easy as a way of tracking each child’s learning over time across the five Outcome areas to enable educators quick access to areas that have been observed and those that have not in order to redress the imbalance and reflect on why.
- To focus on further development of the outdoor learning area and resources that are open ended to foster collaborative play, promote problem solving and creativity
- To have screens fitted to the large windows in the main room to prevent the children climbing through the window area when the windows are open for the air conditioner to work effectively.
- To budget for a new water trough, natural play materials to support Numeracy learning, sand play equipment and construction sets

.....And thank you

We would like to thank our families, in particular the outgoing Governing Council, for their contribution to ensuring the community have a voice in the education of children at VVK. A special thank you to Mel S, our outgoing chairperson, Mel C and Sue J who have been on the Governing Council for a total of three years as each of their children attended the kindergarten.
Annual General Meeting
2.3.2016

Speech and Language Program Report.

Speech and Language Program
The Speech and Language Program at Valley View is a specialised program for up to seven children with severe speech and or language impairments and their families. We are one of eight locations where the Programs run in the Adelaide metropolitan area.

The aim of the Speech and Language Program is to: "lessen the impact of severe speech and/or language impairments by improving children's communication, social interaction and development skills. This is achieved through specialised intervention in an inclusive preschool setting, family involvement and support."

Staffing for 2014
Speech Pathologist – Gianna Parente 0.4.
Kerry Hoskin - 0.5.
Bev Watkins - 0.1 Wednesday afternoon.
Bev is a regular part of our Kindergarten staff team as well as a teacher in the Speech and Language Program.

Service Delivery
During 2015 we transitioned 4 children from the program into mainstream Junior Primary classes, 1 child to a Communication Class and for the first time, 2 families chose not to start their child in Reception until they were 6 years old. One child transitioned to an Early Learning Centre another child is receiving ongoing support through NDIS while attending child care. Support was given for each child's transition through meetings where a report was presented that gave a summary of the child's learning strengths and included the specific needs they may have in relation to learning in a classroom setting.

Same Day Start
Same Day Start saw the program begin with 5 children, the final places being filled in Term 2. The process for being offered a position in the Speech and Language Program is not finalized until late in Term 4 so our information morning was held in Week 8.
Families were invited to visit the centre for a morning in the last week of term.

Parent Involvement
Parental support is essential to the success of the Speech and Language Program. Parents and staff plan goals for children together and develop strategies to minimise the impact of their child's communication difficulties. Regular contact is provided with review meetings for individual goals, informal conversations with families and a Speech Bag that goes between home and kindergarten. In Term 1 and 2 2015 we held a morning tea at Endue Café for parents to connect, meet Gianna and begin to consider the process for their children's transition to school.

Attendance Times
In line with Valley View Kindergarten sessions the Speech and Language Program operates on two full days a week, Monday and Wednesday and alternate Friday mornings. The children attending the program follow the routine of the kindergarten for arrival, play and the beginning of morning and lunch large group activities. We then have a small group for specific language based activities.
Small Group Highlights for 2015

Where is Pink Pig?

To introduce children to the group routines and kindergarten in our first group time we shared a very simple story about "Wibbly Pig" each child was able to unwrap a parcel the same shape as that shown in the book. We then found our own pink pig toy and from there began a range of activities that lead to two books being created and ongoing adventures over 2 terms. We made our own story in the form of a lift the flap book called "Where is Pink Pig Hiding?" children hid pink pig all over the kindergarten to create the story. Then Pink Pig went home to everyone's house for a weekend including staff. We packed the Wibbly Pig Book, a toothbrush and our first book to be shared. When all the photos had been collated a new book was created "Hide and Seek With Pink Pig" and shared amongst the families.

It Started with a Box

We created a book around a large box bought to our room. We introduced the box with a song about a Jack in a Box. Very soon the children had ideas and shared what you could do with a box e.g make a house. Each child drew a house and made a plan of what we needed to do to the box. Doors, windows, a triangle on the top were some of the suggestions. Our box did become a house, with lots of problem solving on the way as to how to keep the roof standing up like a house. Throughout Term 2 it was used for songs, to retell the story of The Little Red Hen for games where children had to listen and follow a series of instructions as well as becoming a pretend oven to cook playdough food for a pretend party. On the last day of Term we recycled our box into the yellow bin with children working out how we were going to get it to fit.

Talking Tubs

2015 saw us change how we engaged children in exploring objects and concepts around a new theme. We introduced "Talking Tubs" a decorated box containing a range of objects around a theme e.g the garden. Children examine, talk about each object and see the difference and connections. We recorded their responses and programmed from the objects that created lots of interest and language.
Use of iPads

During 2015 we introduced the use of iPad to record and revisit children's activities, and to provide communication support for 2 children through training and implementing the ProLoqu2go App. Further developing use of the iPad to share and resource learning between home and kindergarten is an ongoing project.

We thank the staff and committee for their ongoing support, interest and inclusion of the children, parents and staff of the Speech and Language program.

This is a safe, exciting place to learn, it is inclusive and welcoming of each child, their strengths, abilities and specific needs and this is reflected in the relationships that are developed with each child and their family.
Term 1, Week 2, 2015

We listen with our feet - by keeping them still and on the floor.

We listen with our ears - we hear the other person's words.

We listen with our hands - by keeping them still and in our lap.

Whole Body Listening

We listen to one person at a time - by putting our hands up.

We listen with our eyes - by looking at the speaker.

We listen with our mouths - by being quiet and not talking when someone else is talking.

"Open wide girl! It looks like a string instrument," when the picture was on the wrong bench...

"But it's not really a recorder, it's a head bone and a brain. Your brain helps you keep safe... it seems almost like the heart?"

Learning about what we hear, like on the inside!

"Your brain needs energy to work. It needs adrenaline, cortisol, adrenaline, and other hormones."

"Learning how we listen!"
Involved in the Decision Making that Affects Them

Being involved in decision making processes that affect them

At the end of Term 1 we asked each child how they felt about kindergarten... e.g. as a learner, feeling safe, group-time and a range of activities. We provide them with 3 cards to assist them with their responses:

😊 happy
😊 ok
😊 sad.

Analysing the children's responses, it became apparent that many children were not overly happy about group-time.

Reflecting on the information raised some questions for the team. We needed to investigate the children's thoughts, identify the concerns and brainstorm solutions with them.

Term 2 - Week 1, 2013

Returning to kindergarten after the holidays we had a 'chat-time' during the first group-time with both the Blue and Red Group. They were able to recall using the 😊😊😊 cards to share their feelings about different aspects of kindy... we then shared that lots of children were not happy about group-time... and that made us feel sad... and we needed their help to find out what they didn't like

"We sit down and wait for the other person to finish"
"We eat"?
"Sitting down doing nothing"
"Forget the drink bottle"
"It makes me feel tired"

"Singing time is good"
"Yuck!"

"Sit down and eat"
"You have to sit too long"
"Chairs are noisy"

"It gets too noisy"
"It makes me feel scared"
"It hurts my ears"

Some chairs are comfy... some chairs are not

We have to sit for a long time and it gets tired

"Brass"...

"Go out and play"
"Play after lunch"
"Eat out there (veranda)"

So where to from here..... ????

The children decided to eat lunch on the mat by the smartboard, the mat outside on the verandah and at the snack table.

A teacher will check lunch boxes when the children have finished (to check what food eaten)

... And then inside/outside轮流!!
Do you like the changes to lunchtime?

Blue Group

Red Group
### Tracking and Monitoring Children's Involvement, Numeracy and Literacy Progress

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| Total | 10 | 6 | 2 | 1 | 0 | 0 | 7 | 7 | 3 | 2 | 9 | 4 | 1 | 4 | 1 | 0 | 5 | 7 | 2 | 5 |
## Feeder School Percentage Data – Valley View Kindergarten

### Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>0146 - Gilles Plains Primary School</td>
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<tr>
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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