Seaview Downs Kindergarten
Annual Report
2015
1. CONTEXT

Preschool Name: Seaview Downs Kindergarten
Preschool Number: 3684
Preschool Director: Trudy Lawson
Partnership: Marion Coast

2015 saw the Director, Trudy Lawson, in her 9th year at the Kindergarten with 1 year remaining of her tenure. Kate Peel was awarded the position of permanent 0.5 teacher with Sandy Lord gaining a part time contract to share the teaching role for the year. Libby Mills fulfilled the role of regular reliever, providing consistency of staffing where possible. Early Childhood Workers (ECWs) during the year were Michelle Sibbons and Karen Baum. The ECW’s provided lunch care, support for children with additional needs and general administrative and program support. Leonie Smith continued in her role as Finance Officer. Miharu Barnett was employed as a bilingual support worker.

2015 was the second year of full implementation of the DECD Single Intake Policy and therefore there was only one intake which occurred at the beginning of term one.

With the continuation of the National Universal Access initiative, children were able to enroll for up to 30 hours of Preschool per fortnight. After consultation with the Governing Council and the wider preschool community, it was decided to offer two possibilities of session attendance with families being able to choose their preferred option. During 2015, children were able to attend either 4 days per fortnight from 8.30am - 4.00pm or 5 days per fortnight from 9.00am – 3.00 pm.

Our Community Playgroup operated during school terms. The value of this program for our community was evident in the high numbers of families attending. For example, in term 4, the Playgroup was attended by 40 children.

In accordance with the requirements of the National Quality Agenda, a Quality Improvement Plan (QIP) was developed early in the year. The QIP determines improvement priorities in relation to seven quality areas. Educators, Governing Council members and parents were invited to contribute to the development of the plan. After being rated via the NQS assessment and rating process late in 2014, our site maintains the rating of ‘exceeding national quality standard’.

The Seaview Downs Kindergarten belongs to the Marion Coast Partnership of DECD educational sites. Areas of focus for improvement within the partnership have included emphasis on development of growth mindsets, intellectual stretch and problem solving abilities within an overarching focus on numeracy improvement.

2. REPORT FROM GOVERNING COUNCIL

Thank you to the parents and staff who formed the 2015 Governing Council Committee: Karen Alford, Sophie Carmichael, Liz Fitzallen, Dana Gibson, Belinda Habets, Sam Hards, Katherine Matthews, Lynda Richards, Sharon Smith and Trudy Lawson. The committee put in an amazing effort last year. I would also like it noted that the Kindergarten is extremely grateful to the local businesses and members of the community who have helped the Kindergarten with the various fundraising roles in 2015, donating products and gifts and prizes for our raffles. A thank you is also extended to the many families and extended families that
helped out in 2015 with activities, maintenance, working bees, fundraising and general community support.

**Governing Council’s Role**

Seaview Downs Kindergarten is community managed and funded by the South Australian Government, Department for Education and Child Development (DECD). The Governing Council consists of parents, staff and local community representatives, who collaborate to effectively manage the preschool. Their role is to assist staff in decision making, financial management, fundraising, maintenance and implementing policies and new initiatives from DECD. The council meet at least eight (8) times a year and must contain at least 5 members for the constitution to take effect. The annual general meeting is held in February/March of each year whereby all positions are declared vacant. All meetings are open to the parent body unless stated otherwise.

**2015 Outline and General Business**

2015 was a busy year for the Governing Council. Fortunately, 2015 saw excellent enrollments for the kindy and these enrollments remained steady throughout the year. It was possible for the kindy to re-offer four days of kindy programming, plus the playgroup on a Friday. Parents were also afforded the opportunity to access longer days or shorter days, depending upon personal preference.

During 2015, as a part of the National Quality Standards, several Policies were reviewed and endorsed, this included:

- Policy Review Policy
- Priority of Access Policy

Due to an excellent number of parents opting to join the Governing Council, it was possible to form two sub-committees that concentrated on two issues that often dominate meetings. One committee formed to run the kindy fundraising and the other sub-committee was focused upon the outdoor development of the kindergarten.

The outdoor development of the kindy site was thoroughly explored throughout the year. Parents and students were asked for input and several ideas were discussed. Trudy did apply for a grant to have the site developed; however, we were not successful in our bid. As a result, Trudy has continued to work with one company on the development of the plan.

The Fundraising Sub-committee helped coordinate several fundraisers during 2015 including: an Easter raffle raising $510; Parent Direct and Chalk Catalogues for toy orders; Squeezy Snacks raising $108. We were also able to secure a date at the Marion Bunnings BBQ. This was a very successful event, raising over $1650 for the kindy. The Kindy Disco was held at Seaview Downs Primary School. It was a fantastic night attended by present and former kindy students. This raised over $1200.

Various people were also able to help with some of the maintenance of the Kindergarten grounds. The amphitheater was sanded and re-oiled. The timber boards on the playground were also re-oiled. Several parents/caregivers were also able to help with gardening throughout the year too. The kindy was also installed with Wi-Fi during the year too.

The kindy students of 2015 were able to enjoy several incursions and excursions. These included visits from Sam Ryan (about composting and worm farms) and visits from librarians from the Marion Library. The kindy excursions included a performance by the Patch Theatre company and a visit to the Marine Discovery Centre.
The year ended with a family celebration – with families having a relaxed evening with a picnic dinner. The children sang songs for their families. The children each received a present from the Kindy, and the parents received a lovely gift made by their child.

On behalf of the Governing Council, I want to Thank, Trudy and the other staff members for the fantastic job they did throughout the year with the organisation of Kindy events, excursions and the day to day care personal development of each child. Thank you.

**Direction for 2016**

A new Governing Council will enter for 2016. An important task for the Governing Council will be to continuing to support the improvement of facilities and services through the development, revision and implementation of the annual Quality Improvement Plan.

As I depart from this role, I wish you all the success in helping to raise the profile of the Kindergarten within the community. I think it’s important to know that the Governing Council is not specifically a fundraising body, but also a group of parents interested in making decisions on how the Kindergarten is managed and you should take great pride in knowing that you are helping make the Kindergarten a great place for your children to attend.

Regards,

Michelle Devaliant

Chairperson, Governing Council 2015

### 3. HIGHLIGHTS 2015

Our many incursions and excursions provided highlights for children and the many family members who were engaged in these programs. Incursions and excursions included:

- Several visits from Sam Ryan the ‘low impact man’ to support our sustainability learning with a focus on composting and the worm farm.
- An excursion to the SA Museum with a focus on learning about aspects of Aboriginal cultural.
- An excursion to see ‘Moon’s a Balloon Patch Theatre Performance.
- Visits from the Marion library librarian.
- An excursion to the Marine Discovery Centre to learn about marine creatures and environments.

Special events providing opportunities for family involvement included:

- A fun annual Kindy Disco, held at the Seaview Downs Primary School for preschool, reception and year one children and their families.
- A read-a-thon providing encouragement for families to read together and add their leaves to our ‘reading tree’.
- An obstacle-a-thon where parents and grandparents supported the children to complete challenging laps during our obstacle course.
- Our annual end-of-year family celebration picnic and performance.

Other highlights included:

- Fortnightly visits from a variety of animals and creatures from the Nature education Centre.
- Two visits from the Henny Penny Hatching Company who provided eggs in an incubator to support our learning about lifecycles.
## 4. QUALITY IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Quality Area</th>
<th>Highlights/Achievements of 2015</th>
<th>Possibilities/Next steps/Reflection questions to consider for 2016 QIP</th>
</tr>
</thead>
</table>
| QA 1. Educational program and practice | All teaching staff have undertaken training in the new Numeracy and Literacy indicators and have begun to reflect on how these may be incorporated into our procedures for assessment and documentation of children’s learning and development.  
Trudy has been working with the other leaders in the Marion Coast Partnership to develop and engage in PLC’s with a focus on the DECD ‘Numeracy and Literacy Results Plus’ project as well as a Preschool numeracy project. She has engaged in professional development involving sharing and deprivatising practice in relation to the Numeracy and Literacy Plus Project guidelines.  
All teachers have been engaged in a numeracy project aimed at improving problem solving and intellectual stretch. Involvement is ongoing and includes professional development events. | How are we effectively incorporating the new numeracy and literacy indicators into our processes for assessment and documentation of learning?  
Focus on strategies for improvement in the 4 main areas of the Literacy and Numeracy Plus project including engaging in a site research project around an aspect of numeracy – working with Deb Lasscock.  
Engaging with partnership goals around numeracy, intellectual stretch, problem solving, growth mindsets, ‘ask don’t tell’ strategy and ‘wait time’ strategy.  
How can we incorporate children’s voice to a greater extent within our program?  
How do we manage routines to maximise engagement in the longer day program? |
| QA 2. Children’s Health and Safety |                                                                                                                                                                                                                                         | How do we support and encourage optimal engagement, intellectual stretch and risk-taking in our outdoor learning spaces while ensuring appropriate risk-management? |
| QA 3. Physical Environment | Significant progress has been made towards the planning for the redevelopment of our outdoor learning area with a focus on engaging natural play spaces. Concept plans and opportunities for input have been available to educators, children and families through various consultation methods including our ‘Outdoor Learning Area Vision Board’. A second concept plan has recently been completed and is ready! Money has been set aside in our budget over the past 2 years to contribute to the planned outdoor upgrade project during 2016.  
Sustainability is an area of increasing focus. Areas of emphasis include: edible garden, healthy eating, water cycle and conservation, lifecycles, caring for creatures (including regular borrowing | How do we manage the construction processes while maintaining adequate safe play spaces for children?  
How do we maximise available resources (financial, grants, staff, parents, community) to achieve maximum results in minimum time frame?  
How can we modify our outdoor plans to take into consideration the requirement not to invoke the NQS ‘renovation clause’?  
Set up an ‘outdoor improvement’ sub-committee of the Governing Council. |
of animals and insects from the Nature Education centre), and reducing, reusing and recycling waste materials. We now have a 2 bin compost system in place and are utilising the ‘worm tea’ and worm castings more affectively in our edible and non-edible garden.

**QA 4. Staffing Arrangements**

2016 is the 5th and last year of Trudy’s current tenure as Director.

Plan for Governing Council involvement in the Director selection process. Incorporate documentation time into the daily routine of each full day teacher.

**QA 5. Relationships with children**

Revised ILP document was in use for the term 1 parent-teacher meeting process.

Children’s learning folders are readily accessible to parents and children are accessed regularly by most families.

Consult with families to explore a range of possibilities for communication e.g. emails, bulk text systems, Facebook/Twitter, website.

What information about community support agencies do we/should we provide? Survey parents?

How can we increase parent input/feedback into the educational program and the documentation processes around children’s learning? Do parents want to be more involved in these aspects of children’s learning?

**QA 6. Collaborative partnerships with families and communities**

An ECW with specialised knowledge of DECD record keeping and management requirements has commenced with the aim to send records to an offsite storage facility.

New systems are being set up for future ease of filing, storing and archiving of required records.

Staff to learn to use new systems for filing and storage of documents according to DECD requirements.

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**Indicators of Preschool Literacy and Numeracy - Building Teacher Capacity funding**

Funding received to support this initiative was used to release all teaching staff to attend a full day training in the familiarisation of the Early Years Numeracy and Literacy indicators. Following this day, a closure day was held to consolidate learning from the professional development and further explore site use of the document to support assessment and reporting. The Statement of learning format will be modified to reflect our new learning. The learning was linked with the numeracy training and support provided by Deb Lasscock as part of a partnership project.
5. INTERVENTION AND SUPPORT PROGRAMS

Throughout the year, we received a one hour per week allocation of Preschool Support funding to support 2 children who were referred to DECD disability support services. This was a significant decrease from 2014 when 9 children received almost 17 hours of combined support per week (based on term 4 statistics).

Upon enrollment for the 2016 Preschool program, seven children presented with additional needs and subsequently accessed our Early Entry program, commencing in the latter half of 2015. These children will attend their eligible year in 2016, thereby leading to an increase in the number of children and support allocation expected for the 2016 program.

During the year, one enrolled child spoke a language other than English as his main language. Four children, for whom English was a main language, also spoke a language other than English in their homes. One child received additional support through the DECD Bilingual Support program.

No Aboriginal or Torres Strait Islander families were enrolled during 2015.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>2013</td>
<td>43</td>
<td>47</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>32</td>
<td>34</td>
<td>36</td>
<td>37</td>
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<tr>
<td>2015</td>
<td>44</td>
<td>44</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

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

During 2015, an average of 44 children was enrolled each term.
6.2 Attendance

Figure 2: Attendance by Term

Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 Centre</td>
<td>90.7</td>
<td>91.5</td>
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<tr>
<td>2014 Centre</td>
<td>90.6</td>
<td>88.2</td>
<td>86.1</td>
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<td>2015 Centre</td>
<td>95.5</td>
<td>90.9</td>
<td>84.1</td>
<td></td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</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

Average attendances over the year were 90.2% (based on attendances for terms 1, 2 and 3). This is higher than the state average of 88.4% over the same period and 1.9% higher than our 2014 average attendance rate.
6.3 Destination – Feeder Schools

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>
</tr>
</thead>
<tbody>
<tr>
<td>0637 - Brighton Primary School</td>
<td>Govt.</td>
<td>2.7</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>0666 - Darlington Primary School</td>
<td>Govt.</td>
<td>2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0668 - Paringa Park Primary School</td>
<td>Govt.</td>
<td>5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0913 - Seacliff Primary School</td>
<td>Govt.</td>
<td>8.1</td>
<td></td>
<td>5.3</td>
</tr>
<tr>
<td>0984 - Seaview Downs Primary School</td>
<td>Govt.</td>
<td>46.0</td>
<td>51.4</td>
<td>52.6</td>
</tr>
<tr>
<td>0993 - Marion Primary School</td>
<td>Govt.</td>
<td>5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1018 - Flagstaff Hill R-7 School</td>
<td>Govt.</td>
<td>2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1537 - Sheidow Park Primary School</td>
<td>Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
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<tr>
<td>8026 - Immanuel Primary School</td>
<td>Non-Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8387 - Sunrise Chrstn Schl Mrn Campus</td>
<td>Non-Govt.</td>
<td>2.7</td>
<td>5.7</td>
<td>5.3</td>
</tr>
<tr>
<td>8405 - Emmaus Christian College</td>
<td>Non-Govt.</td>
<td>2.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8418 - Southern Vales Christian College</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8456 - St Martin de Porres School</td>
<td>Non-Govt.</td>
<td>5.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9009 - St Teresa’s School - Brighton</td>
<td>Non-Govt.</td>
<td>2.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9074 - Stella Maris Parish School</td>
<td>Non-Govt.</td>
<td>21.6</td>
<td>37.1</td>
<td>23.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</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

Children enrolled at Seaview Downs Kindergarten during term 3 of 2013 attended 8 different Primary Schools, with the highest percentage moving on to Seaview Downs Primary School (approximately 53%). Approximately 24% of the children attended Stella Maris Parish School.

Approximately 60.5% of children transitioned to Government Primary Schools and 39.5% to non-Government schools. This is a slight change from 201 when 54% transitioned to government schools and 46% to non-government schools.

7. CLIENT OPINION

The DECD Parent Opinion Survey was distributed to parents towards the end of term 3. Twenty responses (approximately 45% of families) were submitted, which was a significant increase from the 8 surveys completed last year. Comments under each of the survey areas provide a brief summary of an initial analysis of the survey responses.

- Highlighted areas of perceived strength are those where 100% of respondents indicated either ‘agree’ or ‘strongly agree’, with 70% or more respondents indicated ‘strongly agree’.

- Areas to flag for further reflection and discussions with educators and the Governing Council about possible improvements are those where the lowest percentages of ‘strongly agree’ responses are recorded (i.e. 40% or less) or statements where any percentage of ‘disagree or strongly agree’ responses were indicated. Following further reflection, these areas may link to improvement goals in the 2016 Quality Improvement Plan.
7.1 Parent Opinion – Quality of Teaching and Learning

No parents disagreed with any of the survey statements about support of learning. Areas of greatest perceived strength include:
- This preschool expects children will learn
- Teachers are enthusiastic in their teaching
- Teachers make learning interesting and enjoyable
- Teachers want to help my child learn and
No areas to flag for further reflection were indicated.
No parents disagreed with any of the survey statements about support of learning.

Areas of greatest perceived strength include:

- fair treatment of children
- a safe and secure environment
- encouraging children to have a sense of pride in their achievement.

Areas to flag for further reflection were:

- the preschool changes its programs and activities to improve student achievement
- the preschool has information about other community support agencies
Areas of greatest perceived strength include:
- feel welcome at this preschool
- comfort to approach teachers to discuss progress
- parents are encouraged to be involved in all kinds of ways
- fair treatment of children from all backgrounds and cultures
- provision of opportunities to discuss child’s progress

The areas for further reflection include:
- variety of communications informing about the preschool
8.4 Parent Opinion – Leadership and Decision Making

No parents disagreed with any of the survey statements about leadership and decision making. There were no statements which fell into our definition of ‘areas of greatest perceived strength’ or ‘areas to flag for further reflection’.

### 8. ACCOUNTABILITY

Compliance with the DECD Relevant History Screening

- Relevant history screening of all DECD personnel employed at the site is available to view on HRS and is checked to ensure currency.
- Governing Council members are asked to provide a copy of a current relevant history screening or are provided with the DCSI form for lodgment by the site.
- Clearances for people such as cleaners, volunteers, students etc. are sited and stored at the site.
- Maintenance contractors attend when children are not present, or they are kept separate from children or they are supervised by a staff member if required to be in the vicinity of children.
9. **FINANCIAL STATEMENT**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants: State</td>
<td>$303,761.16</td>
</tr>
<tr>
<td>Grants: Commonwealth</td>
<td>$0.00</td>
</tr>
<tr>
<td>Parent Contributions</td>
<td>$25,790.92</td>
</tr>
<tr>
<td>Other (including fund-raising income)</td>
<td>$5559.25</td>
</tr>
</tbody>
</table>

Appendix: Preschool Financial Statement 2015