After very high numbers in 2010, with 36 leaving at the end of Term Four, this year our numbers have been more in line with previous years. Teacher Deidre Solly and I have remained as fulltime staff. Leanne Conlon (ECW) has been granted .5 permanency this year, and has also undertaken Preschool Support and support with our Early Assistance Grant to top up her hours to fulltime. Rosslyn Perry and Heather Kraehenbuehl have carried out lunch care duties. Our team of relieving staff including Marilyn Warren, Carol van Dalen, Lianne Petrou, Shirley Light, Trudy James, and Kiowa Woodland. Each individual brings their own talents and skills to the team, and the children are enriched by their diversity. I thank each and every member of our team for their contribution.

Quality Improvement Plan

2011 PRIORITY ~ IMPROVED LEARNER ENGAGEMENT:

Children's involvement in the play environment to be monitored and assessed.

Following ECIC Pam Lutze’s first assessment on May 18th with a RRR Wellbeing lens, our score was 3.7. The lowest scoring component was in social functioning. This therefore was the area targeted by our inquiry question “How can we improve the social functioning of our children”. We introduced a number of activities around this topic, including activities such as the children taking photos of three of their friends. These photos were then printed on a page, with a notation of “I’m a good friend when I ……. “ The second round of Pam’s video assessment on Thursday 18th August showed very pleasing results. Our scaling score had increased by 0.3 to 4.0. Pam’s report indicates that all three domains (happiness and satisfaction, social functioning and dispositions) showed improvement. ‘Each domain in this Round 2 scaling event was rated in the high range. The most improvement is noted in the social functioning domain. From the collated observations in Round 2 it was noted that the children were happy and enthusiastic, playing cooperatively with each other, making shared decisions and ideas. The observations showed that children reached out to each other and greeted friends warmly. They demonstrated pleasure in their play, enjoyed fun and humour and were receptive to support from educators and other children. The setting up of the play environment gave numerous opportunities for children to make choices about their preferred play options.
and enabled them to engage for long uninterrupted periods to maximise their learning time. Educators were readily available for children and in many play scenarios were actively taking part in play and engaged with children in extending their play ideas. The videoed observations also verified that the relationships educators have with children are warm, caring and supportive.

This year we have changed the portfolio system. Now the children’s portfolios are prepared during the Preentry term and given to parents at the beginning of their ‘sessional’ year, for families to build themselves. In this way they are aware of up-to-date curriculum and activities and can discuss these with their children, enhancing their involvement, rather than the previous system where parents received the portfolio (prepared by staff) at when they left the Kindergarten.

The staff will decide on an RRR focus for 2012, and continue to utilize this tool to improve and assess our teaching.

2011 PRIORITY ~ USING THE EARLY YEARS LEARNING FRAMEWORK - ‘BELONGING, BEING AND BECOMING’:

We are firmly entrenched in the use of BBB. Pedagogical Documentation is becoming much more familiar to us all. Deidre and Leanne are becoming very skilled at using the annotations on the pages they produce, and I have been adding this feature to the room displays. Parent familiarisation is encouraged by regular promulgation of pages for their child’s portfolios through the pigeonholes. We have learned to focus not only on the Outcomes, but also on the Principles and the Practice aspects. The Summative reports are based on BBB Learning Outcomes. In 2012 the staff will continue to base our work on the EYLF, and encourage the new staff member in knowledge and use of it.

2011 PRIORITY ~ EARLY YEARS LITERACY AND NUMERACY:

We have a good number of literacy and numeracy resources, and continue to purchase further appropriate resources. This area is supported in many different ways, eg literacy and numeracy activity kits, puzzles, books, computer programs, weekly visits to the PEPS library for book borrowing etc. The literacy audit conducted by Early Childhood Initiatives Coordinator Pam Lutze on August 18th reports that ‘There is much valuable emergent literacy and numeracy learning happening and we know that for that to occur it needs to happen in an environment which caters for well being within caring supportive relationships. ‘The balance of experiences across the 3 literacy modes is very even, verifying that a rich and varied supply of literacy and numeracy learning is presented for children. Children had ready access to engage in many opportunities for literacy and numeracy learning throughout
the day. Children were able to choose options which had relevance and meaning for them. Their learning was well supported by educators challenging children to extend their ideas in active play and in routine group times.’

‘The graphs below illustrate the provision of literacy across the 3 literacy modes. Fig 3 shows the percentage of literacy provision in each of the 3 literacy modes from Round 2 RRR observations. The second graph, Figure 4, illustrates the provision of rich literacy environments from both audits. The difference in the distribution of experiences across the 3 literacy modes indicates that the provision of experiences is flexible and varied but all together presents a balanced provision across the 3 modes.’

In 2012 the staff will maintain the provision and promotion of literacy and numeracy learning.

2011 PRIORITY ~ WELLBEING  a. Revisit and re-implement 2009 healthy eating project.

Healthy Eating - The focus on ‘fruit only’ for fruit time continues with great success. Deidre continues to put healthy eating information for parents into their pigeonholes. Roz the lunchcare worker puts an occasional reminder note into a pigeonhole if something inappropriate is found in the lunchboxes. The children enjoy looking through our collection of healthy cook books, to choose a recipe that they will cook. We are aware that next year lunch routines may be affected by NQS.

2011 PRIORITY ~ WELLBEING  b. To achieve an increasing culture of kindness, sharing, helpfulness and respect, embedding values with the whole centre community.

Embedding positive culture - a constant task with new children each term. Our inquiry question this year has focussed on social functioning skills which ties in well with this target.

‘The second round of RRR Well Being observations has offered an opportunity to look again at children’s dispositional development. For children to become ’confident and involved learners’ [EYLF, Outcome 4] well-being is essential. High levels of well-being maximise children’s learning potential encouraging the development of positive learning dispositions. Dispositions are linked to attitudes and feelings about ourselves and views about the different identities or ’positive selves’[Carr 1995] that we can be and become.
The graph below [figure 5] reflects the status of children's dispositions [confidence, curiosity, concentration, creativity, persistence, energy/vitality, cooperation and reflexivity] as observed during round 1 and round 2 Well-being observations. This is not meant to be a comparative graph but rather a simple look at the existence of the developing dispositions of children. It is also evidence to support the presence of an active learning environment where the development and growth of learning dispositions is being catered for.

Each disposition has been rated on a scale of 1-4 as to how the disposition is sophisticated [simple to complex] and robust [emerging, frequent, stable or robust]. This type of assessment is based on the work of Carr and Claxton, 2002 who developed a Dispositions Grid to look at the development of learning dispositions.

"Sound well being is an essential requirement for involvement in all learning, including literacy and numeracy. The development of literacy competence begins with children and their parents, carers, and families together, singing, reading and playing and observing the world around them [Spedding et al, 2004]. This togetherness in warm, reciprocal relationships is fundamental to children developing sound well being."

From 2013 we will have to start from scratch each year, with no students to provide initial modelling! However next year we will continue to promote and encourage the good ethos which is developing, through similar strategies.

NB: All quotes are from reports by Early Childhood Initiatives Coordinator Pam Lutze

2011 PRINCIPLES FOR SELF REVIEW

The staff have individually completed the rubrics for the Principles we are looking at this year, which are 'Target Resources', ‘Think Systemically’ and ‘Shared Leadership’. Our combined rating shows a score between Functioning and Strategic for ‘Think Systemically’, a Strategic level for ‘Target Resources’, and a high strategic level for ‘Shared Leadership’. A RADAR chart was completed for the results of this assessment. Again the chart shows that the staff are thinking very much alike, with an agreement that there is a high level of shared Leadership, and a common perception around thinking systemically.
‘TARGET RESOURCES’ - The shed stock-take was completed by the Governing Council. Staff decided to do the puzzles and construction equipment because it is so complex. Many of them were on the old paper inventory, and the ones acquired since moving to this building are on digital inventory. We were caught between the two, and are trying to reconcile them. Leanne has completed the library stock-take which was begun by the Governing Council, and which has had the same issues. The new Governing Council will undertake the kitchen stock-take in the next couple of weeks. We hoped to complete the whole project before the end of the year, but it is such a huge job, requiring many hours of labour and we won’t achieve this. The staff plan to come back during the holidays to complete the stock take. We still purchase new resources regularly. Our kindergarten is actually resourced very well in all areas of play equipment, teaching materials, finances and facilities. Although much of this year our warranted staff has been below three fulltime staff, we have employed ECW Leanne fulltime to assist with the stock take, and other general ECW duties. This has been fully justified! We have also employed extra lunchcare staff as numbers have dictated. However there never seems to be enough hours in the day to complete all the admin jobs in a timely manner. Next year I will consider taking Wednesdays as admin time, which won’t be interrupted by Leadership days and RLE meetings. The needs of the extra .4 staff will have to be considered, so we will need to have a staff meeting on a day that the extra person is working.

We are very thankful for our ECIC Pam Lutze, who is a fount of information and support. In a way it’s a shame that her skills are limited to the small number of kindergartens in F&KI Region rather than somewhere in a much larger region, but we are very blessed to have her to ourselves.

‘THINK SYSTEMICALLY’

The focus on new DECD and Federal initiatives gives huge opportunity to think systemically.

- Universal Access planning for January 2012.

Survey given to parents on 3.08.11 re their preferences in how we offer Universal Access. The greatest number of votes was for two 7.5 hour days each week (8.30-4.00). On 29.08.11 a further survey was given to parents, requesting them to nominate which bookings they would require in the new system. This helped us to determine where the busy periods would be, so that we would know where/how to place our extra .4 teacher. We are planning to employ the .4 teacher on Wednesdays and Thursdays full time. We received information from a kindergarten in Adelaide already operating Universal Access through two long days and the implications of this ‘modus operandi’ for them. Our Universal Access Commencement form has been submitted, and we are awaiting approval for our 2012 planning.

- National Quality Agenda planning for January 2012.

In 2012 the Kindergarten will not be using the DIAF Self Review process, but will provide accountability through a new system, the National Quality Agenda. Pam Lutze has been very supportive in sending us updates and newsletters regarding NQS information. A whole day
closure took place with Victor Harbor Kindergarten on 7th September, where our staff team worked on our site audit to prepare for implementation. (Earlier in the year we had started to look at our policies each staff meeting, to align them, but found that the NQA policies wouldn’t be on the web till November). There is still a whole heap of work to do on this initiative as we approach 2012. A primary focus resulting from the audit is the upgrading of our mission statement to a Statement of Philosophy, followed by preparing all our policies based on DECD/NQS documents. On 10th November Deidre, Leanne and I attended an information session at the South Adelaide Football Club, which gave us further up-to-date information. As we begin working in 2012, I envisage a regular self assessment/audit to catchup on any areas which currently are non-compliant. We are fortunate with the building, which is modern enough to avoid the necessity of any upgrades.

-Early Years System

Deidre and I attended training for this new administration system during the holidays on Friday 29th April. I am using most sections of the Early Years System (including the Annual Census), but there are still some areas to be discovered, eg bulk bookings. The support team is very helpful.

-RRR Deidre keeps a record of the children who have received learning stories or anecdote pages. This grid makes it easy to see which children are always observed or rarely observed.

-This year we have organised Preeentry to be offered during sessions, and had a mid-week staff meeting, to allow a full day of admin time on Fridays. This is relatively successful, apart from the fact that I am absent some weeks due to meetings, and there are also many ‘teacher’ responsibilities which are separate from ‘admin’ responsibilities, which diminish available admin time.

Also this year the Playgroup time slot has been returned to 9am - 12 noon on Fridays, and numbers have gradually built up again. In Term Three there were over 50 children registered, although they didn’t all attend each session.

‘SHARED LEADERSHIP’

- We work well as a team and have consultation in all issues eg a current topics are Kindy Art Show activities and Christmas activities. We have a shared vision and a shared voice. Parents are happy to consult with any of the staff team. As ECW, Leanne will often have the opportunity to chat to parents more often, and share information with them. I believe the parents regard all of the staff as shared leaders. Deidre and Leanne are registered as users of the Management systems and they share leadership duties such as completing tasks on Business Manager and the Early Years System. Deidre and Leanne produce the Learning Stories and other documents around children’s learning. Leanne is responsible for the photographic records and preparing the children’s portfolios. Deidre manages the curriculum and CAYHS screenings. Deidre attends Governing Council meetings when she can. Leanne is now permanent half time, and is going through the process of applying for the Certificate 3 training which is mandatory for the NQS. She has now applied for an RPL course, for which she feels confident in all but two of the competencies. Leanne has
modelled well on the example of Deidre and myself, and we value her highly as an educator and staff team member.

In 2012 we will work hard to make the new staff member feel welcome and included as a part of our wonderful staff team.

Report from Governing Council

Again this year we have been operating with a very small Governing Council, as members have been leaving each term as their children start school. In fact four members left mid year, including the Chairperson, leaving two remaining members. I wish to extend a very big thankyou to the individual Council members for the input and guidance they provided in the time they were here. Through canvassing the Term 3 Preentry families, a new group of parents offered themselves for the Governing Council to carry through 2012. This group has attended one meeting, but decided not to allocate executive positions until the following meeting which was the AGM. Therefore I have undertaken to prepare a précis of activities undertaken by the original committee in the first half of the year.

- Kindy Cookbook collated and printed in Term 1. About 70 copies sold through the year
- Electrical testing and tagging carried out by Peter Robinson on March 17th
- Stocktake of shed completed and numerous resources disposed of.
- 20 adult stackable chairs purchased in April to be used for meetings. These have been a well used addition, particularly for the Multijoy twins group which meets fortnightly at the Kindergarten.
- Australia’s Biggest Morning Tea held on 25th & 26th May. Grandparents and older friends invited. $95 raised.
- Kindergarten hosted various parents meetings for Fleurieu Families
- 2 new bikes purchased for the children

Student Data

<table>
<thead>
<tr>
<th>Enrolments</th>
<th></th>
</tr>
</thead>
</table>

Figure 1: Enrolments by Term

Total Enrolments 2009 - 2011

![Bar chart showing enrolments by term for 2009, 2010, and 2011](chart.png)

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Enrolment by Term</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
<td>Term 1</td>
</tr>
<tr>
<td>2009</td>
<td>55</td>
</tr>
<tr>
<td>2010</td>
<td>81</td>
</tr>
<tr>
<td>2011</td>
<td>61</td>
</tr>
</tbody>
</table>
2010 saw the highest number of children ever enrolled at Port Elliot Kindergarten. Some have facetiously referred to these as the '2005/2006 Baby Bonus Bubble', and this larger group of children is now increasing the ranks of Reception classes right across the South Coast. With 36 children leaving at the end of last year (an unprecedented number), our enrolments have now returned to a 'pre-bubble' level. Encounter Lutheran School began Universal Access in July this year, and I believe this has contributed to a drop in enrolments of children who formerly may have enrolled at our site. (Currently we only have two enrolments who will attend Encounter). This term we have 29 Preentry enrolments, which again will increase our numbers for 2012.

**Attendance**

**Figure 2: Attendance by Term**

**Attendance Percentages 2009 - 2011**

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009 Centre</td>
<td>85.5</td>
<td>88.3</td>
<td>92.3</td>
<td>91.5</td>
</tr>
<tr>
<td>2010 Centre</td>
<td>88.9</td>
<td>76.5</td>
<td>91.1</td>
<td>88.8</td>
</tr>
<tr>
<td>2011 Centre</td>
<td>88.5</td>
<td>78.9</td>
<td>85.1</td>
<td></td>
</tr>
<tr>
<td>2009 State</td>
<td>87.2</td>
<td>87.8</td>
<td>86.1</td>
<td>86.8</td>
</tr>
<tr>
<td>2010 State</td>
<td>88.8</td>
<td>90.3</td>
<td>88</td>
<td>88.2</td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td></td>
</tr>
</tbody>
</table>

The attendances have varied over the last three years. This may be due to the vagaries of individual enrolments, displaying irregular attendance.

**Feeder Schools**

**Table 3: Feeder School Percentage Data 2009 - 2011**

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>0156 - Goodwood Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>10.2</td>
</tr>
<tr>
<td>0157 - Goolwa Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>0335 - Port Elliot Primary School</td>
<td>Govt.</td>
<td>60.9</td>
<td>55.9</td>
<td>64.1</td>
</tr>
<tr>
<td>1660 - Victor Harbor Junior Primary School</td>
<td>Govt.</td>
<td>1.5</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>8439 - Tyndale Christian School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>2.5</td>
</tr>
<tr>
<td>8498 - Tatachilla Lutheran College</td>
<td>Non-Govt.</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9012 - Encounter Lutheran School</td>
<td>Non-Govt.</td>
<td>15.2</td>
<td>20.7</td>
<td>5.1</td>
</tr>
<tr>
<td>9406 - Investigator College</td>
<td>Non-Govt.</td>
<td>18.1</td>
<td>19</td>
<td>15.4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.1</td>
<td>100.1</td>
<td>99.8</td>
</tr>
</tbody>
</table>
(The above graph is flawed as we have no children intending to enroll at Goodwood Primary School)

A significant amount of our families enroll at private schools rather than the public system. Because Encounter Lutheran School has begun its own ‘Early Encounters’ group, the enrolments for that school have decreased this year. (With the introduction of Universal Access this year it became a Child Care Centre offering very much cheaper fees.) We have very few children who go on to Goolwa or Victor Harbor Primary Schools.

Client Opinion

5 responses were returned through the online system by the due date and a further two paper copies were returned in Term 4 (Too late to be a part of the survey). All of the survey responses were very positive, with answers being either ‘strongly agree’ or ‘agree’.

Parent Comments - Support of Learning

The student support is fantastic, I was extremely impressed in how fast a speech problem was picked up, assessed and treated. My child’s problem was picked up on his second visit of PRE ENTRY, it showed me how the teachers resources are update to date, and there is plenty of support.

Parent Comments - Other comments

My Daughter is only pre-entry this term but so far I am more than happy with Port Elliot Kindy and the teachers there. I have not had a single problem with my daughter feeling unhappy, frightened or anxious about anything that has happened while she is there.

Accountability

National Partnerships

Port Elliot Kindergarten is beginning the Universal Access system in January 2012.

Financial Statement

The DECS-appointed auditor visited on March 9th to complete a financial audit for 2010. We will have a similar visit next year for 2011. The End of Year Profit and Loss Statement will be included later as an appendix.