The kindergarten is located in the Salisbury town Centre precinct. We are 20 km from the GPO. Our local schools are - Salisbury Primary School, 850m away and Saint Augustine’s Parish School, 300m away. There is also a community based childcare centre, Oasis, 180m away on the other side of Ann St. A number of our families also access the TAFE which is directly across the road from the centre.

In 2015, a number of staff remained the same however we did introduce a new teacher to the sight who has been permanently allocated to the centre. Our enrolment numbers overall were a little lower than the previous year, but we saw a greater increase again in the numbers of families enrolling from a diverse range of cultures. This is a trend we have noticed over the last 2 years and is also continuing into 2016.

2.REPORT FROM GOVERNING COUNCIL

In 2015, the Salisbury Kindergarten again had a very small but dedicated Governing Council. Again we had a number of the members who were previous parents of the site or representatives from the Salisbury Active Playgroup. The Governing Council were involved in 2 big discussions in 2015:

- One of the biggest discussion points for the governing council in 2015 was the investigation of the co-location of the kindy onto the Salisbury Primary School Site. This was instigated in response to an expression of interest form sent by DECD. The Governing Council were open to the possibility and spent many hours looking at the benefits/advantages and disadvantages. As this is being written, the debate is continuing and no final decision has been made.
- The Governing Council endeavoured to plan a variety of fundraising events, however the input from parents was minimal. After a disappointing garage sale, the decision was made by the Governing Council to abandon fundraising in 2016 and instead increase the kindy fees to $90 per term (up from $75)
3. HIGHLIGHTS 2015

We had many highlights in 2015:

- Through observation, we discovered the children had a keen interest in the environment and animals. Many children spent a great deal of time exploring the centre looking for bugs and insects. We also brought animals into the centre including our resident tadpoles and frogs.
- We celebrated many cultural festivals and events last year including Pancake Day, Chinese New Year, Easter, Christmas and Diwali. It was great to have our Nepalese bi-lingual worker share with us the real meaning of Diwali and make it a relevant and meaningful celebration for our Nepalese families. The staff also enjoyed the opportunity to wear saris.
- This year, we continued our termly visits to Salisbury Primary School. One Friday each term, the children went to school and had their preschool session at school. The children had the opportunity to be involved in assemblies, classroom activities and gym activities. The children discovered that the preschool environment was replicated in the free play area in the junior primary building as they engaged in dramatic play, construction play and art activities. We have found that the relationships we have built with the Primary School have increased over this time and more families are choosing to send their children to Salisbury for their schooling.
- We have continued to implement our Eat A Rainbow program with the aim of teaching children the importance of eating a variety of different coloured fruits and vegetables for overall health and wellbeing. We enjoyed not only tasting but cooking a variety of foods each week. Our bi-lingual staff and parents also added to this program by providing foods from their cultures for the children to try.
- This year we were lucky to receive a grant from the Paralowie Lion’s Club which we used to create our rainbow garden. We wanted to be able to grow a variety of coloured vegetables to support our healthy eating program. The children were involved in all aspects from choosing the plants, to planning the landscape to caring for the garden. They were able to watch the vegetables grow and once ready, they were involved in picking the vegetables to taste. As we had such an abundance of food, we also sold the produce to our families. The success of the garden was documented with an article in the local messenger.
- We held a number of incursions and excursions this year including a visit by NAWMA to support our recycling focus, The Botanic Gardens and Urrbrae to support our environmental focus. We also had an impromptu visit from the local police on horses which was a real highlight for the staff and children alike.
Quality Area 1 – Educational Program and Practice

To improve our assessment cycle by utilising the qualitative data we collect through our play based approach

- Educators attended a variety of training sessions both individually (and shared these with other educators) and as a whole site team. These trainings included introduction to the literacy and numeracy indicators, Reggio Emilia, Learning Stories with Wendy Lee, PD with Pam Lutze our Early Childhood Leader.
- Part time staff who work at other sites, shared the best practice they had seen and we discussed how we could implement the ideas keeping in mind our context.
- We sourced information about how to share information with families and local schools in relation to the end of year statements of learning.

Where to in 2016:
- Continue with above strategies
- We will focus specifically on reflecting on the changes that we make to ensure that the learning cycle is complete.
To continue to build upon our focus on observing, listening and documenting children's dispositional learning.

- As we had a new staff member who was not as familiar with our pedagogy, it was a great opportunity for us to reflect on why we changed our ways of collecting, analysing and implementing our program.
- We continued to access PD opportunities to further increase our understanding of observations - with a focus on links to the Preschool Literacy and Numeracy Indicators.

Where to in 2016
- We hope to employ a bi-lingual on a long term contract to support our children from Nepalese backgrounds. We know this will help us to gain a better understanding of the needs of these children and their families and will provide more relevant documentation to the families.
- We will update the information shared with families in the children’s portfolios to include the Preschool Indicators and explain the why of collecting the information we do and how we incorporate this into the program.
- We will dedicate more time during planning time to reflect on our observations and the learning - rather than looking at the experiences we can provide.
- We value the PD we were involved in with our ECL and hope to continue to build on this.
- Resources were purchased which supported staff to create interesting and meaningful learning stories.
- We will be using the RRR scales to look at our environment and we will also be challenging the idea of “why do we have the transitions that we have in the preschool setting?”

Quality Area 2 – Children’s Health and Safety

To develop strategies to ensure that all relief staff, volunteers and students have an understanding of our policies, procedures and pedagogical practices including healthy food, active play and sustainability

- As we had a new staff member join the team in 2015, it was a great opportunity to gain feedback on the value and relevance of the induction program we currently had. As a result some changes were implemented.
- Additional visuals were created to support staff and families to understand our healthy eating policy.

Where to in 2016
- We looked at making 1 person responsible for the whole induction process but in 2016, the ECWs will induct new ECWs and the director and teachers will induct the teachers who come in in various capacities - whether it be a days relief or a short term contract.
Quality Area 3 – Physical Environment

To ensure that the indoor learning environment is challenging, engaging, aesthetically enticing and is responsive to and supports dispositional learning.

- We held discussions with the Modern Teaching Aids resources group about planning an indoor environment and the costs involved in purchasing new furniture. We made some small purchases and will build on this in 2016.
- We held a “challenge week” where all of our big white kindy tables were removed and different or no tables were utilised instead. This proved to be a very interesting but challenging task for staff. It helped us to realise the types of furniture we would like to purchase but also made us think about the different levels/heights of tables and what would work for both children and staff. One of the interesting outcomes of this was particularly noted at the playdough area. With no table and a plastic sheet and cushions on the floor - staff were less engaged with the children as it was not comfortable for staff. This exercise gave us plenty to consider for redeveloping the indoor space in 2016.

Where to in 2016

- As a result of our NQS assessment, DECD has visited the site and identified supervision issues which need to be addressed. This will involve knocking down walls, adding windows etc and this will then enable us to have greater space and flexibility to plan the environment. We will then be able to purchase furniture that better supports each child’s learning.
- A focus will also be on our verandah area - particularly as it will become an additional room through the identified NQS process.
- We will continue to build on the fantastic outdoor natural learning environment we have started and redesign the garden area with our new group of children

To explore how to better set up our large veranda space for prolonged sustained engagement.

- During the year, we started to remove tables from under the verandah and provide more opportunities for construction play. More mats were used under the verandah area and quiet spaces were set up. We still found that the children are still using the area as a walkway and are more highly interested in outdoor play.

Where to in 2016

- As mentioned above, the NQS assessment has meant that changes to our indoor and outdoor space need to occur. The verandah area has been earmarked to become an extension of the indoor play space with additional blinds, heating/cooling and lighting to be installed. Again once this has been done, this will open up the opportunities to redesign the furniture we use in this space and how we set up the area.
Quality Area 4 – Staffing Arrangements

To support bi-lingual staff to implement programs to meet the needs of the individual children they are working with

- At the beginning of the year, the director meets with the bi-lingual worker and discusses the information that all the educators are collecting. This enabled us to have some good discussions about the children but also gave the bi-lingual workers some clear directions. As the year progressed, the bi-lingual workers were able to share more and more information and supported staff to complete statements of learning for our bi-lingual children and their families.

Where to in 2016
- This process will continue in 2016 and our aim is to employ our bi-lingual support worker as an ECW due to the DECD staffing on enrolment strategy.

For educators to become familiar with the DECD literacy and numeracy indicators

- In June 2015 all staff (including core staff, support staff, bi-lingual workers and UniSA placement students) attended the Orion Closure Day on familiarisation with the indicators. It was a great opportunity for all staff to be at the same training and to have some good discussions about where we all were at in relation to the indicators and develop some common understandings.
- Each staff member was given a copy of the indicator charts to begin to become familiar with and in particular to become familiar with the language so that they could begin to use the language in their documenting of children’s learning.
- When planning meetings occurred we began to look at observations with multiple lenses. We looked at what the learning was in context, what the learning was with a numeracy lens and what the learning looked like with a literacy lens.
- Our numeracy + work as a partnership also helped us to investigate the indicators with a numeracy lens and led us to create a display for families which helped to explain numeracy learning through play.

Where to in 2016
- The indicators continue to be a major focus of the work we do as educators.
- We will display the indicator processes and the indicator learning which occurs through play for our families and for staff to continue to embed the language and the processes in our own minds.
- The indicators will be more prominently displayed in our documentation which we share with families and will appear in each child’s portfolio.
Quality Area 5 – Relationships with Children

To better support the engagement of our EALD children in relation to their literacy and numeracy development

- As previously mentioned the bi-lingual support staff were involved in our early PD about the literacy and numeracy indicators. This gave them some very basic information and the opportunity to engage with the indicators.
- Checklists were created to support the bi-lingual workers in 2015 to gain a more holistic picture of the child

Where to in 2016

- Our focus in 2016 will be to continue to support the bi-lingual staff but also our new ECW’s to gain a better understanding of how to collect and analyse observations of play and give them a literacy and numeracy lens.
- We hope that more staff will be able to attend staff PD and meetings. We are currently looking at a range of ways that this can occur.
- We also aim to support new staff around our pedagogical practice and the learning cycle to ensure that all staff have a clear understanding of how children learn and how we document this learning to ensure that we are providing the best opportunities for all children to experience success and a strong sense of belonging and wellbeing.

Quality Area 6 – Collaborative Partnerships with Families and Communities

To ensure that our EALD families understand the information that is being communicated to them about our service

- We continued to utilise a range of strategies to support our families who do not have English as a first language. These include
  - our use of visuals to explain the routines of the centre
  - a large number of photos used to show learning experiences
  - utilising other families who speak the language to explain information such as session times, excursions, where to pay fees etc
  - our bilingual staff started at the beginning of the session so they were available to speak to families and explain any information about the children or explain newsletters, notes etc
  - our bi-lingual workers making phone calls to families to explain information
  - the bi-lingual workers would read through the statements of learning and explain the child’s learning at the centre but then would also record the parent’s feedback for staff
Where to in 2016

- We will continue to utilise the expertise of our families and educators to support the engagement and understanding of our non-English speaking families.
- As previously mentioned, we hope to employ our bi-lingual Nepalese worker as an ECW for our yellow group of children. She will have a greater role to play in supporting children and families from the Nepalese community.

To better engage with services within our local community

- The director became involved in the Community Engagement Portfolio within the Orion Partnership with the view to building her understanding of the services available for families within the Salisbury Area. This led to her involvement in the particular area of community opportunities for newly arrived families. This group has taken longer to establish and will aim to build this in 2016.
- Our Nepalese bi-lingual worker reached out to members of her community to come and work with the children at Salisbury Kindergarten and also invited staff to the Nepalese community event which she had been involved in organising.
- The teacher at the site made some links with the local library and culminated in staff from the library visiting the site during book week.
- We continued to build our relationship with Salisbury Primary School by visiting and working with the early years staff and children each term. We have found this very beneficial in helping our children to feel more confident about going to school. We have been doing this for a couple of years now and we have found that the number of children transitioning to Salisbury Primary School has grown over this time.

Where to in 2016

- The director will continue to be involved in the Community Engagement Portfolio and regularly attend meetings and provide and share information with the group, the educators and families at the site.
- We would like to further build our links with the local library and police who are situated very close to the centre and organise regular visits.
- We will continue to visit and build upon our relationship with the Salisbury Primary School. With the aim of creating a seamless transition but also for there to be shared understanding and valuing of the work that is being achieved at each setting.

To ensure that all families have access to information about the literacy and numeracy learning that is occurring at the site through a play based program

- When sharing learning stories and other forms of documentation with families, the educators were using more of the language from the literacy and numeracy indicators and making the links to play.
- When parents were wanting information about their child's literacy and numeracy development (and specifically about writing and counting), the educators were able to explain the pedagogy of learning through play and the importance of developing skills appropriate to the preschool setting and talking about dispositional learning.
• Displays for families highlighted the literacy and numeracy learning that occurs during play.

Where to in 2016
• Continue to build on these strategies in 2016.
• Making documentation a focus and displays within the centre a more deliberate opportunity to show parents the importance of dispositional skill development and the value of play in developing the skills of literacy and numeracy
• Provide opportunities such as twilight kindy sessions where families are encouraged to come and "play". This is a great chance for educators to highlight the learning that is happening during these experiences

Quality Area 7 – Leadership and Service Management

To better store our archive to improve confidentiality of past and present families

• Our ECW Linda took on this role as it was an area which she identified as of interest to her work. Linda investigated through DECD what needed to happen and how to start the process of moving our archives to state office. As it turned out this was not possible so in 2016, Linda is keen to investigate training opportunities to start a new and improved way to file all of the information that the site holds.

To improve our administration systems to ensure better time management for staff

• The director developed a Performance Plan Policy with a more formalised structure, including timelines for all staff. This gave the staff a clear understanding of when and what was expected from them in relation to their yearly performance reviews.
• A communication book was created and located in the staff sign-in folder which enabled all staff to be aware of any issues/events etc. This has proven beneficial as we have a number of part-time staff at the site and this communication book has enabled all staff to become more aware of what is happening. This will continue in 2016.
NUMERACY/LITERACY INDICATORS

2015 was the familiarisation year for the indicators. We, as a site team, mainly used our staff meeting times to investigate the indicators and always had them displayed in the office as a visual reminder. The whole site team including support workers and bi-lingual workers were engaged in a whole partnership closure day with the focus on developing an understanding of the indicators. The director attended 2 workshops in the holidays regarding familiarity with the indicators and reporting using the indicators. These sessions were run by the Primary Maths Association. As there was no specific training opportunities provided by DECD, the funding allocated to the literacy and numeracy indicators is being carried forward into 2016.

5. INTERVENTION AND SUPPORT PROGRAMS

Preschool Support Program:

This year saw a decline in the numbers of children accessing the Preschool Support Program and there were no referrals were done for special schooling options packages. This year we supported 5 children. 2 children were supported for speech, 1 for a hearing impairment and 2 with developmental delays. We were supported by SERU with the supply of a microphone to use in the centre for our child with a hearing impairment.

We were able to have all of the children supported by the same preschool support worker for the entire year which was really important in terms of the program we could offer and the continuity for the children and also importantly for the families. Each of the children had individual learning goals and 100% of the children made gains in one or more areas.

Bilingual Program:

Over the last 3 years, we have seen a steady increase in the number of children attending the service from diverse backgrounds. We have found this to be very challenging for staff in terms of being able to build relationships with families. We had 14 different languages to try and support this year which was impossible but we were able to support our 2 largest communities. These being the children who spoke Nepalese and the children who spoke Tedim. Again, like preschool support, we retained the same bi-lingual workers for the entire year. The greatest benefit of the bi-lingual program for us is making the links and the connection between the site and the families. As mentioned in other areas of this report, our bi-lingual support staff were able to explain to families mundane tasks such as basic routines, how to pay fees, how to fill in forms, explain events when they were happening through to speaking to families about the importance of regular attendance at kindy, the children's progress and supporting families to understand and respond to various documentation collected about the child.

As our children are grouped into 2 groups, our bi-lingual workers were also able to make phone calls to the families of the children in the group that they did not get to work with. The information relayed back to educators about the children's development was also invaluable to the staff in planning for the children's needs and areas of interest. In 2016 as we have a large Nepalese cohort expected, and with staffing based on enrolments, we will be utilizing our bi-lingual support worker as an ECW and have her working at the site 2.5 days per week – instead of 4 hours per week. We believe the opportunities this will create will be invaluable in supporting our Nepalese Community.
6. STUDENT DATA

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>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>54</td>
<td>59</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>75</td>
<td>79</td>
<td>81</td>
<td>81</td>
</tr>
<tr>
<td>2015</td>
<td>61</td>
<td>60</td>
<td>67</td>
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</table>

Our data definitely shows that enrolments are cyclic. They appear to increase one year and decline the next and this pattern appears to continue in 2016 as our enrolment numbers again increase to around the 80 mark.

Attendance

Figure 2: Attendance by Term

Table 2: Attendance Percentages 2013 - 2015

<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 Centre</td>
<td>2014 Centre</td>
<td>2015 Centre</td>
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### Attendance Percentage

<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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</thead>
<tbody>
<tr>
<td>2013 Centre</td>
<td>77.8</td>
<td>81.4</td>
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<tr>
<td>2014 Centre</td>
<td>92.0</td>
<td>89.9</td>
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<tr>
<td>2015 Centre</td>
<td>88.5</td>
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</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>
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</tr>
</tbody>
</table>

Our data indicates that attendance definitely drops off in Term 3. We have continued to investigate why this is happening and, as previously stated with our non-English speaking families, getting a true picture of why children are not attending is difficult. Being the winter months and the expected spike in illness and cold weather and the lack of transport for some families would be reasons for the drop in attendance. The other important information to consider is that as children attend for a full day, when they miss a day they are actually losing up to 50% of their sessions for the week. (the children attend 2 full days one week and 2½ days the following week.) We also had a number of families return to their home countries for extended period of times and we also have families who missed weeks due to cultural festivals.

### 7. CLIENT OPINION

We again this year chose to use our own parent opinion survey as the DECD one is too complex for our families. In 2015 we struggled to get many surveys back – only 7 were returned. We had 11 questions which were directly related to the work we were doing at the site and had 4 levels of response AGREED NEUTRAL DISAGREE DON'T KNOW. The pleasing results from our survey were that out of 77 responses, there were 74 agreed, 3 neutrals, 0 disagree and 0 don't know. Each survey also had 4 questions to comment on and another pleasing result was that out of the 28 questions there were written responses to 22 of these. Even though the sample was small, the results say to us that we have explained the program well, responded to children’s needs, provided an inviting and warm environment and have provided information to families in a variety of ways.

Responses to the question “when I speak to people about this kindy I say”….. included:
- “very happy with it”.
- “this kindy is better one and I found mine and most of the other children happy”
- “it has playgroup for younger child, a lot of good play equipment and the staff are really welcoming”
- “that it is a great kindy that my child loves attending”
- “it is a fantastic kindy for any child to start in”
- “the staff are great and it is a nice place”
- “this kindergarten is very helpful to develop knowledge for our kid especially speaking, learning and friendly to each other”.

In 2016 we will ask our bilingual workers to help us to complete these surveys with families as this was not done with families this year – although some of the surveys were returned by our linguistically diverse families. In 2016, we will also try sitting down with families and asking them to fill in the surveys straight away and early in Term 4, rather than towards the end of the year when it is easy to forget.
8. ACCOUNTABILITY

Again, the process for getting Governing Council members cleared was extremely long and so we needed to implement strategies to enable them to continue to be involved while waiting for the clearances to come through. It is pleasing to see that this has been addressed by DECD and members now do not need to have clearances. All staff who worked at our site had all clearances and certificates required. We continued to implement a spreadsheet to keep track of all of these pieces of information. Reminders were given to educators who needed to complete updates during the year. All core staff updated their first aid and RAN in 2015.

9. FINANCIAL STATEMENT

<table>
<thead>
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<td>2 Grants: Commonwealth</td>
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<tr>
<td>3 Parent Contributions</td>
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<tr>
<td>4 Other</td>
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