1. CONTEXT

Preschool Name: Dernancourt Kindergarten  Preschool Number: 4613
Preschool Director: Natalie Stormonth  Partnership: Modbury

Kindergarten Staff:

Stephanie Habner (Teacher)
Melanie Cook (Teacher)
Leanne Fleet (Early Childhood Worker)
Kerry Anne Uglesic (Pre school Support)
Debbie Edwards (Preschool Support, Playgroup Coordinator)
Sally Choo (Bilingual Support)

Dernancourt Kindergarten is a stand-alone preschool currently operating full time. The kindergarten is located in an established area within the suburb of Highbury, tucked away on a suburban street and not specifically linked with a primary school. This enabled us to provide a preschool education for children enrolled at a number of various schools. In 2014 children transitioned to 23 different schools. Kindergarten sessions ran from Monday to Thursday as full days and on a half day Friday’s fortnightly. Playgroup ran fortnightly on the alternate Friday mornings to the kindergarten session.

Throughout 2014 there were many changes and issues for the centre and staff to adapt to and/or resolve. The first significant issue was whether the permanent Director Tina Wise (who was on leave directing at Klemzig Kindergarten) would be returning to her position as Director of Dernancourt Kindergarten. Natalie Stormonth who was currently filling the position was awaiting word as to whether Tina would be returning to Dernancourt Kindergarten or taking on directing another site. This would create a flow on effect to the teaching staff if Natalie stepped back down into a teaching role. Term 2 was quite unsettled for enrolled families and the staff whilst awaiting an outcome. The governing council and kindergarten community were vocal in their support for staffing to remain as was and provided a lot of support to the staff during this time. The result ended with Tina Wise directing at an Eastern based kindergarten. During term 4 Tina Wise was appointed the new permanent Director at Rostrevor Kindergarten enabling Natalie to continue in her role as director at Dernancourt Kindergarten. This position will be advertised during 2015.

Stephanie Habner and Melanie Cook sharing the teaching load for the year each working in a .5 capacity. The number of attendances continued to increase throughout the year reaching a maximum of 58 enrolments during term 3. Staff worked in partnership with an ECW, Leanne Fleet and support staff Kerry anne, Debra and Sally (all worked in a part time capacity depending on need).

The second significant issue that occurred at Dernancourt Kindergarten was the sudden relocation of site. This was a result of issues identified by structural engineers with some of the roof trusses. This was first identified when an electrician noticed some irregularities with some roof beams during minor works. On closer inspection by engineers it was deemed that the roof was unsafe and in need of replacement. Immediate action was taken to notify the families, meet with the Governing Council, kindergarten community and DECD representatives. The kindergarten was closed for a period of 1 week whilst the kindergarten
underwent relocation to Dernancourt R-7 School. Working alongside Assett Services, Facility Managers, The Regulatory Board, our Education Director and Principal of Dernancourt School we were able to convert a space within the existing resource centre and make it a suitable and safe place for use by preschoolers. One identified issue of concern raised by the regulatory board and staff was the supervision of toileting (toilets were located a distance away from main rooms) and the increase of non-visible areas. This was resolved by DECD allocating additional staffing during our time at the school site. A pool of temporary ECW’s was utilized during this time.

The building project whilst initially focused on the roof replacement has now been extended to include further works to the kindergarten to make it compliant with current National Quality Standards. Improvements include renovations to the children’s bathroom, an access/staff toilet installed, kitchen replacement and other works.

2014 saw the continuation of the Universal Preschool Program offering two full days and one half-day session fortnightly for our fulltime enrolled children. Our full day sessions ran for 6 hours and 45 minutes, leaving a 3-hour ½ day session fortnightly to bring the total hours offered to our children up to the regulated 15 hours (30 hours per fortnight).

Dernancourt Kindergarten was able to offer transition visits for our 2015 enrolments during term 4. Parent opinion indicated that transitions were desired and as a staff team we saw the value in establishing relationships with the new families and children prior to them beginning fulltime 2015. The transition visits were structured as a half day on a Friday fortnightly and charged at a higher rate per session to cover the cost of staffing. These were optional and families could select the amount of transition visits required. 42 families decided to take up this opportunity. This proved to be a very valuable introduction to the kindergarten year, also resulting in Preschool support options set up for the commencement of 2015.

Overall a total of 58 children attended kindergarten fulltime, 1 child had access through early attendance and 42 children attended transition visits. For 4 children English was their second language, 6 children received speech support (through DECD and/or other agencies), 4 children received disability support and 3 children, behavioural/social/emotional support. DECD Support Services were involved in different capacities throughout the year. We worked in conjunction with speech pathologists, psychologists, occupational therapists and disability coordinators. Additional funds were provided for these children that enabled support workers to work directly with their needs. Extra support time was also provided through the centre’s Early Intervention and Literacy and Numeracy grants to support these and other children. CAYHS screening tests were also offered to families throughout the year with many 4 year olds receiving health checks and following up on referrals.

Curriculum:

The kindergarten curriculum is based on the Early Years Learning Framework (EYLF) “Belonging, Being and Becoming”. The program is based on a fortnightly cycle of child observations. This is the basis for our programming, implementation and evaluation. Evaluating the program regularly enables us to determine each child’s needs and specific areas of learning for the future.

We provide a play based curriculum in a safe environment that encourages children to explore competently, and courageously. The play based curriculum provides opportunities for the children to develop physical, social, emotional, cognitive and language skills. It is our expectation that each child will be a successful learner. Each child has a portfolio that includes work samples, photographs, learning stories and reports. Parents and children are encouraged to access these portfolios anytime.
2. REPORT FROM GOVERNING COUNCIL

I was thrilled to be nominated and was honoured to accept the role of Chairperson. With my second child attending, I felt it was important to be involved, develop rapport and have input into decision making.

Dernancourt Kindergarten staff and families have experienced a massive year. So many wonderful memories were made and also some of the most significant challenges this kindergarten has ever faced were experienced. The uncertainty of staffing, especially the Director position and having the Kindergarten closed and relocated for Term 4 due to major building repairs.

Letters of support were written to the Minister and David in support of keeping our wonderful Director Natalie. Natalie had made so many significant positive improvements to the centre and took special interest to all our children’s individual needs. I am pleased to see that we had her stay for the year, although it would be wrong not to acknowledge how unsettling and stressful it was for all, especially Natalie. She managed to remain professional which is a credit to her and demonstrated her outstanding Directorship. It is unsettling for everyone as we wait for the appointment of a permanent Director. I, like many others, would like to see Natalie permanently appointed.

Our Governing Council, together with staff and families bound together and embraced the shock of having the kindy closed. We all met at The Rezz and had the Department of Education representatives attend to answer all our questions. The strength and unity of the families was amazing. The move to Dernancourt Primary School, who kindly took us in was a true demonstration of dedication and team work. I witnessed a monstrous move and I truly was proud to be a part of such love and commitment.

So many wonderful experiences were also encountered throughout the year. Fundraising events such as the Election Sausage Sizzle (where families supported the staff and made new friendships), the Cancer Council Biggest Morning Tea, RSPCA Cupcake Day and the Spotted Dog Tea Towel (with all the children’s drawings and self written names) - a priceless precious useful keepsake.

Family Fun Night was awesome and so much fun with great attendance. Learning children’s games to play with your own family was uplifting. Amanda Bartrum, a guest speaker re school transition, was well received.

The children had memorable incursions, excursions, events and visitors such as Zoo Mobile, The Very Cranky Bear at the Patch Theatre, Bus Wash, Dancify, PJ day, Book Week Dress up, Wacky Warehouse Play Cafe, Harp player, parent dance classes, learning Auslan and family cooking sessions such as Greek biscuit and sushi making. A generous parent funded some of these events, thank-you.

Our end of year Christmas celebration was successful with many local businesses supporting us with amazing donations.

Strong community involvement was demonstrated by families attending working bee days. The refurbishment of “The Boat”, led by an artistic parent, involved the children who each painted sea creatures to the exterior sea design. It will last for many years and is a proud monument of the kindergarten. We were also privileged to have a parent maintain our grounds.

A successful grant application to the KESAB’s Wipe-Out Waste program meant the kindy could purchase a chicken coup. The children had experienced watching eggs hatch, learning and playing with chickens that were brought in by the director. They learnt the benefits of recycling food scraps into viable food for the chickens and reducing the waste that goes into landfill. Now with their own coup future children will enjoy the same and much more with chickens permanently onsite.

How privileged we all were to have one of the kindy SSO’s have her 12 week teaching placement with us. She foundered the Dernancourt Kindy private members only
Facebook Page. This was timely and was greatly received by families. It has been a fantastic way to stay connected and informed especially with the kindy renovation updates. The website was also upgraded with further improvements to be made in the new year.

Even with all the major challenges it has been an amazingly positive year. The children have been prepared for their transition to school and friendships will continue to strengthen for a lifetime.

I would like to formally thank our Secretary Rebecca who has been a great support to me and extremely dedicated to our kindergarten. This year had shown us that a kindergarten is only as great as its staff and families. Location and cosmetics does not make a kindergarten; a wonderful, committed, fun team of staff and wonderful supportive families does.

Dernancourt Kindergarten is what it is because of you all- thank you. Regards,

Maggie Roediger

3. HIGHLIGHTS 2014

Site Move

2014 was a year full of many highlights. Whilst it was a year of many changes and upheaval, there were many positives to be taken from the experiences. Dernancourt kindergarten is part of the Modbury Partnership where leaders from schools (primary, secondary and special) and kindergartens meet regularly for professional development opportunities and networking. Through these meetings Dernancourt Kindergarten continued to build strong relationships with other settings and in particular that of Dernancourt R-7 School with Chris Ferguson as principal. Her support during the sudden closure of the kindergarten was integral to our successful transition to a new learning environment. Accommodating our needs and welcoming us into the school community has strengthened relationships between our sites, families and the general community. What was achieved in a short span of time to create a warm, and inviting educational setting ensured the ongoing service of a quality program. Feedback from families was positive. The teamwork and commitment levels of all staff during this time were second to none.

Facebook Page

Term 3 saw the commencement of our private closed group Facebook page for the current Dernancourt Kindergarten families and staff. This proved to be a real asset with communication between those families involved increasing. This also proved to be a very effective way to receive feedback from parents regarding programmed activities, the move, and upcoming or events attended. It also provided clarity and insight as to when communication wasn’t hitting the mark by the number of questions raised on the Facebook page and gave staff opportunity to respond with further information.

Transition Visits

Transition visits provided for our 2015 enrolments gave staff an opportunity to get to know the next cohort of children and their families. This was a positive time for all and whilst families are uncertain of where their children will be starting due to the building works, it was still well supported by the majority of them.

Statements of Learning

Families received two written reports throughout the year. One was midyear, a My Profile template, incorporating child’s voice,
artwork, photo and feedback over the five outcome areas. The feedback from families regarding these was very positive, previous families look forward to receiving these. The end of year Statement of Learning underwent a change of format. This was fully narrative and again received well by parents. We are yet to receive feedback from teachers at the schools receiving these.

**Curriculum highlights**

**Outcome 1: Children have a strong sense of identity**

This year family involvement was high, with many volunteering to cook their cultural dishes (sushi, kalourn), lead dance workshops, teach children a second language (mandarin, guarna, and Auslan), share their occupations (fire trucks visiting, Dietician, face painter, artist), and lead gardening and art experiences. We celebrated birthdays by acknowledging each child by wearing the ‘birthday hat’, receiving a certificate and singing. The children enjoyed experiences of role playing, dressing up and reenacting many of their favourite Disney movies (particularly Frozen). They enjoyed dressing up for book week and having the persona dolls Henry and Molly over for family sleepovers. The children all had a family page to be completed and were able to share these in a group presentation.

Several of the children demonstrated a keen interest in gardening, so it wasn’t long before we established some new garden beds to plant vegetables and herbs. A parent volunteer worked alongside the children to plant these. The children took increasing responsibility for the care of these, keeping everyone updated regarding changes observed. As the plants became established, outdoor cooking experiences occurred using the fresh produce.

A focus on waste reduction began with the children sorting their rubbish from snacks and lunch. This increased to include food waste being sent home for families to feed chickens. As child interest increased we had visiting chickens come to the kindergarten so children could witness the food scraps being eaten. This ongoing project finally culminated with the kindergarten winning a grant through Zero Waste for over $2000 to build its own chicken coop as a permanent fixture at the kindergarten.

The children participated in many activities for Reconciliation Week. This included understanding the Aboriginal Flag, hearing dreamtime stories, learning aboriginal symbols for storytelling, and learning to count in guarna.

The kindergarten participated in Australia’s Biggest Morning Tea fundraiser. Many families have been affected by cancer and this was an opportunity to throw our support behind a great community event and cause. Many families attended this event during the morning of a kindergarten session and we raised much needed funds.

Other highlights have included a visit from the zoo mobile, and the witnessing of animal/insect lifecycles in the kindergarten. We were able to witness in person the complete cycle of a frog, butterfly and chicken. Yes, we had butterflies floating around the kindergarten, frogs leaping out of tanks and chicks wandering around the yard! It was wonderful.
Outcome 3: Children have a strong sense of well being

Our program continued with “Move to Learn” and other practices to enhance wellbeing in children and their families. Our focus was on good physical health, feelings of happiness, satisfaction and successful social functioning within and outside the early childhood setting. The children also continued with relaxation techniques such as yoga whilst listening to a range of music experiences such as Gurrumul.

Dancify was back to host a series of dance and movement sessions by Heidi. This culminated in a family event where the children could demonstrate their dances in a concert format. This proved to be so popular that Heidi returned for our end of year family event to host a disco.

Our You Can Do It characters were introduced to the children helping them achieve improved social experiences, engagement levels, and dispositions for learning such as organization, resilience and persistence. The children were able to transfer this information into their own learning environment often stating “I am being like Gabby Get-along” or “I never give up, I keep going like a garbage truck” (lines from the supporting songs). The group also embraced songs such as “Stop I don’t like it” and were able to use this language to self manage their own conflicts.

Opportunities were also provided for families for further learning. This included a couple of guest speakers throughout the year. Mid term 2 we welcomed an evening with Andrew Mickan from Family Time Fun (http://www.familytimefun.net.au/). This well attended event was an interactive session aimed at enriching the wellbeing of families through play. Feedback from families was positive and well worth the effort.

At the end of term 3 the kindergarten hosted another parent seminar with Amanda Bartram as the guest speaker. This was a transition information session aimed at equipping families to help the transition process for their children about to begin school. Its primary focus was on learning dispositions, preparing your child to be a successful learner. Again this was very well attended with over 50 people sharing in the evening.

Family Time Fun Workshop.

Outcome 4: Children are confident and involved learners


Children had a wide range of child interest evoked experiences to use processes such as exploration, collaboration, inquiry and problem solving. This was evident through experiences at the numeracy table. This was a new initiative by Early Childhood 4th year student Leanne (also working as our ECW). This provided a range of tabletop experiences on top of other numeracy opportunities throughout the setting. Children responded positively to the frequently changing experiences,
demonstrating high and persistent engagement levels.

Many other experiences included science experiments with cause and effect, colour mixing, water and oil mixing, effects of heat on our environment eg. ice melting. Construction came in a wide range of mediums, including various size blocks, waffle types, magnetic sticks and balls, wedgits, train sets, the woodwork table, box construction (as long term group projects), plumbing pipes, sand pit and nature gardens just to mention a few. Mr. Maker, a very popular television show also sparked a lot of creative attention resulting in the children having access to their own Mr. Maker creativity packs at the construction table.

Cooking activities fortnightly provided opportunity for discussions incorporating mathematical language, positional, quantities, and references to size, and spacing. Children referred to recipes and even wrote their own smoothie recipes to try out at home.

Persistence was at its best after the children witnessed a staff member do a handstand during a kindergarten session. Many of the children wanted to learn how to do one too and spent hours and weeks trying to perfect a range of handstands and headstands. Together they strategized about position, angle and ‘head comfort’, finally achieving their much worked towards goal.

![Image of children playing](image)

**Outcome 5: Children are effective communicators**

The children were exposed and engaged in a communication rich environment. This included a wide “range of modes of communication including music, movement, dance, story telling, visual arts, media and drama, as well as talking, reading and writing” (pg. 41, Belonging, Being & Becoming, 2009).

Auslan (Australian sign language) was taught as a second language. We were also fortunate to have a parent fluent in Auslan lead sessions throughout term 4. This included teaching the children a wide range of songs, colours, foods and animals. The literacy to Life table continued to provide play experiences based on children’s books. These varied each fortnight and were based on current events and child interest.

The introduction of iPads was very popular and provided a wide range of educational applications. Systems were in place to provide opportunity for use by everyone with a timer and name list scribed by the children. The more reluctant writers of the group suddenly became very keen to demonstrate and practice their name writing skills. This practice continued daily with each child signing in on arrival at kindergarten. The children’s portfolios provide samples of improvement over the year. Letters written to ‘Santa’ in the children’s final month at kindergarten indicate children’s understanding of key literacy concepts; concepts of print and the ways text are structured (Appendix 2).

Group numeracy games were a hit with Bingo becoming a favourite activity. The children learnt a range of colours and shapes as they participated in this game regularly on request. Other numeracy concepts included use of the number feet, dominos and patterns. All children were able to recognize many written numbers between 1-10, with many reading double-digit numbers confidently and a couple of children reading numbers between the hundreds and thousands. Children were regularly exposed to the role numbers play in our everyday life with a regular check of the UV reading on arrival to determine if it was a hat-wearing day.

The arts provided opportunity for the children to share stories from home, painting pictures and creating gifts for family members,
reenacting favourite roles of superheroes or the latest movies and talking up the front with the sharing box. Rachel (a parent volunteer) led the children in drama weekly throughout term 4 and had the children move and share their ideas through movement. Reenacting the lifecycle of a butterfly was particularly special. The children's confidence grew and at the conclusion of the year almost every child was able to perform their favourite song for family and friends at the family night concert and/or their graduation.

4. QUALITY IMPROVEMENT PLAN
The National Quality Standards across preschool services in Australia enable strategic planning for improvements. Seven standards provide the basis for assessment of current practices and determine which areas may need improvement or further development. As a centre we reflect, evaluate and conduct self-reviews to determine which quality areas we will focus on and set practices in motion to achieve this. Achievements over 2014 are as follows:

**Quality Area 1: Educational program and practice**

Educational staff asked the question “how do we support every child’s participation in the program?” and “how do we ensure each child has access to learning across the five learning outcomes?” As a result element 1.1.1 became an area of improvement for us. Utilising a new template, an individual learning plan noting observations and learning goals for every child across the five outcome areas was established. This became key in ensuring full participation for every child across the curriculum.

Staff implemented practical strategies such as colour coded outcome areas for children’s portfolios and observations. This made it easy to identify outcome areas needing further planning or identifying children’s strengths. Documentation of observations, children’s learning through learning stories and anecdotes informed further planning and future learning experiences. Future planning became a prominent and visual aspect of all observations to ensure cyclic planning based on children’s interests.

**Quality Area 2: Children’s Health and Safety**

Educational staff asked the question “how do we ensure individual health requirements are met, educators are kept up to date with the management of specific health needs and confidentiality is respected?”

Safety measures were increased to ensure confidentiality of children’s specific health needs whilst still being readily accessible in the event of an emergency. The centre purchased a medical buddy where each child received their own removeable pouch. This clearly identified each child by photograph, provided a zipped secure area to hold medication, whilst converting to a bag for excursions. Medications were removed from the kitchen and relocated to the office. This area was only accessed by those families requiring use. Clear action plans were made visible to all staff in the main office.

Healthy eating was addressed by staff role modeling healthy food choices. A fruit bowl was accessible in the kitchen for staff to access. It was observed that some children had insufficient food at times and children also had access to this food supply and other snack choices purchased by the centre e.g. crackers and cheese. If a child’s food was unsuitable for consumption during kindergarten hours a healthy alternative was offered.

**Quality Area 3: Physical Environment**

It was identified that the recent replacement of shade cloth to the sand pit was of a heavier and denser mesh than the previous cloth. This created issues such as the area being quite dark and poorly ventilated. It created issues with visibility and supervision as staff were also unable to see through it. It was decided alongside Governing council and during a working bee that a large portion of the mesh be removed. This opened up the area creating a light, fresh welcoming play area. It alleviated issues with cats and dampness.

Several furniture purchases were made throughout 2014. This included storage cupboards, tables and shelving. The flow of people traffic and the increased number of children attending influenced these decisions. It was important that play spaces flowed and enabled access by all children. Colours and shape were updated to create an environment inclusive of natural elements.

Sustainable practices became a key focus of our educational program. Initially based on waste reduction the sorting of rubbish occurred during children’s snack and lunch times. As children’s interest developed an inquiry based project also developed finally resulting in the centre obtaining a grant for a chicken coop and it’s own chickens through Zero Waste KESAB. Several projects developed as a result of this including the hatching of our own chicks complete with a mother hen.
Quality Area 5: Relationships with Children

Private change facilities for the toileting of children who are still learning to toilet independently has been an ongoing issue at Dernancourt Kindergarten. Element 5.2.3 addresses the need to respect the dignity and rights of every child and to see this is maintained at all times. The current bathroom set up wasn’t conducive to achieving this. Prior to 2014 funding had not been approved to undertake the installation of an access toilet. This year working alongside the centre’s disability coordinator we began the process for a disability provision grant. This was a slow process due to changes in staff for disability coordination. However as a result of the building project set in motion by the roof replacement the access toilet is now being built as part of NQS. It will be completed early 2015.

Quality Area 8: Collaborative partnerships with families and communities

Educational staff recognized that current information about the service was not up to date on the internet, kindergarten website. It became apparent that this was the most popular first point of contact by families wanting to enroll their children. Information including curriculum details, the current annual report, information booklets and enrolment forms were all updated. Photographs were updated with permission and a photographer took a photo of the centre’s outdoor environment. This has also been utilized for advertising to local schools and other agencies such as neighbourhood watch.

Element 5.2.1 recognizes the expertise of families and their contribution to their children’s learning. A child information sheet was distributed to families and enabled them to identify their child’s strengths, areas for development and family background or areas of expertise or interest they would like to share with the children or wider kindergarten community. This feedback provided valuable information about the children and allowed families to be actively involved with the program. Some ways families contributed were by taking on the role of resident artist, teaching Auslan, leading dance/drama workshops, multicultural cooking experiences, workshops run by dieticians, safety demonstrations by the firefighters and musical items.

Future Planning:

During a term 4 closure day staff underwent a self-assessment utilizing the Professional Support Coordinators Alliance (PSCA) tool. This tool builds upon the work and knowledge our service has already undertaken through our QIP. Through a whole staff self-assessment review we identified the following quality areas needing focus on for 2015:

- Quality Area 7: Leadership and Service management.

Again this specifically identified our need to update policies to match current practice. These will also need reviewing with the changes to the renovated site. A consultant has been booked to work with the staff early 2015 to address this need and to ensure it is completed effectively.

5. INTERVENTION AND SUPPORT PROGRAMS

During 2014 we continued to seek the support of the Regional Speech Pathology team, Psychologist and Disability Coordinator to assess and provide programs for our children with additional needs. These programs and additional one on one time provided by our preschool support Early Childhood Workers ensured that these children’s learning and
health needs were improved and supported. The care and support provided to these children were of high quality and professionalism. The improvements observed and family feedback indicate a real strength in this area for our centre.

During 2014 approximately 20% of our children received support. 12 children received support in one or two of the following areas: disability, behavioral (including OT), speech and language, and bilingual. The centre worked closely with schools of children enrolled receiving support to ensure a smooth transition. This included working with families, special educators, hearing services, social workers, principals and reception teachers. Staff at the preschool underwent additional training in the areas of OT, keyword signing, and Velo Cardio Facial Syndrome (VCFS).

6. STUDENT DATA

6.1 Enrolments

Total Enrolments 2012 - 2014

<table>
<thead>
<tr>
<th>Year</th>
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<th>Term 2</th>
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<th>Term 4</th>
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<td>2014</td>
<td>51</td>
<td>56</td>
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<td>58</td>
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Based on person counts in the two week reference period each term.
Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems

Steady enrolment figures occurred throughout the year. 2014 was the first year for the states single intake to come into action. We started with a healthy intake of 51 children with a total of 57 children at the end of term 4. New enrolments occurred throughout the year due to families relocating in the area and arriving from overseas. Some children were also moved from their childcare environment to kindergarten. We were able to offer early entry to one child during term 3 for speech support. We were concerned as to how the sudden move to Deemancourt School may impact our enrolments, however all families with the exception of one chose to stay and move with us.

During term 3 we made arrangements for our transition visits to occur during term 4. We offered 4 half days fortnightly with families choosing the amount of days their children attend. Families were charged per session to enable staffing. Whist we were in a different location, families could see the value in their child still attending these sessions.
Of the 45 families enrolled, 40 families participated. The families who did not utilize the transition sessions had other arrangements in place or were unavailable to attend due to travel or childcare commitments. It was ensured that families were not excluded due to the costing and alternate arrangements were made to ensure access.

Playgroup continued to run fortnightly, however the change of location impacted attendance significantly. Also coupled with transition visits on the same day, families chose not to attend playgroup in the morning and the transition visit in the afternoon.

Recommendations:
- Enable time for the playgroup to continue running fortnightly as a means to continue connecting with families in the area.
- Plan for transition visits to occur on a different day to playgroup so there is not a conflict of interest.
- Advertise in local schools during term 1 to inform families of our return to the original site and remind families of the eligibility for children turning four in April.

### 6.2 Attendance

#### Figure 2: Attendance by Term

![Attendance Percentage 2012 - 2014](image)

#### Table 1: Attendance Percentages 2012 - 2014

<table>
<thead>
<tr>
<th>Year</th>
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<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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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
Attendance rates were high throughout the year. Our percentage rate was in the 90+ and well above the state average. Families were consistent in their reporting of children's illnesses, family vacations and other absences.

### 6.3 Destination – Feeder Schools

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<th>Type</th>
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<th>2014</th>
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</tr>
<tr>
<td>1026 - Charles Campbell College</td>
<td>Govt.</td>
<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1036 - East Adelaide School</td>
<td>Govt.</td>
<td></td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>1043 - East Marden Primary School</td>
<td>Govt.</td>
<td>1.9</td>
<td>25.0</td>
<td>3.9</td>
</tr>
<tr>
<td>1091 - St Agnes Primary School</td>
<td>Govt.</td>
<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1336 - Dernancourt Junior Primary School</td>
<td>Govt.</td>
<td>22.6</td>
<td>9.4</td>
<td></td>
</tr>
<tr>
<td>1540 - Ardtrnish Primary School</td>
<td>Govt.</td>
<td>1.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6028 - Saint Ignatius' College Junior Sch</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>8006 - St Francis Xavier's Region I Cath School</td>
<td>Non-Govt.</td>
<td>3.8</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>8027 - Pedare Christian College Junior Sch</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>3.9</td>
</tr>
<tr>
<td>8032 - Cedar College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>3.1</td>
</tr>
<tr>
<td>8311 - St Aloysius College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>8364 - St Paul's College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>3.1</td>
</tr>
<tr>
<td>8385 - Saint David's Parish School</td>
<td>Non-Govt.</td>
<td></td>
<td>5.7</td>
<td>2.0</td>
</tr>
<tr>
<td>8411 - Torrens Valley Christian School</td>
<td>Non-Govt.</td>
<td></td>
<td>13.2</td>
<td>9.4</td>
</tr>
<tr>
<td>8419 - Good Shepherd Luth Sch - Para Vista</td>
<td>Non-Govt.</td>
<td></td>
<td>3.1</td>
<td>3.9</td>
</tr>
<tr>
<td>8421 - King's Baptist Grammar School</td>
<td>Non-Govt.</td>
<td></td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>8454 - Pedare Christian College</td>
<td>Non-Govt.</td>
<td></td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>9013 - St Francis of Assisi School</td>
<td>Non-Govt.</td>
<td></td>
<td>11.3</td>
<td>3.1</td>
</tr>
<tr>
<td>9031 - St Martin's Catholic Primary School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>9082 - St Joseph's School - Tranmere</td>
<td>Non-Govt.</td>
<td></td>
<td>1.9</td>
<td>5.9</td>
</tr>
<tr>
<td>9088 - St Pius X School</td>
<td>Non-Govt.</td>
<td></td>
<td>5.7</td>
<td>9.4</td>
</tr>
<tr>
<td>9115 - Prescott Primary Northern</td>
<td>Non-Govt.</td>
<td></td>
<td>1.9</td>
<td></td>
</tr>
<tr>
<td>9116 - St Paul Lutheran School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td>9756 - All Saints Catholic Primary School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.2</td>
<td>100.0</td>
<td>100.2</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%.
In 2014 there was a total of 57 children who transitioned to 21 various schools within Adelaide (some schools are not indicated in the chart). Of these 57 children, 29 attended DECD schools within the local area, with 28 attending non-government schools. As the chart indicates the majority of our children transitioned to government schools.

7. CLIENT OPINION

Parent opinion surveys were distributed in Term 3 2014. Surveys were distributed to all families who were currently attending the kindergarten fulltime. These were distributed with the option of completing these online or as a hard copy. 19 surveys were completed as a hard copy. Each response has been analysed in the following areas:

- Quality of the teaching and learning
- Support of learning
- Relationships and communication
- Leadership and decision making

Overall the feedback was very affirming. As a staff team we have implemented further opportunities for parents to feel informed about their child's progress and learning and opportunities for families to be involved. The development of the facebook page proved to be a very effective way for families to be informed and to communicate as a community. This was implemented during term 4 of 2014.

Other comments received from the survey included:

- My daughter had a great year in this kindy. I am very glad we picked this kindy for my daughter and I am very confident to recommend it to somebody else.
- The leadership and staff at Dernancourt Kindy go above and beyond their duties with compassion, understanding and professionalism. They are all a credit to the Education Department.
- We have had a fantastic year and experience at Dernancourt Kindergarten and glad we moved from where we had been previously as the support we received was huge!!
- Overall I would rate this kindy very highly. I don’t have a bad word to say about it and recommend it to friends. I will definitely be sending my youngest child here as well.
**DECD Parent Opinion Survey 2014**

**4670 Damenville Kindergarten**

Aggregation of Preschool Survey Responses

**Parent Opinion - Quality of Teaching and Learning**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My child receives high quality teaching at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>My child's teacher knows what my child can do and what he/she needs to learn.</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>The preschool has high expectations for children's learning.</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>Teachers are enthusiastic in their teaching.</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>I am satisfied with the learning programs offered at my child's preschool.</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>My child's teachers calmly inform me about the learning program.</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>My child's teachers make learning interesting and enjoyable.</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Teachers at this preschool really want to help my child learn.</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>The preschool has an excellent learning environment.</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>99%</td>
<td>0%</td>
<td>10</td>
</tr>
</tbody>
</table>

**Family Comment:** I appreciate their kindness and encouragement towards the children whilst they learn.

**Aggregation of Preschool Survey Responses**

**Parent Opinion - Support of Learning**

<table>
<thead>
<tr>
<th>No.</th>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>My child is encouraged to learn at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>My child receives appropriate help and support when he/she needs it.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>My child has access to quality materials and resources that support learning.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>My child is happy at this preschool this year.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>My child would receive support for any special needs he/she had.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>6</td>
<td>The preschool changes its programs and activities to improve student learning.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Teachers at this preschool treat my child fairly.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>This preschool provides a safe and secure environment.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>Children have enough materials and resources for their learning.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>The preschool has good information about other resources the children have access to.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>The preschool has good information about other resources the community.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>This preschool encourages children to have a sense of pride in their achievement.</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>98%</td>
<td>0%</td>
<td>10</td>
</tr>
</tbody>
</table>
Family Comment:
My daughter has thrived at this kindy and has come along in leaps and bounds since starting here. We could not be happier with the decision to send her here.
My child has received tremendous support for his speech and language difficulties, can not speak highly enough of the staff at Dernancourt Kindy.

Family Comment:
All teachers are very approachable and helpful.
I like that the teachers approach me to tell me how my son is doing. The mid-year report shows they truly know my son as it reflected him exactly.
Family Comment:
I feel very confident in the leadership at this kindy. I feel happy and confident to drop my child off knowing they are in good, capable and caring hands.
The director has done a fantastic job and the staff have an undeniable team atmosphere – well done!!

8. ACCOUNTABILITY

All staff and volunteers undergo a DCSI Child-related employment screening. All teaching staff are approved through the Teachers Registration Board of South Australia. Parents and family members who participated in a voluntary capacity either as a helper during session times or as a member of the Governing Council underwent screening processes. Some had already undergone police screening at DECD schools and were able to pass on the certificates, and catholic school screening was approved by DECD.

Approval letters and certificates are filed in a 'police checks' folder. On 26/09/2014 the site underwent a DECD Screening Audit. This identified volunteer 'grey areas' such as a supervised one of activity with a parent helper (eg/ cooking). It identified the need to undergo an extensive volunteer induction process at the beginning of each year for any parent who may like to help or will be staying for longer periods at drop off time (eg/children with separation anxiety). Students on work experience have previously not had police screening. As recommended by the audit, this will now be in place for future work experience high school children. An excel spread sheet has also been put in place as a more effective way to record documentation.

Relevant History Screening document (below) is filed with police screens for quick referral.

9. FINANCIAL STATEMENT