



SETTLERS  
FARM  
CAMPUS

# Settlers Farm Campus Kindergarten Annual Report 2012

Settlers Farm is an established community, situated 19 kms, north of Adelaide at Paralowie. About two thirds of available land is built on in the Settlers Farm Estate. There is a shopping/community centre close to the school. The population is diverse, consisting mainly of single income homeowners. 75% of kindergarten children come from a two parent home. There is a broad representation of various cultural backgrounds (5% are identified as Aboriginal/Torres Strait Islander and 32% are non-English speaking). Approximately 80% of kindergarten children attend the Settlers Farm Campus on exit. Parent volunteers are active in decision making through the Governing Council. The kindergarten has an average of 135 eligible enrolments attending 15 hours per week, and three playgroups operating weekly.

## Context

**Preschool Name:** Settlers Farm Campus  
Kindergarten

**Preschool Number:** 2693

**Preschool Director:** Paula Mulholland

**Region:** Northern Adelaide

During 2012, Settlers Farm Campus Kindergarten implemented Northern Adelaide Region's Comprehension improvement focus. Staff, in consultation with the site's Speech Pathologist, assessed children's understanding of syllables and rhyme using the Phonological Awareness Skill Mapping tool. The Comprehension focus on Phonological Awareness complemented our ongoing Literacy focus where children's oral language, literacy and well-being are priorities. The implementation of the kindy library and literacy kits are ongoing. One of the fundraisers for the year, the children's film night was directly linked with a focus on literacy through the implementation of a book based learning curriculum. As a staff, on a site closure day, we unpacked the 'Respect Reflect Relate' document exploring ways to deepen children's engagement, wellbeing and involvement using the observation scales. The Early Years Learning Framework is used by all staff for planning, programming and assessment purposes using a plan, do, review approach and this is documented in our programming cycle proforma. Our Quality Improvement Plan focusing on the quality areas, standards, elements continues to be a working action plan that guides our learning. This year's highlights include an ongoing focus on looking after the environment through reducing, reusing and recycling, sun safety, being water wise, Child protection curriculum, annual Easter Fun Day, various animals visiting, exploring the natural world (mini beasts such as bugs/insects), space and beyond, an excursion to the Planetarium, cultural diversity, focus on safety in the home, road safety and dog safety, visits from the Fire Department and Police officers and their car, and the Jack and Molly's Christmas show (incursion).

### Quality Improvement Plan

Educational Program and Practice: Children's learning and development has been assessed through an ongoing cycle of planning, documenting and evaluation. Staff's records of children's learning, needs and interest have guided and informed future planning. Families have been informed of their child's progress through sharing information daily (on the curriculum/notice board), learning notes, and informal communication. Staff are at the 'familiarisation stage' of 'Respect Reflect Relate' and have participated in initial discussions about the use of the Resource. Further planning for engagement with the resource is required.

Site and DECD Policy to inform all staff, families and children pertaining to the Quality Areas have been ratified by the Governing Council and published.

The physical environment provides opportunities for exploring the natural environment and well shaded safe play areas. Further planning will utilise the maintenance funding to finance the top up of soft fall and the sandpit, and site funding to install astroturf (synthetic surface).

Consistent and reliable educators at SFCK work collaboratively as a cohesive and professional team with the focus on our moral purpose; to ensure that all learners achieve learning and social success regardless of individual circumstance. This professional learning community has provided us with opportunities for collaborative and collegial learning, decision making, policy/procedure development, reflection on our practice and pedagogy, and identifying our strengths and areas of improvement. Future planning will be for the Director to contact Human Resources (HR) and endeavor to maintain the retention of staff members to ensure the continuity of the team.

Relationships with children are strengthened through the employment of consistent and high quality staff that develop trusting and meaningful relationships to foster children's well-being, confidence, engagement and sense of achievement.

Families and the wider community, in partnership with staff, have been involved and contribute to the kindergarten's decisions, e.g. Governing Council, community involvement for our 'Girls Night In' fundraiser. Future planning will incorporate engaging the community through various fundraising events, such as Girls Night In, BBQ at Bunning's Warehouse. Further planning will be around family involvement at a ground level e.g. contributing ideas for the curriculum and being involved directly with their child's learning and development.

Performance Development reviews with staff contributes to ongoing learning. Staff participation in professional development has guided pedagogy and improved outcomes for children. The QIP guides the annual report and practices within the centre.

### Strategic Direction 1: Literacy 2010-2013

#### Targets:

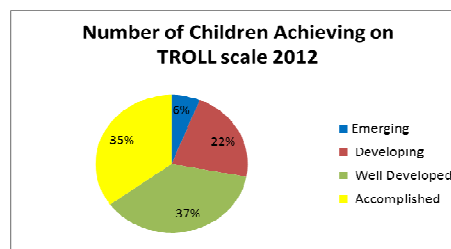
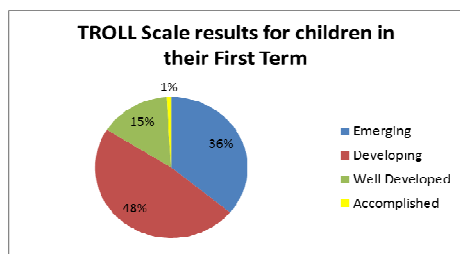
**At the end of 2012 60% of children who spend at least 4 terms at Settlers Farm progress 2 levels on the TROLL (Teacher Rating of Oral Language and Literacy) Language Use Scale or achieve the "Accomplished Stage" with TROLL over their year at Settlers Farm Campus (SFC) Kindergarten.**

**40% to be at the "accomplished stage" with TROLL data collection after 4 terms at SFC Kindergarten.**

Our target of 60% of children who spend at least 4 terms at Settlers Farm Campus Kindergarten progress 2 levels on TROLL or achieve “accomplished stage” has been attained (35% children achieved accomplished and 34% children progressed 2 levels: total 69%).

After at least 4 terms at kindergarten, 34% of children progressed 2 levels of the TROLL scale with 51% of these children achieving “accomplished stage” (which is 17% of the overall total of children). The remaining 49% of these children who progressed 2 levels on TROLL did not achieve “accomplished stage”.

35% of children achieved “accomplished stage” after at least 4 terms of kindergarten. This is a decrease of 5% on the 2011 results. 37% of children achieved “well developed stage”.



Our target of 40% of children to be at the “Accomplished stage” has not been achieved. This may be due to the cohort of children assessed (28% of the children come from a non-English speaking background, and 12.5% of the children are preschool support recipients for speech and language difficulties).

First term results indicate a total of 84% of children functioning at an ‘emerging’ or ‘developing’ stage; therefore requiring them to progress 2 or 3 levels on the scale. Remarkably, after 4 terms of kindergarten, only 28% of the cohort remained at a ‘emerging’ or ‘developing’ stage. Consequently, 56% of the cohort moved to another stage after 4 terms of kindergarten.

After 4 terms of kindergarten, 72% achieved ‘Accomplished’ or ‘Well developed’ stage (compared to 16% in their first term), representing an improvement of 56%. Therefore, our results indicate an increase of children’s oral language skills. This also reflects our pedagogy and practice (particularly with maintaining consistent and reliable staff).

**Future Direction:**

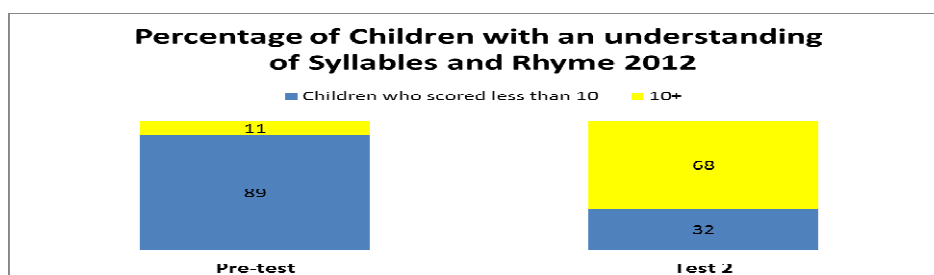
Staff have agreed, with consultation from our site’s Speech Pathologist, that the TROLL Language Use scale will no longer be implemented. Our 2013 Comprehension Improvement Focus will focus on Oral Language, using the Oral Language Recording Framework.

**Strategic Direction 2: Comprehension Improvement Focus – Phase 2.  
Focus: Phonological Awareness - Syllables and Rhyme**

**Target:**

**At the end of 2012, 35% of children of children will have an understanding of syllables and rhyme (they must score 10 out of 12 or above in ‘Test 2’).**

Data from two groups of children were collated. Children in their second term of kindergarten (in Term 1 and Term 2) were screened using the Phonological Awareness Mapping Tool (PAMT) (Pre-test results). All children were re-tested in Term 3 and 4 (Test 2).



This target was achieved and exceeded our expectations with 68% of children scoring 10 or more out of 12 in Test 2). The PAMT tested breaking words into syllables, matching rhyming words and producing rhyming words. Staff sought informal professional development from the site’s Speech Pathologist for activity ideas to implement syllables into our kindergarten curriculum (we are already knowledgeable about the implementation of rhyme). Syllables and rhyme were ‘saturated’ throughout

the curriculum and all staff implemented this in their daily teaching both formally and informally (e.g. spontaneously clapping out syllables while sitting at the playdough table).

**Future Direction:**

To research the effectiveness of our pedagogy, we will implement The Oral Language Recording Framework, using a 3x3x3 approach (this will be our Comprehension Improvement Focus for 2013). Nine children from each group (total 18 children) will be selected each term; 3 lower functioning, 3 average and 3 high functioning children. Data will be collated at the beginning and end of each term. Each term will have a different cohort of children.

**Intervention and Support Programs**

Children identified as ‘at risk’ are supported through early intervention/early assistance, speech pathology, guidance, preschool support and bilingual assistance. These programs have improved learning outcomes for children (indicative in our TROLL and Comprehension Improvement Focus results). Children receiving preschool support have an ILP (Individual Learning Plan) that is reviewed termly. GOM children (Guardianship of the Minister) have an IEP (Individual Education Plan). Indigenous children are supported through an Aboriginal ILP that is reviewed termly. Funding has enabled a teacher to be released once per term to consult with parents, review and write the ILP’s. This ILP is ongoing and reviewed throughout their schooling years. To support children’s learning and education, an Early Childhood Worker (ECW) is employed for 2½ hours per week to provide an ‘Aboriginal Literacy group’ where children receive one to one support focusing on the individual child’s ILP, including literacy, numeracy, oral language and social skills. All children are making progress in these areas and we continue to monitor their progress and provide rich literacy learning experiences.

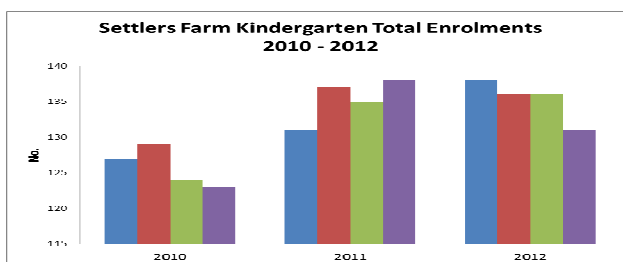
**Report from Governing Council**

The Governing Council has 9 members/parent volunteers. We were able to form a quorum at every meeting. Meetings were held twice a term during session time. The Governing Council were responsible for decisions pertaining to the management of the centre, including finance, fundraising, maintenance, policy making, ratification and implementation, budget and asset management. They are also actively involved in the birth to 13 Campus developments. We had a number successful fundraising events, some of which are still ongoing – selling children’s lunch boxes (\$68 profit), selling personalised bucket hats (\$131 raised), Girls Night In (\$1052 raised), the children’s film night (\$469), Educational Toy Catalogues (\$260 raised) and the Christmas raffle (\$935).

**Student Data**

**Enrolments**

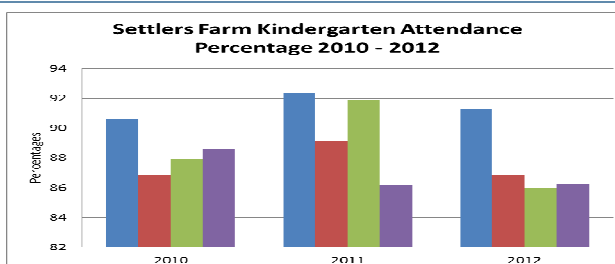
2012			
Term 1	Term 2	Term 3	Term 4
138	136	136	131



Enrolments have averaged with 135 FTE eligible enrolments for the year. They have maintained a steady pattern for Term 1, 2 and 3 2012. There is a slight decline in Term 4.

**Attendance**

2012			
Term 1	Term 2	Term 3	Term 4
91.3	86.8	86	86.25



These percentages are calculated in the ‘reference weeks’ (weeks 2 & 3) of each term. Non-attendees were duly noted and received communication via phone calls and written information (including session times and newsletters). Close links with the local school’s Out of School Hours

Care (OSHC) and the local child care centre has provided parents with options to support their child in attending kindergarten regularly. Term 1 attendances over the 3 years have been our strength. The remaining terms of 2012 have fluctuated and averaged at 86%. This may be due to children going on holidays (both interstate and overseas), health issues/sickness, and ATSI children who attend irregularly.

### Feeder Schools

FEEDER SCHOOLS	Type	2010	2011	2012
Paralowie School	Govt.	0.8		
Settlers Farm Junior Primary School	Govt.	84.9	76	80.4
Salisbury Heights JPS	Govt.			1
Bethany Christian School Inc	Non-Govt.	9	13.5	6.2
Holy Family Catholic School	Non-Govt.	3	2	9.3
St Augustine's Parish School	Non-Govt.	1.5	2	1
Trinity College Gawler River School	Non-Govt.	0.8		
Trinity College Blakeview School	Non-Govt.		1	
Tyndale Christian School	Non-Govt.		1	1
Heritage College Inc	Non-Govt.			1
Total (Percentage)		100	95.5	99.9

### Client Opinion

This year 10 parents (out of a possible 100) completed the parent opinion survey online.

**Quality of teaching and learning:** All parents strongly agree/agree that SFC Kindergarten provides high quality of teaching and learning.

**Further Action:** Staff to inform parents about the curriculum through various methods of communication (newsletters, verbal communication, displays, photographs, letter of introduction detailing who their child's group teacher is).

**Support of learning:** 90% of parents strongly agree/agree that their child's learning is supported through changing programs and activities to improve achievement, their child is treated fairly, children know the expectations of behaviour, and children have a sense of pride in their achievement. One response indicated 'neutral' that their child would receive support for any special needs he/she had. Overall, feedback is positive about SFC Kindergarten's support of learning.

**Further Action:** Include information of support agencies in newsletters and on parent notice board.

**Relationships and Communication:** Parents are comfortable about approaching a teacher to talk about their child's progress. Some parents would prefer more opportunities to discuss their child's progress and to find out how well their child is going (one response indicated 'disagree' to 'teachers let me know how well my child is doing'). Parents are positive that children of diverse cultures are treated fairly, and that staff respond appropriately to parent concerns/suggestions.

**Future Action:**

Suggestion box for parents. Ensure parents receive a learning note about their child at least twice per year. Inform parents in newsletters and during enrolment that they can approach teachers/staff about their child's learning.

**Leadership and Decision Making:** 100% of parents strongly agree/agree the preschool is organized and is always looking at ways for improvement. Largely, parents are happy with the preschool management, their involvement in educational activities and are satisfied with the preschool's planning. One response was 'neutral' to having the opportunity to be involved in the development of school plans through the Governing Council.

**Future Action:**

Promote the Governing Council to parents through newsletters, enrolment meetings and verbal communication.

Overall, SFC Kindergarten's parents are satisfied and happy with the program and systems in operation at the kindergarten.

"The great mix of different areas of expertise in the teachers at this preschool makes for high quality teaching". "Staff are very involved in teaching the children". "Very high quality of teaching. Always know where my child is up to - very good communication". "Extremely organised kindy". "approachable staff - allows for parent input and involvement". "My child is very happy to learn here". "Always made to feel welcome and always given the opportunity to discuss my child with them - very welcoming environment".

### Financial Statement

A financial report is presented by the Director to the Governing Council at each meeting.

Director Signature: \_\_\_\_\_

Chairperson Signature: \_\_\_\_\_