Pennington Kindergarten is a stand-alone Kindergarten and was, in 2014, co-located with Pennington Junior Primary School. For the duration of 2014, Pennington Kindergarten operated on a 1.0 basis which enabled children access to 15 hours of sessional preschool over four days; Monday – Thursday. Families were given choice over the sessions their child was booked into with many opting for full day sessions or half day morning or afternoon sessions to make up their allocated 15 hours.

An Occasional Care program operates 6 over 2 year old sessions on Tuesday, Wednesday and Thursday, each session 2 ¾ hours in length. High utility and a growing waiting list demonstrate that this service is in high demand for our community needs.

In Term 1 and 2, a small playgroup led by the Kindergarten teacher ran on Friday mornings but numbers resulted in a review of this program in Term 3. From mid-Term 3 onwards after consultation with families and community, an Early Childhood Worker began offering playgroup again for 2 hours every Friday morning which saw increasing attendance as the later part of the year progressed.

Pennington Kindergarten enjoys a close partnership with Pennington Junior Primary School, of which it was co-located. We were able to use their facilities to enhance our Kindergarten program and assist our transition program. As the year progressed, we built our partnership with the Pennington Primary School as they were involved in an amalgamation process which saw the Junior Primary School move to Butler Avenue at the end of Term 4, 2014; the site of the new amalgamated school.

The Kindergarten enjoys the benefits of diverse family and cultural backgrounds.

**Quality Improvement Plan**

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

This was the Kindergarten’s main area of change during the later part of 2014, with the introduction of different ways to document and plan for children’s learning. A daily reflection page was introduced and positioned in such a way that all staff members, including teachers, early childhood workers, support staff and occasional care staff could contribute. Planning meetings were re-scheduled at a time that enabled all staff to attend. In Term 3, children's portfolios were introduced back into the centre accessible to children and families every day with documentation of their learning in the form of learning stories, work samples, photographs and captured children’s voice. A family voice page was used to gather information and feedback from families about their child’s learning which in turn helped to shape our planning.

Discussions during the Assessment and Rating Visit in Term 3 and resulting National Quality Standard Assessment and Rating Report received in October 2014, provided much evidence, feedback and suggestions for improvement in this area and staff used this evidence in reflective discussions as a team towards improvement.
Recommendations:

- Continue the use and refinement of learning stories as core to the ongoing cycle of planning, assessment and documentation. Ensure this priority is resourced to enable all staff to commit to using learning stories on a daily basis with ease and confidence.

- Improve the way families are informed of the program and continue to use a variety of ways to gather family voice into the planning cycle

- Develop and embed pedagogical documentation in both the Kindergarten and Occasional Care program

Quality Area 2: Children’s health and safety

As required, all staff completed the Responding to Abuse and Neglect Training early 2014. In Term 3, a procedure for mandatory notification and supporting information was shared with all staff to ensure requirements are fulfilled and staff fully understand their roles and responsibilities.

A process for updating and transferring health information between the occasional care and kindergarten program was established early 2014 and used to ensure all children’s health needs were articulated clearly and understood by all staff members.

An audit of and plan for adequate supervision of all areas, both inside and out, was conducted in Term 3 ensuring that child: educator ratios are maintained and staff communicated between spaces at all times.

The childrens (boys) toilets were repaired in July 2014 with the installation of new divider walls.

The kindergarten continued to support visits from the Child and Adolescent Youth Nurse to conduct 4 year old health checks each Term.

Recommendations:

- Provide time for WHS to review processes, policies and procedures
- In 2015, review the sites Emergency Management Plan in light of the Junior Primary School moving sites
- Investigate and develop partnerships with community health organizations to ensure children and families know of and have access to all available support services with the aim of early intervention
- Prioritize support for children with additional rights and ensure all support provided is responsive to individual child’s needs and delivered by skilled and experienced educators

Quality Area 3: Physical environment

The Director in the first half of the year attended Wipe Out Waste training and introduced this system of sorting waste and recycling into the kindergarten. A compost bin for food scraps was used in the garden with children and supported the vegetable garden.

It was recognized in early Term 3 that attention was needed in the organization of the physical environment to enable ease of access and the presentation of an inviting, uncluttered learning environment that excited and enticed children to participate and explore. Much time and energy was
spent sorting resource cupboards and utilizing the communities ‘hard rubbish’ day to remove broken and unsuitable resources. Some new furniture was sourced and installed indoors.

**Recommendations:**
- Continue the process of evaluating resources and re-organizing the learning environment to ensure calm, welcoming spaces are created for children, families and staff to engage in learning and reflective practice
- Use the Active Learning Environment Scale of the DECD Respect, Reflect, Relate (RRR) document to capture base-line data to be used in this ongoing process of improvement of our physical environment
- Investigate how we are promoting children’s sense of agency. Introduce a method for children to self-select resources and materials.

**Quality Area 4: Staffing arrangements**

Significant staffing changes occurred mid 2014 with a new Director, Jessica, winning a 5 ½ year tenure at the site and a new Early Childhood Worker, Louise, starting in a preschool support role. This change brought new vision for the site and all staff worked together collaboratively to evaluate current practices and areas for improvement using the data we had available including the 2013 and 2014 National Quality Standard Assessment and Rating Report. Our District Director and Early Childhood Leader were influential in these conversations and we were grateful for their ongoing support.

In Term 4, our permanent teacher Marg took leave for a Term and was replaced for a one term contract by Kim, a teacher familiar to our children and site as a relief teacher.

All staff engaged in professional and performance management meetings with the Director and developed a performance plan that was reviewed and updated in Term 3 and 4.

Staff attended various professional learning opportunities, sharing information and insights with others back at site when they returned. Marg was supported by the Charles Sturt Council OPAL (Obesity Prevention and Lifestyle) project to attend a day of learning with Lobethel Kindergarten titled ‘Digging Deeper…Unearthing authentic outdoor learning’. Staff also enjoyed professional learning in the October School Holidays with Dr Lillian Katz through ECHO (Early Childhood Organisation SA) in project-based learning.

**Recommendations**
- Continue the process of embedding a reflective and collaborative professional learning community at the Kindergarten which includes staff and families
- Develop a new Statement of Philosophy to reflect new pedagogy and priorities of the site
- Ensure all staff engage in the ongoing cycle of planning through joint planning meetings and time/space with all staff
- Develop a professional learning plan for 2015 that reflects the Kindergarten’s Quality Improvement Plan and supports DECD’s Strategic Plan and our Inner West Partnership Plan
- Provide professional learning for all staff to support pedagogical changes

**Quality Area 5: Relationships with children**

Building strong relationships based on mutual trust and respect with children and their families was core to our business throughout the year, but held a particular focus in Term 3 & 4 as new staff members joined our learning community.
In June 2014, the center used a ‘School Closure Day’ to attend a full day workshop at Gowrie Training Centre in ‘Guiding behaviour using Marte Meo. This workshop focused on the Marte Meo approach, reflections on the meaning of behavior, linking behavior with skill development and the educators role in supporting children’s behavior.

In Term 3, a new method of documenting children’s behavior was implemented that aimed to capture the behavior we were noticing, any possible triggers and the successful methods for guiding this behavior. With this information, we worked with the Support Services Team to create behavior plans for particular children who needed extra support in this area of social and emotional literacy.

In Term 4, children who would be attending our Kindergarten in 2015 were offered three short transition/pre-entry visits where they were able to meet and begin developing relationships with educators and begin to feel comfortable and familiar in our learning environment.

Recommendations:

- Reflect together as a staff team around our ‘image of a child’ and use these reflections to guide our new philosophy statement and a service behavior code
- Continue to work on learning dispositions and use the ‘Active Learning Environment Scale - Domain 3: Enabling Learning Dispositions’ from the RRR document to gather base-line data to be used in our improvement journey
- Continue to use a strengths-based approach when developing behavior guidance plans for children in 2015

Quality Area 6: Collaborative partnerships with families

After a disrupted past 18 months with staff changes, developing and maintaining respectful and supportive relationships with all families was key to the new vision of our center from mid-year onwards. Parents and families are invited to share in decision making processes at our Kindergarten and we thank those that joined our Governing Council in 2014.

Two family information sessions were offered and enjoyed strong attendance in later Term 4 for new families joining our community in 2015. A morning tea was held for our current and future Aboriginal and Torres Strait Islander families in Term 4. This event was supported the Starting Out Right team in DECD.

Recommendations:

- Update our methods for communicating with families to reflect the changing needs of families in 2015 – investigate and implement use of social media platforms, newsletters, emails, physical displays. Ensure these methods of communication appropriately meet the cultural and linguistic diversity that makes up our kindergarten community.
- Update our website and enrolment packs as one of the first and key links we make with new families in our community
- Continue to reflect on the ways we are gathering and using family voice in both our planning cycle and our improvement journey

Quality Area 7: Leadership and service management

With the change of leadership mid-year, there required a time of familiarization of site processes, policies and procedures. As a result, it was identified that a significant review and re-organization was
necessary to ensure that effective leadership could promote a positive organizational culture for our community focused on continual improvement. Steps taken towards this improvement included:

- Regular staff meetings
- Performance management procedures put into place for all staff from Term 3 onwards
- Networking, support and mentoring with peers from within our Inner West Partnership
- Governing Council meetings including a review of membership that involved some members opting to resign
- A new filing system created to ensure appropriate record keeping, archiving and access to important resources and files necessary for effective service management

Recommendations:
- A budget for 2015 to be developed that targets resources to our QIP priorities
- Continue to Stocktake and review current administrative systems
- Purchase necessary resources to create effective and accessible filing system with clear labels.
- Develop spaces within the center for staff and families to use for collaborative learning
- Review existing policies and procedures that
- Create and implement a review schedule for all policies and procedures.

### Intervention and Support programs

Delivering Preschool and Bilingual support to children with identified needs is funded per term by DECD. Over the year, 9 children received preschool support (the highest allocation of hours was received in Term 4; 21 hours provided)

During 2014, Pennington Kindergarten employed the following Early Childhood Workers to deliver our preschool support program:

- Linda – Term 1 & 2
- Louise – Term 3 & 4
- Deb – Term 1, 2, 3, 4

Our partnership support services team worked with these ECWs and teaching staff at the Kindergarten to identify, assess and plan for the needs of our children with additional rights. This involved regular visits, meetings and support from our Disability Coordinator, Speech Pathologist and Psychologist.

We received varying levels of bi-lingual funding each Term for the following languages:

- Term 1: Vietnamese worker employed for 3 hours
- Term 2: Vietnamese worker employed for 3 hours
- Term 3: Vietnamese worker employed for 3 hours
- Malayalam worker employed for 3 hours
- Term 4: Vietnamese worker employed for 3 hours

Our bilingual support workers were valuable members of our teaching team, helping to support children in their first language to access and participate in our Kindergarten curriculum.

A challenge in this area of early intervention and support is the nature of this funding. We only receive funding per Term and this challenges the continuity of learning we can provide for children with identified needs over a whole year. Similarly, employment for the staff members who implement these intervention programs is unstable with very short term contracts that are on a term by term basis.

Recommendations:
Early intervention to be a priority in our QIP in 2015 with appropriate resourcing and whole of staff planning to ensure continuity of learning and staffing over a year

DECD History Screening Summary

All staff members in 2014 working at Pennington Kindergarten had a DECD History Screen completed. The Kindergarten is in the process of ensuring all volunteers and Governing Council members have a relevant completed screening.

Student Data

Enrolment

Figure 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>2012</td>
<td>64</td>
<td>75</td>
<td>76</td>
<td>71</td>
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<tr>
<td>2013</td>
<td>60</td>
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<tr>
<td>2014</td>
<td>35</td>
<td>40</td>
<td>38</td>
<td></td>
</tr>
</tbody>
</table>

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

Figure 2: Attendance by Term

Table 2: Attendance Percentages 2012 - 2014

<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>2012 Centre</td>
<td>64.1</td>
<td>64.0</td>
<td>59.2</td>
<td>67.6</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>76.7</td>
<td>77.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>85.7</td>
<td>80.0</td>
<td>76.3</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></td>
</tr>
</tbody>
</table>

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information Systems

Feeder Schools

Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>1162 - Ingle Farm Primary School</td>
<td>Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1273 - Pennington Junior Primary School</td>
<td>Govt.</td>
<td></td>
<td>63.0</td>
<td>73.1</td>
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<tr>
<td>1901 - John Hartley School (B-7)</td>
<td>Govt.</td>
<td>2.9</td>
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</tr>
<tr>
<td>8210 - Christian Brothers’ College</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8235 - St Brigid’s Catholic Primary School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td>Type</td>
<td>Percent</td>
<td></td>
<td></td>
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<tr>
<td>-------------------------------------</td>
<td>-----------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8280 - Nazareth Cath Col Findon Prim Campus</td>
<td>Non-Govt.</td>
<td>3.9</td>
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<tr>
<td>8311 - St Aloysius College</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8362 - St Mary’s College</td>
<td>Non-Govt.</td>
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<tr>
<td>8386 - Portside Christian College</td>
<td>Non-Govt.</td>
<td>2.9</td>
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<tr>
<td>9005 - Our Lady Queen of Peace School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9042 - St Patrick’s School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9069 - Our Lady of Mount Carmel Parish Sch</td>
<td>Non-Govt.</td>
<td>26.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9089 - Whitefriars School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>99.7</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.
Due to rounding totals may not add up to 100%.
Source: Term 3 Preschool Data Collection, Data Management and Information Systems

**Opinion Survey Data**

The annual opinion survey data was given to all parents and families of Kindergarten children in 2014 in Term 2. Unfortunately, only 1 survey was returned. In line with DECD Annual Report requirements, this data is not included in this report because less than 5 surveys were returned.