1. CONTEXT

Preschool Name: Dernancourt Kindergarten  
Preschool Number: 4613

Preschool Director: Natalie Stormonth  
Partnership: Modbury

Kindergarten Staff:

Leanne Fleet (Teacher)

Amber Yepa (Teacher)

Debbie Edwards (Early Childhood Worker/ Pre school Support/ Playgroup Coordinator)

Kerry Anne Uglesic (Early Childhood Worker/ Pre school Support)

Sally Li (Bi lingual 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 has enabled us to provide a preschool education for children enrolled at a number of various schools. In 2015 children transitioned to 20 different schools. Kindergarten sessions ran from Monday to Thursday as full days and on a half day fortnightly throughout the week. Playgroup ran fortnightly on Friday mornings.

The beginning of 2015 saw the strength of our Dernancourt Community come together again to move our kindergarten back to its original Vernons Drive site. Families were notified of the tight time frame and we decided to start our kindergarten year one week after the term had commenced. This enabled us to move back from the school site and commence at the beginning of the year from one location. The families were happy to wait and start the year fresh without further disruption to the children or staff. Everyone pulled together to make this happen, previous and new families coming together, as well as volunteers from other sites.

Amber Yepa and Leanne Fleet shared the teaching load for the year, each working in a .5 capacity. Staff worked in partnership with ECW’s and support staff Debbie and Kerry Anne. Sally worked during term 4 with a late enrolled child to provide bi-lingual support.

Staffing issues were resolved this year with the director’s and two teaching positions advertised. These were won by the incumbents as long term ongoing positions.

The other significant achievement by the site was going through National Quality Assessment. This had been something the site had worked solidly on as a staff team for some time and felt confident we would do well. This was confirmed and acknowledged with us receiving an “exceeding national quality standard” rating. As a community we felt particularly proud of this achievement as we received “exceeding” in every single standard area.

2015 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).

This year was the first year that we offered an Occasional Care program. Due to the move and a drop in enrolled children we were able to offer occasional care on the Monday. This was site funded and enabled 6 -8 children to access the kindergarten program intermittently throughout the year. Overall 19 children accessed this program. This was also
supported by a regular volunteer (Nikki Wharfe) attending on the Mondays.

The kindergarten was able to offer transition visits for our 2016 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 2016. The transition visits were structured as 3 half days on a Friday 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. 49 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 2016.

Overall a total of 52 children attended kindergarten fulltime, 1 child had full-time access through early attendance, 4 children received early entry access and 49 children attended transition visits. For 1 child English was their second language, 2 children received speech support (through DECD and/or other agencies), 1 child received disability support and 4 children behavioral/social/emotional support. DECD Support Services were involved in different capacities throughout the year. We worked in conjunction with speech pathologists, and special educators. 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 sites 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.

This year the Preschool Numeracy and Literacy Indicators have been introduced. The year has mainly been about familiarization before implementing them throughout 2016. These indicators support teachers to extend and enrich every preschool child’s numeracy and literacy learning.

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, and 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.
Wow what a year! It feels as though it's been pretty jam packed yet reasonably smooth sailing (at least for the committee). It's been a privilege and a pleasure to both be on the committee and to be chairperson. The committee was made up of a wonderful bunch of parents, including 2 dads, yay, and staff. We have been lucky enough to have a very efficient tech savvy secretary in Louise who totally rocked that role. This fabulous team shared their skills, knowledge, had the opportunity to find out more about the ‘nitty gritty’ of the kindy and it's going ons and for me, most importantly, develop some lovely relationships.

Our first fundraiser for the year was in early January (organised way in advance), a Bunnings sausage sizzle, and naturally it was a 40 plus degree sweltering day (this counted me out with a new born baby). In spite of these delightful conditions the fundraiser was a success manned by trusty staff and dedicated families, committee members and volunteers. Our next fundraising effort was the community lottery which again was successful with families purchasing lots of tickets.

It's hard to pick out highlights this year as there were so many. Natalie was finally awarded permanency after acting in the role for two years. The staff community and kindy were not surprised, but were absolutely delighted. Lucky Dernancourt! Following that the long process of recruitment underwent for teaching staff. Both Leanne and Amber secured these permanent teaching positions with the staff, community and families feeling delighted with this decision also. In amongst all this, Dernancourt underwent National Quality Standard assessment after preparing for this for two years. The kindy held a successful busy bee day where we beautified the yard and kindy. It was fabulous to see families and staff chipping in, sharing their time and skills. The assessment process was enormous for staff. I don't think families had much doubt that Dernancourt Kindy would achieve an excellent result but felt enormously thrilled that we received exceeding in every single area!

The year finished with a bang. Our scarecrow was entered into the royal show & of course won! How exciting. He was visited by many present and past families. He then took up residence in government house gardens. For me the last week of kindy summed up the year. Lots of people would say that this kindy is crazy to plan an excursion to government house and hold ones Christmas concert on a Monday of the last week of term. But it was done! Staff and families met at government house spent time with the scarecrow, mingled with the governor and his wife, enjoyed a pic-nic morning tea and a tour and play in the gardens. How civilized! It really was a lovely morning. All this while staff busily prepared the kindy in beautiful Christmas attire back at home base.

The family night was an enormous success with a pic-nic to start followed by the children’s fabulous performance of their favourite songs & Christmas songs. What a proud parent moment! Smiles were everywhere!!! Nikki was awarded the volunteer award thanking her for helping in an enormous number of ways. She volunteered her time each week working with occasional care and kindy children on Mondays. She truly went above and beyond. What a superstar!

Next was the raffle, another fundraising success. Families generously donated and staff, committee members and families approached local businesses resulting in some fabulous donated prizes. The funds raised will help to purchase wonderful resources for the kindy. Thankyou everyone for your hard work and generosity in pulling this off!!!!! The night finished with children, siblings and even families joining in busting some moves with the Dancify disco. So much
fun!!! Well there it is. What a year. What a testament to the amazing staff, the beautiful children, the wonderful volunteers, committee, families and community.

Melanie Cook (Governing Council Chairperson)

3. HIGHLIGHTS 2015

Business Page on Facebook

The Facebook page for the current Dernancourt Kindergarten families and staff broadened this year with the inclusion of a general business page open for public access. Still in the development stage it has provided another form of communication for families opting to not be part of the closed group page. It is also a way to share information with the broader community and provide educational resources and updates on our service. This has helped developed public awareness and contributed to our site being full for 2016 with a steady flow of enrolments coming in for 2017.

Nature Play

Nature play is an area that the team wanted to develop further. Wanting to increase this in the curriculum, staff attended professional development sessions to look at how to best do this. The main learning from these experiences was the importance of enabling children the opportunity to access natural and wild play spaces. These types of play spaces offer rich and diverse experiences that allow children to engage in imaginative, creative and cognitively and physically challenging independent play. This was received very well by our community, children and adults alike. Ways we engaged children in nature play were; by regular visits to the reserve next door “the forest”, introducing logs, mud and natural resources in the yard and by holding a family event at Morialta Conservation Park. This was well attended with families sharing in a picnic, building structures from tarps, ropes and hessian, taking a nature walk and witnessing koalas, turtles, kookaburras, possums and finding echidna tracks.

Student Placements

A number of students from high schools and university had placements with us throughout the year. All of these were positive experiences, with the children responding well to the students and staff providing meaningful mentoring experience.

Community Involvement

It was a lot of fun to extend our community involvement into areas such as the Royal Adelaide Show this year. Entering into the traditional scarecrow competition, the children and families worked hard to create a beautiful scarecrow worthy of a place in the Governors garden at Government House (the Best in Show prize). Judged first place we were thrilled to hear the news that our kindergarten community were to take a visit to the Government House gardens and to meet with the Governor and his wife. A lot of our families and children attended this day and delighted in the whole experience.

Exceeding National Quality Standards

Wednesday August 26th Sally Barnes from the Education Board came to assess our service. This was a full day of observation and interviews with the staff and educational leader. The day ran very smoothly and it was viewed as a positive experience and an opportunity to showcase our excellent educational service. All the staff felt this went extremely positive and were thrilled to receive the recognition for the efforts put in with a result of “exceeding”. All the staff and families worked tirelessly in preparing for this and their support was an integral part of the overall result.
Curriculum highlights

Outcome 1: Children have a strong sense of identity

The children developed in areas of independence, confidence, resilience and self-regulation this year. This was achieved through a strong sense of belonging and acceptance within the learning environment. The children had a strong sense of ownership, sharing family pages, celebrating birthdays, and viewing their kindergarten as their “work place”. They explored a variety of roles through dramatic play (home corners, veterinarians, superhero challenges, investigators, bird watchers, explorers and AFL or rugby footballers.

Resilience had a particularly strong focus this year. The You Can Do It characters were utilized and provided opportunity for children to engage in powerful learner language. When demonstrating these skills in their everyday interactions children were recognized and awarded a ‘brick of resilience’ to contribute to our Resilience Bridge. Children demonstrated significant growth in this area voicing alternative options to help with disappointment or a setback. “Your words caused me harm and I am going to find someone else to play with” (age 4).

Outcome 2: Children are connected with and contribute to their world

The kindergarten had a strong focus on nature play this year with an increase in outdoor activities. This included regular visits to the reserve next door and holding a family event at Morialta Conservation Park. Through this process the children and family experienced ‘hands on’ the value in spending time outdoors and in nature. It encouraged processes such as creative and imaginative thinking, opportunities to think flexibly and with an inquisitive and curious mind. Children and families responded with wonderment and awe as they watched koalas drinking from streams and observed their children following echidna tracks through bush lands.

There was a broad focus on many different cultures around the world. Our teacher Amber was able to share her experience of living in Ghana (West Africa) with the children, cooking traditional meals outside, strapping baby dolls to the children’s backs and balancing baskets of fruit on their heads. The children also developed respect for indigenous Australians, singing songs and learning the language of the Kuarna people. A highlight was having the women from Marra Dreaming do a morning of craft with the children. Together they created a group dot painting, placemats and woven baskets. These activities promoted turn taking, sharing, peer tutoring, respect, and to value diversity and social inclusion.

The chicken coop (won through a grant by Zero Waste for over $2000) was finally erected at the kindergarten. This encouraged children to take an active role in caring for living creatures and opportunity to learn respect for the environment. They were able to see the impact human actions have on the world by researching and contributing to waste reduction methods.

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. Several families attended this event during the morning of a kindergarten session and we raised much needed funds.

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. 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, even creating a range of their own imaginative positions such as ‘the elephant’.

Our You Can Do It characters were utilized helping the children 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”. 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.

The children developed increasing self-care skills, independently making decisions surrounding appropriate clothing, responding to hunger or thirst, reapplying sunscreen and reading the UV rating daily to determine if it was a hat day or not. Educators rarely had to initiate these activities indicating the progress made by the children throughout the year as capable and competent independent learners.

At the beginning of term 4 the kindergarten hosted a 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. This was a well-attended event.

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. Development of our gardens enabled children to observe the cycle of the seasons, investigate why some plants survive and others don’t, as well as seek out solutions to our plant eating chickens! Children responded positively to the frequently changing experiences within the setting, demonstrating high and persistent engagement levels utilizing light boxes, observing and handling live animals, playing in indoor rainforests and desert environments.

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. A particular favourite was the inclusion of loose parts where children worked collaboratively to create their own camp settings, athletic tracks and hurdles from bricks and logs.

A multitude of cooking activities fortnightly provided opportunities for discussion incorporating mathematical, positional, quantitative language with reference to size, and spacing.

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, storytelling, 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. This included teaching the children a wide range of songs, colours, and days of the week. The children proudly presented these songs in their end of year kindy concert. 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.

With a strong focus on culture the children also learnt a wide range of greetings in a range of languages. Children’s cultures were acknowledged and became the focal point for festivals celebrated throughout the year and language explored. The children were able to use many words in Kuarna, singing songs of welcome to visiting relatives during special visitor’s week.
Small story groups enabled staff to intentionally teach key literacy concepts; concepts of print and the way text is structured. Children demonstrated this knowledge by holding books correctly, interpreting illustrations, referring to the ‘blurb’, ‘title’, sentences and letters. 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, subitizing 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 rating.

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. 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. Some even chose this forum to finally come out of their shell.

4. QUALITY IMPROVEMENT PLAN
Annual Report 2015

The National Quality Standards across preschooal 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 2015 are as follows:

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

Educational staff was required to become familiar with the Preschool numeracy and literacy indicators throughout the year before implementation in 2016. All staff received access to the indicators and attended a workshop through a partnership closure day. We also purchased supporting resources. The common interest partnership group also met to discuss consistency of practice and attended a workshop run by Lisa Jane.

At a site level we have undertaken a site audit “Preschool Numeracy Audit using the National Quality Framework”. This has highlighted areas to work on during 2016 such as collaborative partnerships with the families and community, exploring attitudes towards mathematics and cultural numeracy practices and understandings. We have also explored avenues to share information with the families as well as recording progress in their portfolios. Some of these have been trialed throughout the year already.

Feedback provided through the National Quality Standard Assessment and Rating Report stated,

“Educators regularly review the processes that they have in place for planning, documenting and evaluating the curriculum and to ensure that children’s learning is assessed in an ongoing manner”.

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

Updating policies was a priority this year. After meeting with a consultant, gaps were identified in this area. By mid-year all policies had been updated and made into a site policy booklet accessible to families at all times.

Staff also attended some specific training surrounding the complex health issues of a newly enrolled child at the kindergarten. All staff and the site volunteer attended Epilepsy Awareness training and the administration of intranasal midazolam training.

Changes were made to cater for the changing needs surrounding rest periods throughout the day. With older children now attending we have provided alternative quiet activities as an alternative to a lay down or sleep. We have introduced relaxation adjuncts such as oil timers, squeezy toys, and other sensory items to aid winding down after lunch. A staff member was also employed for lunch care to provide consistency throughout the week.

Feedback provided through the National Quality Standard Assessment and Rating Report stated,

“A priority identified in the service’s QIP was a need for educators roles in relation to the management of children’s health to be formalized and for policies relating to children’s health to be updated. Progress notes in the QIP demonstrate that significant progress has been made in relation to this”.

**Quality Area 3: Physical Environment**

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 chickens through Zero Waste KESAB. The chicken coop was erected this year and has been an integral part of our waste reduction.

We also explored this further by further reducing landfill by splitting our waste further. Soft plastics are now sorted and taken for recycling to Coles to be made into school furniture. Small lids are also collected into a carton for recycling as recommended by WOW (Wipe Out Waste).

The development of the outdoor area has slowly progressed as the staff has attended training surrounding Nature play. This has
influenced decisions for yard development. A quote has been sought out for also rebuilding the sandpit area during 2016.

Feedback provided through the National Quality Standard Assessment and Rating Report stated,

“These spaces provide children with opportunities to engage in quality experiences in natural environments, but similar opportunities for play are provided in the indoor environment as well.”

Quality Area 4: Staffing Arrangements

Staff have attended training together and created opportunities to share learning of chosen interests and professional development areas, during staff meetings and informal discussions. This was a result of identifying that staff value and would like opportunities to support each other’s learning as a means to improve their own practice. This enabled us to learn from each other by challenging, affirming and sharing professional learning. Some of these included Nature Play workshops at the Botanic gardens, Project Wild Thing, Reggio Emilia Approaches and the Numeracy Indicator workshops.

Feedback provided through the National Quality Standard Assessment and Rating Report stated,

“Throughout the assessment and rating visit, educators demonstrated a high level of respect and collaboration”.

Quality Area 5: Relationships with Children

Educators built strategies to encourage children to manage their behavioral choices and self-regulation. It was a priority to educators that all staff kept children’s dignity intact when dealing with behavioral issues. This was achieved by children respecting each other as learners and accepting that this can look very different between each other. This was very much modelled by all staff and also achieved by including children in discussions, the introduction of the word “harm” as a general term to encompass people and the environment as a whole and the utilization of the You Can Do It characters.

Feedback provided through the National Quality Standard Assessment and Rating Report stated in relation to the “no harm” philosophy,

“rather than rules, educators focus on care and caring for one another, rather than ‘managing’ children’s behavior”.

Quality Area 6: Collaborative partnerships with families and communities

Educational staff recognized that current information about the service needed to be maintained. This was achieved by the introduction of a Facebook Business page, the closed group Facebook page, maintaining information and updates to website and completion of the policy handbook. All updated policies were also sent through to the website.

Feedback provided through the National Quality Standard Assessment and Rating Report stated,

“The service maintains respectful and supportive relationships with families at all times”.

Quality Area 7: Leadership and Management Service

Leadership was secured with Natalie being appointed as the permanent director for a 7 year tenure.

Feedback provided through the National Quality Standard Assessment and Rating Report stated,

“Educators demonstrate a strong commitment to continuous improvement”.

Future Planning:

During a term 4 closure day staff underwent a self-assessment utilizing the National Quality Standards Self-Review tool (NOF Educational Consultancy). 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 2016;
-Quality Area 1: Educational program and practice
We have identified this as an area to focus on due to the new Numeracy and Literacy Indicators being implemented as part of the curriculum. Staff training will occur around this area and strategies developed within the site to extend and enrich every preschool child’s numeracy and literacy learning.

-Quality Area 3: Physical Environment
With the increased interest in nature play and Reggio Emilia philosophy and approach to learning, staff alongside families and governing council has identified the need to update the outdoor environment to support this.

5. INTERVENTION AND SUPPORT PROGRAMS
During 2015 we continued to seek the support of the Regional Speech Pathology team, and special educator 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 was of high quality. The improvements observed and feedback from families indicated a real strength in this area.

Familiarization of Numeracy Indicators:
Numeracy Indicator Training was provided at a site level and within the Modbury partnership. Funding was provided within our partnerships to enable leaders to attend professional development surrounding the DECD Numeracy Modules, a workshop run by Lisa Jane and a familiarization event held for all preschool staff to attend alongside relevant primary school educators. At a site level this information was shared during staff meetings and closure days resulting in the building of capacity of our staff.

During 2015 approximately 9% of our children received support. Five children received support in one or two of the following areas; behavioral, 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, principals and reception teachers as well as staff at the preschool arranging additional transition visits, and attending these to support the child and their new teachers.

6. STUDENT DATA

6.1 Enrolments

Figure 1. Enrolments by term

Total Enrolments 2013 - 2015

Table 1: Enrolments by Term
Steady enrolment figures occurred throughout the year. We started with a slightly lower intake of 42 children with a total of 52 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 4 children during term 3 for speech and language support.

During term 3 we made arrangements for our transition visits to occur during term 4. We offered 3 half days fortnightly with families choosing the amount of days their children attend. Families were charged per session to enable staffing. Due to the overwhelming response of these sessions, we offered mornings and afternoons.

Of the 54 families enrolled at the time (there are now 58 families enrolled), 49 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.

**Recommendations:**

- With the change of child: staff ratio the amount of children to be enrolled will need to decrease, capping us at 55. However the site allows for 60 children overall, so staff are allowing a couple of places clear to allow access for any ATSI or GOM places throughout the year.

- Allow a couple of additional enrolments to cover the children who will commence school beginning term 3 in the Catholic System.

- Continue to run playgroup on Fridays alternate to transition visits.

**6.2 Attendance**

**Figure 2: Attendance by Term**

<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>
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<tr>
<td>2013</td>
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<td>2014</td>
<td>51</td>
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<tr>
<td>2015</td>
<td>42</td>
<td>46</td>
<td>48</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
Table 2: Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tr>
<td>2013 Centre</td>
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<td>81.0</td>
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<td>2014 Centre</td>
<td>96.1</td>
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<td>95.2</td>
<td>87.0</td>
<td>83.3</td>
<td></td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></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>
<td></td>
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</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

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

Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>0596 - Highbury Primary School</td>
<td>Govt.</td>
<td>12.5</td>
<td>9.8</td>
<td>2.2</td>
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<td>0665 - Hillcrest Primary School</td>
<td>Govt.</td>
<td>2.0</td>
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<td></td>
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<tr>
<td>0973 - Paradise Primary School</td>
<td>Govt.</td>
<td>9.4</td>
<td>3.9</td>
<td>8.7</td>
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<tr>
<td>0982 - Dernancourt School R-7</td>
<td>Govt.</td>
<td>6.3</td>
<td>29.4</td>
<td>26.1</td>
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<td>1028 - Charles Campbell College</td>
<td>Govt.</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1036 - East Adelaide School</td>
<td>Govt.</td>
<td>3.1</td>
<td></td>
<td></td>
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<tr>
<td>1043 - East Marden Primary School</td>
<td>Govt.</td>
<td>25.0</td>
<td>3.9</td>
<td>6.5</td>
</tr>
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<td>1154 - Thorndon Park Primary School</td>
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<td></td>
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<td>1336 - Dernancourt Junior Primary School</td>
<td>Govt.</td>
<td>9.4</td>
<td></td>
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</tr>
<tr>
<td>1540 - Ardtornish Primary School</td>
<td>Govt.</td>
<td>6.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1847 - Keithcot Farm Primary School</td>
<td>Govt.</td>
<td>2.2</td>
<td></td>
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</tr>
<tr>
<td>6026 - Christian Brothers College - Junior</td>
<td>Non-Govt.</td>
<td>2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6028 - Saint Ignatius’ College Junior Sch</td>
<td>Non-Govt.</td>
<td>2.0</td>
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</tr>
<tr>
<td>8006 - St Francis Xavier’s Regionl Cath Sch</td>
<td>Non-Govt.</td>
<td>3.1</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>8027 - Pedare Christian College Junior Sch</td>
<td>Non-Govt.</td>
<td>3.9</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>8032 - Cedar College</td>
<td>Non-Govt.</td>
<td>3.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8226 - Golden Grove Lutheran Primary School</td>
<td>Non-Govt.</td>
<td>2.2</td>
<td></td>
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</tr>
<tr>
<td>Code</td>
<td>School Name</td>
<td>Type</td>
<td>2015 Total</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------</td>
<td>--------------------</td>
<td>------------</td>
<td></td>
</tr>
<tr>
<td>8311</td>
<td>St Aloysius College</td>
<td>Non-Govt.</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>8364</td>
<td>St Paul’s College</td>
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<td>3.1</td>
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<tr>
<td>8385</td>
<td>Saint David’s Parish School</td>
<td>Non-Govt.</td>
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<tr>
<td>8411</td>
<td>Torrens Valley Christian School</td>
<td>Non-Govt.</td>
<td>9.4</td>
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</tr>
<tr>
<td>8419</td>
<td>Good Shepherd Luth Sch - Para Vista</td>
<td>Non-Govt.</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>9013</td>
<td>St Francis of Assisi School</td>
<td>Non-Govt.</td>
<td>3.1</td>
<td></td>
</tr>
<tr>
<td>9031</td>
<td>St Martin’s Catholic Primary School</td>
<td>Non-Govt.</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>9082</td>
<td>St Joseph’s School - Tranmere</td>
<td>Non-Govt.</td>
<td>5.9</td>
<td></td>
</tr>
<tr>
<td>9088</td>
<td>St Plus X School</td>
<td>Non-Govt.</td>
<td>9.4</td>
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</tr>
<tr>
<td>9116</td>
<td>St Paul Lutheran School</td>
<td>Non-Govt.</td>
<td>2.0</td>
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</tr>
<tr>
<td>9756</td>
<td>All Saints Catholic Primary School</td>
<td>Non-Govt.</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100.0</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

In 2015 there were a total of 51 children who transitioned to 20 various schools within Adelaide (some schools are not indicated in the chart) and one child to be home schooled overseas. Of these 51 children, 32 (62%) attended DECD schools within the local area, with 18 (35%) attending non-government schools. As the chart and percentage indicates the majority of our children transitioned to government schools.

### 7. CLIENT OPINION

Parent opinion surveys were distributed in Term 3 2015. 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. 20 surveys were completed as a hard copy. Each response has been analyzed 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 continued development of the facebook page proved to be a very effective way for families to be informed and to communicate as a community.
Family Comment: I think communication is always important and I think it is also good that the teachers do this well. Well with each other and the parents.
Family Comment: My child always says that everyone is included in play and all children are involved. The encouragement of using materials to play helps every child to mix and be involved.
DECD Parent Opinion Survey 2015
4613 Dernancourt Kindergarten

Aggregation of Preschool Survey Responses
Parent Opinion - Relationships and Communication

<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>22</td>
<td>I feel welcome at this preschool</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>80%</td>
<td>20</td>
</tr>
<tr>
<td>23</td>
<td>This preschool assists the development of my child’s personal and social skills.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>30%</td>
<td>70%</td>
<td>20</td>
</tr>
<tr>
<td>24</td>
<td>I am comfortable about approaching my child’s teachers to talk about his/her progress.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>11%</td>
<td>89%</td>
<td>19</td>
</tr>
<tr>
<td>25</td>
<td>I am given opportunities to have a say in matters about this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>30%</td>
<td>65%</td>
<td>20</td>
</tr>
<tr>
<td>26</td>
<td>There is a broad variety of communications that inform me about this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>74%</td>
<td>19</td>
</tr>
<tr>
<td>27</td>
<td>Children from all backgrounds and cultures are treated fairly at this preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>15%</td>
<td>85%</td>
<td>20</td>
</tr>
<tr>
<td>28</td>
<td>The staff always listen to what I have to say about my child’s development and needs.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>80%</td>
<td>20</td>
</tr>
<tr>
<td>29</td>
<td>I receive helpful information about my child’s progress and achievement.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>80%</td>
<td>20</td>
</tr>
<tr>
<td>30</td>
<td>This preschool provides opportunities to discuss my child’s progress.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>60%</td>
<td>20</td>
</tr>
<tr>
<td>31</td>
<td>I am well informed about preschool activities.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>80%</td>
<td>20</td>
</tr>
<tr>
<td>32</td>
<td>I believe that if I have concerns or suggestions, the preschool would respond appropriately.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>20%</td>
<td>80%</td>
<td>20</td>
</tr>
<tr>
<td>33</td>
<td>I am encouraged to be involved in the preschool in all kinds of ways.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>25%</td>
<td>75%</td>
<td>20</td>
</tr>
</tbody>
</table>

Family comment:
All teachers are very approachable and helpful.
Family Comment: A well organized kindy always feels clean and toys etc are well maintained. Great changes to the kindy whilst maintaining freedom and space.

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. We have also created an excel program where all police screens are entered into a database for quick reference and secure recording. Families were offered to undergo an extensive volunteer induction process at the Dernancourt Primary School. Working in partnership with the school we will
utilize their induction courses as a way to induct our new volunteers. Any parent who may like to help or will be staying for longer periods at drop off time (eg/children with separation anxiety) will need to undergo this process. A lot of 2016 families have already completed this process ready for the beginning of the year. All students on work experience completed police screening before commencing.

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

9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Grants: State</td>
</tr>
<tr>
<td>2  Grants: Commonwealth</td>
</tr>
<tr>
<td>3  Parent Contributions</td>
</tr>
<tr>
<td>4  Other</td>
</tr>
</tbody>
</table>

(refer to onsite Annual report statement)