Pennington Kindergarten is co-located alongside Pennington Junior Primary School.

Programs operating at the preschool

- **Sessional Kindergarten for eligible children –**
  Monday to Thursday mornings 8.45-11.45am
  Monday to Thursday afternoons 12.30-3.30pm
  Children access one full day a week to access five sessions of kindergarten a week. Some parents opt for children to do two full days, this is dependent on availability and working and studying parents are supported when possible to achieve this.

- **Pre Entry and Early Entry** – Wednesday and Thursday morning and afternoon. This was offered in terms 1 and 2 when space was available and to children with additional needs in term 4.

- **Bilingual Support** - currently provided in Vietnamese. Other languages supported on a needs basis.

- **Preschool Support** – accessed on a needs basis

- **Occasional Care (funded)** for children aged 2-4 years - Tuesday, Wednesday and Thursday 8.45am -11.45 and 12.30pm -3.30pm.

Enrolments went from 60 in term 1 to approximate 40 in term 4 due to the one intake in schools and preschools. As children went off to school in the terms 3 and 4, new preschool children had to wait until term 1 2014 before they could start preschool. We had approximate 30% of children who spoke Vietnamese or a language other than English which was supported by a bilingual support worker. We had 11 children with additional needs that were supported by a pre-school support person throughout the year.

Pennington Kindergarten had 3 different Directors in terms 1 and 2, then stabilised in terms 3 and 4 with the same constant Director and staff members.

Occasional Care was utilised by approximately 60 families over the year.

**Quality Improvement Plan**

Pennington Kindergarten had their formal review process completed in term 2 of this year. Pennington Kindergarten's overall rating is ‘Working Towards National Quality Standards’. The “Next Steps” for consideration and recommendations by ACECQA for each of the 7 quality areas is as follows:

Quality Area 1. Educational program and practice
The recommendation is for the service to continue working towards documenting children’s learning and ensuring that the documentation about each child’s program and progress is available to families. The service will be looking into using Individual Learning Plans as recommended by ACECQA so that the program is focused, active and reflective for each child.
Quality Area 2. Children’s health and safety
Clear communication is needed between all educators to ensure each child’s health needs are supported and systems put in place to ensure children with allergies are not placed at risk. Educators need to maintain consistent hygiene practices and encourage the children to become good hand washers. One educator needs to update her training on ‘Responding to children at risk or abuse’ online. Educators must ensure that each child’s safety and health and wellbeing is maintained at all times and that systems are in place to ensure children are not placed at risk.

Quality Area 3. Physical environment
It has been recommended that the service considers how we are able to embed sustainable practices into the service we offer and how to support children to become environmentally responsible and show respect for the environment.

Quality Area 4. Staffing arrangements
This area was assessed as meeting the standards but it was recommended that staff continue to work collaboratively with one another to support and learn from each other to further develop practices and relationships.

Quality Area 5. Relationships with children
Educators will continue working on ensuring they always use positive language, gestures and tone of voice when discussing children’s behavior with them. Educators will have updated training in Positive behavior guidance.

Quality Area 6. Collaborative partnerships with families and community
Children’s Individual Learning Plans will help to inform parents about their child’s learning and provide families the opportunity to share in decision making about their child’s learning and wellbeing.

Quality Area 7. Leadership and service management
It is recommended opportunities are provided for educators to discuss and reflect on their practice and the establishment for clear goals and expectations for teaching and learning to inform curriculum decision making and direction. It has also been stated that all staff need to be involved in developing individual development plans and participate in performance reviews to support improvement.

The service has worked on many of these areas as assessed by ACECQA in term 4. More work will be done in 2014 with the Education Director and Early Childhood Leader and educators of Pennington Kindergarten.

**Intervention and Support Programs**

During 2013 11 children were referred to support services. 1 for Global Developmental Delay, Significant Challenging Behaviors and Speech and language impairment, and 1 for physical disability, 1 for Autism, 1 for Significant Challenging Behaviors and Speech and Language, and the other 7 were for Speech and Language delays.

Support for children was allocated to this site by Pre-school Support Services and an ECW was employed to support these children in consultation with the speech pathologist and other supporting agencies.

After the year of support in Preschool 4 children were identified as not needing any more support as they transitioned to school. Their speech and language had progressed enough that they did not need to continue with support.

One child went to a Speech and Language class and another went to a Special Education Centre. Both these children are continuing with support for their additional needs. 2 children will need ongoing support within the school setting and information was relayed to the respective schools. The kindy was involved in information sharing to these schools for a smooth transition for the children and support for staff.
Chairpersons AGM report 2013

It is my pleasure to present the Chairpersons report for 2013 in the absence of our chair Jane Harkin who was not able to attend our meetings for the last half of the year.

Fundraising

Our fundraising efforts in 2013 were concentrated on external sources. We held two BBQ’s in the year, one was held at Officeworks in Croydon and one held at Bunnings in Woodville. By holding these two barbecues we managed to meet our fundraising target for the year. Our fundraising money was allocated to paying back Pennington Junior Primary School for the new fence. This debt was repaid and we were very fortunate that the Primary School waived the remaining amount; this gave us the opportunity to use the remaining money for resources within the Kindy.

We fundraised $3170.40, less expenses of $494.72 so we raised $2675.68.

Upgrades

The Kindy underwent some upgrades and maintenance during 2013. Most noticeable was the new flooring that was installed during the mid year holidays. We also held several working bees throughout the year; one was focused on cleaning the Kindy yard for the NQS audit. The second Working bee focused on maintenance of the site ie. cleaning out gutters, mowing and weeding. We were lucky to have had some assistance from Jeffries in providing new bark chips for the play areas at a discounted rate. We also replaced the sand in the sand pit in term 1 which was achieved with the help of volunteers from Kindy families and was very much appreciated by the children.

Decisions

The Governing Council were presented with only a few decisions throughout the year. Most of them were near the end of 2013 and focused on start and finish times and fee structures for 2014. These changes were made to make the fees clearer for families and to encourage them to pay fees quicker. The start and finish times were changed to meet the needs of families will multiple site pick ups and to give better flow to the kindergarten day structure.

The Kindergarten had four Director changes throughout 2013 with two being short term fill in positions. This meant that we were operating in a caretaker situation for most of the year and explains why we didn’t have a lot of decisions to make.

Thank you’s

On behalf of the Chair and the Kindergarten community I would like to thank the Governing Council for their contribution during 2013. It was a difficult year with very few volunteers outside of governing council, kindergarten staff and their families but we still successfully achieved as best we could, those who volunteered their time did it with enthusiasm and we had many fun times in the process.

On behalf of the governing council I would also like to thank Marg, Melissa and the staff at the Kindy for their hard work and dedication. This last year was difficult with so many Directorial changes to have consistency for the children but you all made it appear seamless. Thank you also to Michelle Swincer and Anna Brice for filling in during Leon’s absence and for showing genuine care and consideration for our Kindergarten community. Lastly we would like to thank Leon for his contribution to the Kindy in his time with us, we really appreciate everything he did for our Kindy and the time he took out of his personal life to maintain our the site, we wish him all the best for the future.

Thank you

Belinda Hart
Student Data

Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2011 - 2013

<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>2011</td>
<td>57</td>
<td>52</td>
<td>50</td>
<td>63</td>
</tr>
<tr>
<td>2012</td>
<td>64</td>
<td>75</td>
<td>76</td>
<td>71</td>
</tr>
<tr>
<td>2013</td>
<td>60</td>
<td>53</td>
<td></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

There has been a trend of declining enrolments in 2013 because of the one intake of children in 2014. Some children went to school in 2013 but we weren't able to enroll new children until the following year so the enrolment figures for the end of the year were down to approximately 38 due to children going off to school.
Attendance

Figure 2: Attendance by Term

Attendance Percentages 2011 - 2013

<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>2011 Centre</td>
<td>89.5</td>
<td>94.2</td>
<td>80.0</td>
<td>73.0</td>
</tr>
<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>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</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>
</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 1: Figures have been revised for previous years, using integer deemed attendance not decimal.

Note 2: Data for Term 3 and Term 4 2013 will not be reported. It is not comparable with previous years due to the transition to the Same First Day enrolment policy for preschools in 2013 creating a break in series.

Source: Preschool Data Collection, Data Management and Information Systems

Attendance has improved this year up between 12-13 % even with the staff changes occurring. This increase is quite considerable. The service has worked hard in contacting the parents if we did not receive a phone call from the family. We have built stronger relationships with families and are able to have conversations with them about their child’s attendance and the importance of coming to kindy regularly. We have regularly informed parents via newsletters and information sheets about the importance of regular attendance to develop life long positive learning habits. We have used our Bilingual support worker to translate the Everyday Counts brochure into Vietnamese which is now added to our enrolment pack for families who speak Vietnamese.
## Feeder Schools

### Table 3: Feeder School Percentage Data 2011 - 2013

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1162 - Ingle Farm Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>2.9</td>
</tr>
<tr>
<td>1273 - Pennington Junior Primary School</td>
<td>Govt.</td>
<td>61.0</td>
<td>47.1</td>
<td>63.0</td>
</tr>
<tr>
<td>1901 - John Hartley School (B-7)</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>2.9</td>
</tr>
<tr>
<td>8210 - Christian Brothers’ College</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>2.9</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>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>
<td>3.7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8386 - Portside Christian College</td>
<td>Non-Govt.</td>
<td></td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>9005 - Our Lady Queen of Peace School</td>
<td>Non-Govt.</td>
<td>2.9</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>9042 - St Patrick’s School</td>
<td>Non-Govt.</td>
<td></td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>9069 - Our Lady of Mount Carmel Parish School</td>
<td>Non-Govt.</td>
<td>32.0</td>
<td>26.5</td>
<td>29.6</td>
</tr>
<tr>
<td>9083 - St Monica’s Parish School</td>
<td>Non-Govt.</td>
<td>4.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9089 - Whitefriars School</td>
<td>Non-Govt.</td>
<td>4.0</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>101.0</td>
<td>99.7</td>
<td>100.0</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

We have 2 main schools that we feed into, those being Pennington Junior Primary and Our Lady of Mount Carmel Parish School. 92% of our children went to these 2 schools. Parents choose the school for their children based on locality and where they have other siblings attending. As we are situated on the same site as Pennington Junior Primary a high proportion of our children go to this school.
The following survey was given to parents to complete as their child was transitioning to school. The responses below are as follows:

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel welcome at preschool</td>
<td>50%</td>
<td>35.7%</td>
<td>21.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The staff at this Preschool are approachable</td>
<td></td>
<td></td>
<td></td>
<td>71.4%</td>
<td>28.5%</td>
<td></td>
</tr>
<tr>
<td>3. My child is happy and settled with staff, and talks positively about them</td>
<td>64%</td>
<td>28.5%</td>
<td>7.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. My child is learning and developing new skills</td>
<td>35.7%</td>
<td>64%</td>
<td>7.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I have sufficient opportunity to talk about my child’s progress E.g. Interviews, informal discussions summative report</td>
<td>28.5%</td>
<td>35.7%</td>
<td>42.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I believe that my child feels safe, secure and supported in their learning at this Preschool.</td>
<td>50%</td>
<td>50%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I am informed about the Preschool Program (through newsletters, noticeboards, photographs and portfolios)</td>
<td>71.4%</td>
<td>21.4%</td>
<td>7.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. I believe that the facilities and equipment at this Preschool are of a high standard</td>
<td>42.8%</td>
<td>50%</td>
<td>7.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I believe that the learning program at this Preschool is responsive to my child’s needs.</td>
<td>35.7%</td>
<td>50%</td>
<td>14.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I have opportunities to be involved in Preschool (e.g. Governing council, fundraising, excursions, Special activities, children’s activities)</td>
<td>42.8%</td>
<td>35.7%</td>
<td>21.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As you can see, all the responses were ‘Strongly Agree’, ‘Agree’ or ‘Neutral’. Questions 1, 5, 9 and 10 need to be addressed with some significant change put into place. A focus for 2014 will be relationships with families and implementing Individual Learning Plans and Parents Teacher Interviews in terms 1 and 3.

Below are some comments made by families from 4 questions posed for feedback:

**What areas do you think we need to work on to improve this Preschool?**
Brighten outdoor play area through possible colour/paint some wooden equipment
The change of staff which effects my child’s emotions and getting used to different ways of teaching. In the last year Occasional Care has had 3 teachers and for young children it’s hard to them to start all over. Unfortunately many people see new establishments all bright and colourful- think often established ones seen as old
None that we can see
I would like to hear more about my child’s progress near the end of terms
That as we move into National Curriculum some teaching of numbers and letters etc.
Should have some real animals so kids can touch and learn e.g. Fish, turtles, rabbit or even chickens
This is my first child in schooling so I am happy with what I see. My child thinks its great and I see the new things she is learning about

**Why did you choose this Preschool?**
Large home garden environment outside for play and closest kindy to home
Close to home
Close to home, have had other children attend here
Close to home and liked the large ‘backyard’ outdoor space
Cause it was close to where we lived when we moved
It was close to home also because the junior primary is there and I think it increases their friend circle for reception
Close to home
Location and availability
Close to home and liked the large ‘backyard’ outdoor space
Location, size and friends she has made
This is the kindy we have attended with our 5 children commencing 16 years ago. Always been great
Set up, environment of the preschool and friendly staff
Mostly the atmosphere and the enthusiasm for learning. I like that the friends they make now are likely to be friends they attend school with also because of the joint location

When I speak to people about this Preschool I say …..
Very happy, it’s open, large and friendly with plenty for the kids to do
Good things
My child enjoys it and the staff are always nice
Very happy-large spacious facility
Hello how are you.
My child loves going each day and is doing great
How much my child enjoys it and how good staff are with them
It is a good preschool and staff are friendly
Teachers are nice and kindy is flexible if I need lunch care on a day that I don’t normally
She has made lots of friends and enjoys herself
I love it
Friendly, warm approach and nice
My child loves it and the teachers are great

Can you indicate what school you enrolled your child in and why you chose this school
St Margret Mary-close to home and my other 2 children attend that school
Pennington Junior Primary, close to home and I have had other children attend there
Pennington JP – happy with results form siblings within the school
Pennington JP or special school if needed
Pennington JP – I chose this because of location and hoped that some friends will also move up
Our Lady Queen of Peace-it has and OSHC and school holiday program that I require as a full time employee and single mother
Mt Carmel – close to home and grandparents house
Pennington JP – close to home and sister goes there
Our Lady Queen of Peace – OSHC program
Mt Carmel – our older children attend there
St Mary Margaret – near my house
Pennington JP – due to the joint location, many of my child’s friends will also attend this school

Any other comments
Don’t seem to have end of term get togethers anymore. Suggestion end of year gathering (without mosquitoes) a casual graduation ceremony or everyone come dressed up i.e. PJ’s
I would like more frequent feedback about my child

Financial Statement