1. CONTEXT

Preschool Name: Bertram Hawker Kindergarten
Preschool Number: 4607
Preschool Director: Margie Colton
Partnership: Greenhill South

(In this report Bertram Hawker Kindergarten will be written as BHK and the Department of Education and Child Development as DECD.)

Bertram Hawker Kindergarten is a Department of Education and Child Development kindergarten situated in Myrtle Bank in Adelaide, South Australia. 35-45 children attend kindergarten each day, including seven children who are supported by a teacher and speech pathologist in our integrated speech and language program. Thirty three children come to playgroup with their parents or grandparents on Friday mornings. Most children attend childcare centres and other preschool settings as well as kindergarten.

Our diverse staff team made up of 10 dedicated educators benefit from working together with a speech pathologist on our team. Early Childhood Support Workers and Bilingual Assistants provide extra support to 3 children with additional needs.

We are part of the Greenhill South Partnership, together with 6 other kindergartens, 6 primary schools and Glenunga High School. This Partnership has assisted us to create stronger connections and to work together with Glen Osmond, Highgate, Parkside, Unley, Goodwood and Clarence Park Primary Schools as well as Glenunga High School.

Supporting children’s learning and development is at the heart of what we do. Our primary purpose is to engage children in learning about themselves and their world through interesting, meaningful and fun experiences every day.

We use the National Quality Standards and The Early Years Learning Framework, Being, Belonging, Becoming in an integrated way to support our curriculum decision making and as a guide when we document learning.

We have a strong vision that is articulated in our Philosophy Statement: to create... a community of children, educators and families... learning with and from one another... having fun... connecting with nature, the world and each other... and facing challenges with respect and a sense of adventure.

2. REPORT FROM GOVERNING COUNCIL

This year the Bertram Hawker Governing Council was instrumental in extending upon the great work done by the previous council in 2014. Interest to join the council was immense this year and this resulted in the formation of a number of ‘sub committees’ overseen by the Governing Council to organise and provide leadership for the broader activities and events at the kindergarten. One initial objective of the 2015 governing council was a review of the constitution. Modifications were made to the Constitution which was led by David Chadwick and Jody Williamson. These modifications were largely approved by DECD. This allowed for a greater number of council members and introduction of capacity for sub committees to come in to effect. With the modification of the Constitution and introduction of sub committees, greater focus on fund raising, community activities and development could occur.

In terms of fundraising via grant applications, the kindergarten was successful in gaining a land care grant to construct a frog pond in the grounds of the kindy. This will provide amazing future learning opportunities for kids. The kindy is grateful to Amy Gill especially for her contribution to this project. In addition, this year the ‘Bridge the Gap' programme with the local War Veterans Home was a great success and thoroughly enjoyed by children and residents. This program aimed to connect in a meaningful and ongoing way with the local War Veterans Home and was funded by an Unley Council community grant.

The Governing Council was proactive with engagement with the kindy parents with administration of a partner's survey as well as a pilot for a Facebook page. Both were successful and provided important information for the kindy for future initiatives.
This year the art show was held on September 20th and again an amazingly successful event generating much needed funds for the kindy. Aside from the fundraising, the event is always well attended and enjoyed by the kids and community. This was no exception in 2015 with a huge turn out on a sunny spring day. We thank all that attended and everyone who was involved in organising and contributing to the day, in particular Jody Williamson and Vanessa MacGregor who were instrumental in generating interest from the community sponsors and organising the event.

As always, Margie and the staff of Bertram Hawker aspire to excellence in early childhood education. This year has been no exception with the application of the kindy ‘excellence rating’ as well as review and delivery of the Quality Improvement Plan. The Governing Council has thoroughly enjoyed the opportunity to contribute to the evolution of these initiatives. We wish the kindy every success in 2016.

3. HIGHLIGHTS 2015

Thank you to everyone on the Governing Council during 2015. It has been a fantastic group and a lot has been achieved. The subcommittees worked brilliantly and we have established some great initiatives that we will build on in 2016, including the connections with residents and staff at the Myrtle Bank War Veterans Home, the development of our frog pond and native garden and purchase of a BBQ to use at family and community events, such as our working bees. Facebook is another initiative that we will explore more in 2016. Our Art Show in term three was a resounding success and has become a part of our Kindergarten tradition.

Over the last two years we have focussed on taking greater notice of the multiple ways that the children communicate and making these more visible to staff, children and their families. As a result, staff have intentionally planned and documented more experiences that encourage children to communicate through music, movement, dance and art, e.g. Move to Learn program, Dance programs and visual art with Pilawuk White, an aboriginal artist and teacher. Working together with Pilawuk has been a highlight for children, parents and staff. In addition to cultural presentations, she has worked as a relief teacher and has begun to be involved in whole staff team planning. Her insights into aboriginal ways of knowing and being, together with her art, her warmth and her generosity have inspired children and staff to learn more with her.

The projects that we have implemented have strengthened and grown our kindergarten community and the wider community.

During 2015 we applied for the National Quality Standard excellent rating. Thank you to parents and the staff team who willingly participated in this process by giving their time and thinking. This process has provided the impetus for deeper reflection and more clarity around the direction of our kindergarten and will support our ongoing continuous improvement for next year and beyond.

4. QUALITY IMPROVEMENT PLAN

A continuous self-review process involving educators and Governing Council identified priorities, strategies and goals for our 2015 Quality Improvement Plan to improve in the seven national quality areas. This is a working document that we review throughout the year at Governing Council and staff meetings as well as at pupil free days.

Quality Area 1: Educational Program and Practice

Goals
- Extending children’s numeracy thinking and learning through inquiry
- All educators supporting one another in constructive and critical reflection on practice
- Shared understandings about assessment and reporting for educators and parents
- Integrating ICT within our curriculum to support children’s thinking and creativity

The DECD Literacy and Numeracy Indicators were introduced in 2015. Funding was provided by DECD to assist us to begin using the Indicators for planning and assessment of children’s literacy and numeracy. This funding enabled educators to attend training sessions and to have release time to work together on a literacy and numeracy research project.
Over the last five years language and literacy has been an area of focus for our research. We have engaged in action research in conjunction with our speech pathologist to document, analyse and collaboratively plan for children’s language and literacy learning. We have reflected deeply on how we assess, plan and document children’s literacy learning.

We wanted to build on the work we have done with literacy learning and assessment practices. During 2015 focussed our research on improving our numeracy practices and understandings. We developed an inquiry question, *How do children engage in their world in a numerate way… and how do we extend this at kindergarten?* All educators were provided with a copy of the Early Years Literacy and Numeracy Indicators Resource. Three of our teachers organised a training day for the staff team to reflect on current numeracy research and links with the Literacy and Numeracy Indicators and the Early Years Learning Framework. Our regular relief educators were employed in term 1 to release educators to plan for this session and to do observations of children’s numeracy learning at kindergarten. These observations of children and shared analysis and planning, combined with conversations that reflected on research continued throughout the year. All educators documented numeracy learning in learning stories. We examined our current practice and shared ideas/ planned for experiences to extend children’s thinking and numeracy (collated as a resource). We have used this resource each time we program.

Each year, we have a parent evening where the staff team shares our beliefs and practices around language and literacy learning with the parents. In 2015 we included numeracy learning stories in our parent workshop. Positive feedback from the 18 parents indicated that the workshop was valuable for parents to support their child’s literacy and numeracy learning at home. Therefore we will have a literacy and numeracy parent workshop in term 1, 2016. Feedback from a parent survey also indicated that parents wanted to receive information about literacy and numeracy learning electronically. We emailed Great Start Parent Numeracy brochures to parents. In 2016 we will provide more information to parents via email, newsletters and Facebook about literacy and numeracy.

One of the teachers and the Director were also involved in a Leading Numeracy 2 day program this year, together with other teachers and Leaders within our Partnership group. This program supported us to lead reflection on how we provide numeracy experiences within an active learning environment. We examined a numeracy audit together as a staff team, which assisted us to make connections between mathematical understandings and our practice.

Each child has a Learning Statement with three reflections throughout the year. These statements demonstrated evidence of children’s progress in literacy and numeracy, particularly through extension of children’s interests and imaginary play. An example of this was imaginary shop play that began with one child’s interest evolving from a flower shop to a shoe shop and a restaurant incorporating different ideas from many children over several weeks. Educators extended literacy and numeracy learning through conversations that introduced new vocabulary and mathematical language; encouraging drawing and reading and writing signs and symbols; noticing patterns and similarities and differences; and using number and measurement.

Over the last several years we have analysed videos of ourselves and the kindergarten environment to reflect on and improve our practice. In 2015 we chose to use the *Reflect Respect Relate* Active Learning Environment Scale to assess how our learning spaces provide the conditions to learn and promote children’s curiosity and co-construction of knowledge, together with other children and educators.

After viewing three videos we recognized the importance of uninterrupted time for children to explore, create, reflect and collaborate with a range of materials. We decided to have an earlier group time at 9am to enable a longer time for uninterrupted play. We also noticed how much of the talk happens through adults. We decided to intentionally lower our voices, listen more and talk less and to be mindful of not interrupting educator/child interactions.

We use the Interactive Whiteboard as a tool to research children’s interests, e.g. one child wanted to learn more about millipedes and another about hurricanes. When we found information on the Interactive Whiteboard other children were interested to learn more about these topics. We have begun involving children in writing about photographs at kindergarten to reflect on their learning. We also show photographs on the whiteboard of children involved in experiences at
kindergarten so they can reflect on what they and other children are doing and learning. This can stimulate new and deeper learning.

In 2016 we plan to focus more on improving the way we organise materials and our environment so that children can access and organise materials more independently.

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

**Goals**
- Learning more about healthy food choices
- Encouraging physical activity in a range of ways in response to children's interest and development

In 2015 we continued to promote healthy eating through encouraging families to send unpackaged food and through our ‘Red/Orange’ and ‘Yellow/Green’ shared snack days. Information throughout the year was provided to parents in newsletters and through web links that actively promote healthy eating. Snack and lunch times are important times for educators to talk with children about healthy food choices. In 2016 we will plan for learning more about healthy food choices within our program and link this with our gardening and cooking.

We implemented a movement program funded by the Australian Association of Special Education. With the grant funds we bought the ‘Move to Learn’ DVD and books for the staff team, as well as equipment for the children. We viewed sections of the DVD together and focused on different movement sequences within our program. For example, we began by focusing on cross lateral movements and balancing along a line. We programmed to incorporate these movements into a range of experiences, for example movement songs, finger plays, crawling through tunnels, taped lines on the floor and on low and high balance beams. These movements are built into the everyday play experiences as well as structured individual and group experiences.

We use the new sensory resources, ladders, ‘A’ frames, large foam mats, steps and wedge in innovative ways to build on this program. For example, children are active participants in setting up obstacle courses where they roll, jump slide, climb and balance. Educators introduce new ideas and movements for children to try out that cater for individual needs and interests. Our playgroup also has access in a safe environment to use this equipment.

We now intentionally plan for movement and sensory experiences, which are included every time we program. Children are highly engaged in these experiences. When we include movement sequences prior to structured group times, we have noticed that some children are more able to sit and attend. Three of the children in our Speech and Language program had low muscle tone which effects their fine and gross motor development. Their teacher has noticed that activities, such as rolling, climbing on high frames and balancing on different surfaces help these children to gain confidence and strength to face the challenges of these activities. Children also showed improvement in their strength and ability to sit upright at tables and on the floor.

This program has enabled us to maintain a focus on learning about the connection between movement, sensory systems and learning. In 2016 we will continue to provide children with risk taking, sensory exploration and learning through movement and visual strategies. We will also have more of a focus on ‘Nature Play’, including planning for a community ‘Festival of Mud’ in April.

**Quality Area 3: Physical Environment**

**Goals**
- Taking an active role in caring for our environment and contributing to a sustainable future
- Developing a water wise sustainable native garden area that attracts native birds and insects
- Minimising waste and improving sustainable practices with staff, families and children

Children at Bertram Hawker Kindergarten have lots of places to explore amongst the native plants, climbing trees, hunting for insects under rocks and logs, digging and playing with water and sand and mud. Children, families and educators also enjoy gardening together and looking after our chickens. Recycling all food scraps through composting and feeding the animals completes the cycle of sustainability that the children ‘experience’ each day.
We continually work together to plan and improve on our outdoor area because we see it as a unique place to learn about our world and one another. Several years ago we developed a butterfly garden with plants that attract native butterflies. This area also has a bird bath and seating in a semi-circle and is a favourite place for children to talk, play, imagine, and to learn about lifecycles through observing caterpillars, cocoons and butterflies.

In 2015 children, parents and educators developed a water wise sustainable native garden area with a frog pond, bird boxes and places for children to sit, watch and explore. A sub-committee of parents in the Governing Council led this project. We received a Landcare grant to assist with the project. Children enthusiastically contributed their ideas for the garden and helped with preparing and constructing the new area. As they drew garden plans outside on the steps they talked about possibilities for the garden: I want lizards and birds. Can we build a treehouse? We need plants for the lizards. What about food for the frogs? As we created this area together with families during kindergarten time and on weekends new relationships were built and children learned through active involvement in a real project.

We documented the project through photographs, drawings and writing in our Floorbook, in posters, newsletters and learning stories. We celebrated at our annual Spring Family Art Show.

In 2016 we will utilise the water wise garden and frog pond area within our curriculum regularly with children to observe, reflect on and learn more about native plants and animals.

We also plan to install a rainwater tank in the front garden area to water the plants and refill the pond.

**Quality Area 4: Staffing arrangements**

**Goals**

- Improving the way educators communicate information and observations to enable continuous and collaborative planning
- Providing opportunities for professional development in a variety of ways.

We have a highly qualified staff team who are committed to ongoing learning and professional development. Effective communication and sharing information about children is essential to provide a program that responds to the individual needs and interests of children. At the beginning of term two we have interviews with parents. This information is documented and shared with the staff team at programming and team meetings.

In 2015 we decided to increase information sharing through emails. Throughout the year all staff members used emails more to share information. This meant that we could all have a common understanding about children’s circumstances and follow up more quickly on their interests. It was also an effective way to share ideas and insights and plan collaboratively.

Educators identified priorities for their own professional development in their performance plans at the beginning of the year. Professional development was ongoing and involved engaging in research, attending workshops, conducting parent sessions and involvement in professional learning communities, such as the partnership networks.

Teachers were resourced to attend Partnership teacher network meetings each term. These meetings enabled teachers to network with other early childhood teachers in kindergartens and schools within our partnership. Teachers reported that these meetings were valuable and linked directly to our work at Bertram Hawker Kindergarten, including literacy and numeracy learning and incorporating aboriginal learning within the curriculum.

Teachers and early childhood educators were paired to work collaboratively, documenting learning and planning for focus children for numeracy research.

The Director and an Early Childhood educator, who is our Work Health and Safety Officer, attended WHS forums and are up to date with current WHS guidelines and practices.
The staff team facilitated a Statewide Speech and Language Closure day and organised information about the National Disability Insurance Scheme and a workshop about Emotional and Social Learning for seven kindergartens that have speech and language programs.

**Quality Area 5: Relationships with Children**

**Goals**

Children and parents will be more actively involved within our curriculum:

- Improving transition from home and childcare to kindergarten
- Forming relationships with parents earlier and promoting greater communication and connection with less involved family members, particularly fathers
- Involving children and families from culturally and linguistically diverse backgrounds in more meaningful and ongoing experiences at kindergarten

In 2014 the Ferre Laevers Involvement Scale assisted us in identifying children who were less involved than the majority of children who were highly involved. When we built closer connections with these children’s families, children’s involvement levels at kindergarten significantly increased. There were an increasing number of families where both parents work outside the home and an increasing number of culturally and linguistically diverse families. We therefore wanted to build relationships with all parents earlier, inclusive of those who do not visit kindergarten often and of those from diverse cultural backgrounds.

We created an on-line community through email, which now begins prior to children starting kindergarten. We also created a ‘Welcome to Kindergarten’ book, designed for the children to view with their families. The book is distributed to the children at the transition visits the year before they start. Many parents have commented that the ‘Welcome to Kindergarten’ book has greatly assisted their children to develop a sense of belonging at kindergarten.

Most families, including mothers and fathers, accessed our emails, which made it easier for staff to communicate with all families.

The Governing Council and staff have been working with families from diverse cultural backgrounds to create a more welcoming inclusive environment, integrating resources from a range of cultures. We have scheduled events throughout the year to encourage parent participation and have created a variety of resources from different cultural backgrounds. In 2015, we ensured that parents with English as an additional language were personally informed and invited to participate in the curriculum and events at kindergarten and that this was followed up throughout the year.

There has been a marked increase in active involvement of fathers at kindergarten over the last two years, including three on our Governing council, two involved in our curriculum on a weekly basis and seven who presented sessions about their work, interests and cultures. Fathers reported in surveys that they now feel more connected, as reflected in this comment, “I been made to feel very welcome in relation to getting involved at the kindy; I also feel very much ‘in the loop’ in terms of being informed re kindy happenings and am extremely grateful for this”.

Outcomes for children in 2015 were significantly improved as they developed as a ‘community of learners’ more rapidly and had a greater sense of wellbeing. This was evidenced in children’s first term learning reflection statements and in parent feedback at interviews at the beginning of term two. Most children had a high level of involvement in their first term in 2015 according to our observations based on the Ferre Laevers Wellbeing Scale.

Responses from the 2015 Parent Opinion Survey indicated that parents felt that we offer a welcoming environment that celebrates diversity, as reflected in one of the parent comments, “In addition to the structured learning programs, the teachers are always welcoming and encouraging cultural awareness, acceptance and diversity. This is supported by many multicultural events dispersed throughout the terms.”

In 2015 children have had greater involvement in the cultural experiences that included family members sharing aspects of their cultures. Many children incorporated aspects of this learning in their imaginary play. This is evidenced in Floorbooks, learning stories and learning statements.
In 2016 we plan to put together more resources in our cultural boxes, working in partnership with families from diverse cultures.

Quality Area 6: Collaborative Partnerships with Families and Communities

Goals
- Improving transition and continuity of learning from kindergarten to school
- Increasing educator and children’s awareness and understanding of Aboriginal and Torres Strait Islander communities
- Enabling children to connect and learn with our regular elderly visitor and with the elderly in our local community

We view our kindergarten as more than just a place to educate children, but more broadly as an important part of our local community. Creating strong connections and a sense of belonging for families, educators and children means that relationships are formed that go beyond the kindergarten environment and the kindergarten year. Developing meaningful links with our local community enables children and families to develop social supports and to participate and contribute within the community.

We go for regular walks within our local area, to our parks, to the school and to family homes.

School transition
We have a strong relationship with our local schools, especially Glen Osmond Primary School, which is our main feeder school. Last year we developed a transition plan that includes regular walks to the school and visits from the reception children to kindergarten. Teachers from kindergarten and school meet each term and our focus has grown from discussing individual children to include exploring our pedagogy and practice.

An overwhelmingly positive response from children and parents to the ‘Welcome to Kindergarten’ book resulted in parents voicing the desire for ‘Welcome to School’ books. In 2015 we worked together with a parent and with Glen Osmond Primary School to create booklets, designed for the children, to support their transition to school.

We improved our kindergarten-school transition practices through increased collaboration with the many local schools by building on the excellent processes we already use with our main feeder school. This year we added the walk with the children to Highgate School and the Director attended a transition visit at Parkside School. We contacted schools to share relevant information about individual children and five schools responded to our invitation for teachers to visit kindergarten in term four.

Greenhill South early years teachers from kindergarten and schools met to discuss transition and continuity of learning. Kindergarten and school leaders also met. Ideas from both groups have been collated and now form the basis of a Partnership Transition Agreement to improve transition processes for all children within the partnership.

Aboriginal and Torres Strait Islander Communities
In past years our program for engaging children in learning about Aboriginal and Torres Strait Islander people, culture and language has included two visits per year by a local Cultural Presenter, Trent Hill, and field trips to the Botanical Gardens, led by Trent. These experiences have been a catalyst for strengthening children’s intercultural understanding and knowledge through science, music, movement, visual and performing arts. In 2015 we wanted to widen opportunities for children and families to connect with Aboriginal and Torres Strait Islander knowledge and perspectives.

We invited Pilawuk White, an Aboriginal woman who is a teacher and artist, to give two Cultural Presentations at the kindergarten earlier in the year. These presentations had a strong impact on children and educators. We asked Pilawuk to work with us as a relief teacher and as an additional teacher and mentor, on art and cultural projects and to follow up some art techniques the children had become interested in (e.g. dot painting). Staff noticed a marked difference in the detail and colour in the children’s paintings and drawings as a result of viewing Pilawuk’s inspiring artworks and experimenting with new techniques and we documented these. Often the children spontaneously give their artworks to her as a sign of appreciation. Pilawuk’s nephew has worked alongside Pilawuk and shared his talents, including music and art.
We invited Pilawuk to continue to share her experiences and ideas through our online community. She posted invitations to art exhibitions and other events. Some families attended Tanarthi (a festival of Contemporary Aboriginal and Torres Strait Islander Art) and Pilawuk’s art exhibition through South Australian Living Artists (SALA). This connection is evidence of the impact that Pilawuk has had on our community’s awareness and desire to know more about Aboriginal ways of knowing and being. There is a deep sense of connection with and respect for Pilawuk that is supporting reconciliation between Aboriginal and non-Aboriginal people. It is this personal relationship that is the driving force for families to continue their own learning about Aboriginal and Torres Strait Islander culture.

At a regular Teacher Network meeting for the Greenhill South Partnership, the teachers from our site provided teachers with information about Pilawuk and about texts that promote inter-cultural understanding.

A teacher who is on the committee of an early childhood group, EChO (‘Early Childhood Organization’), invited Pilawuk to present at their conference in August 2015. The title was “Connecting Children to Time, Place and Heritage”. Two teachers attended this Professional Learning. One had helped Pilawuk to prepare the presentation based on some of the work at our kindergarten. Pilawuk commented to the 200 early childhood educators, “If I had grandchildren I’d send them to Bertram Hawker. They really get it!” This was a milestone event because an Aboriginal teacher and artist was presenting to the wider community. It also positioned Bertram Hawker as ‘living’ reconciliation.

We have invited Pilawuk to attend some of our planning meetings in 2016, as well as increasing her current level of involvement at our kindergarten.

**Children learning about and contributing to older people in our community**

Every fortnight Emily comes to our kindergarten as part of the St John’s ‘Circle of Friends’ program. This program enables isolated older members of the community to create ways to experience a sense of meaning and to be involved in their community. Emily enjoys being a part of our kindergarten and loves to be involved in the children’s learning; in turn, the children are learning from Emily. In 2016 we will work with Emily, the children and St Johns to help her make a book about herself and be more involved in small group discussions with the children.

In 2015, our parent community engagement sub-committee led a ‘Bridge the Gap’ initiative for an intergenerational dance program between our kindergarten and the Myrtle Bank War Veterans Home. Funding from an Unley Council community grant supported us to work together with ROCKIT performing arts group to run weekly dance classes at Kindergarten and at the War Veterans Home run in parallel, and coming together for a combined class where both generations interacted, talked, learned from and danced with one another.

The Kindergarten educators were actively involved in the program and walked with the children and parents to visit nursing home residents to develop ongoing relationships that we plan to sustain and continue. Sixty percent of parents who were surveyed at the completion of the Bridge the Gap program indicated the benefits to their child’s sense of connection with the elderly and our local community, as reflected in this parent response, Learning to inherently value people of all age & ability; compassion; to interact with new, different people in different places; school readiness (excursion & a world outside kindly). That they can contribute to & enhance other people’s lives, & thus too are valuable.

Children documented their thinking and learning about their interactions with the Aged Care Facility in a ‘Floor Book’, through their drawings, through choosing and displaying photographs and through their comments that were recorded in the book. As children became more confident to interact with elderly people they were interested in listening to their stories and sharing their own stories. As one child said, The old people aren’t scary, they’re just lonely.

An article in our local Messenger Newspaper reported on the project and the difference it has made to building community connections between the children and the residents.

The kindergarten has developed a strong relationship with our local council who want to work with us on projects next year to build on our Bridge the Gap intergenerational project. In July 2016 we will present the outcomes of this project at an Unley Council function. We plan to build on this in 2016 for
future sharing of dance, music, art, stories and shared enjoyment of the kindergarten and War Veteran Home outdoor spaces.

Quality Area 7: Leadership and Management

Goals
- Educator performance plans will support our collaborative work and continuous development
- The staff team and families will be actively involved in continuous self-review and improvement of our practices

A significant achievement over the last few years has been improvement of our performance development processes. All educators now document their aspirations and plans and share this with the staff team, so that we can understand and support each other’s goals. This has resulted in a more focussed, coordinated approach to Professional Learning that is identified through individual and group sharing of performance development goals.

Our plans have become more meaningful and active documents of our learning. They directly relate to our Quality Improvement Plan as well as tailoring professional development to individualized needs.

In 2015 staff members facilitated whole team professional learning, e.g. 3 teachers facilitated Professional Development for the staff team to understand and use the literacy and numeracy indicators.

Early Childhood Workers worked in partnership with teachers to analyse documentation during our research inquiry. This has resulted in teachers as mentors, all staff learning from diverse perspectives and Early Childhood Workers becoming more confident in documenting learning.

Teachers from this kindergarten have shown leadership within the early year’s teacher’s network, inputting and contributing to the agenda and organising the meetings. They have led the focus on learning more about how to include indigenous perspectives in our curriculum throughout the year.

The kindergarten community consistently and enthusiastically works to improve outcomes for children as evidenced in our Quality Improvement Plan, where progress and wonderings are documented as part of our continuous cycle of planning. Our Quality Improvement Plans always build on the work we have done, as well as being open to the new possibilities that will arise when we collaborate with our new families and community partners.

In 2013 the Australian Children’s Education and Care Quality Authority rated Bertram Hawker Kindergarten as ‘Exceeding National Quality Standard’. With support and encouragement from DECD, we decided to apply for the excellent rating in 2015. Our application for the excellent rating is currently being assessed.

The purpose of the National Quality Framework Excellent rating is to:
- celebrate excellence in the delivery of education and care
- engage and involve families and the community in the profession’s discussion about quality and what is important in education and care
- learn from and be inspired by examples of highly accomplished practice, innovation and creativity in education and care
- promote and reinforce the value of education and care, and of the people who work in this sector
- recognise providers and educators who are champions of quality improvement.

The application was a collaborative effort between parents and the staff team who enthusiastically participated in identifying and describing examples of our excellent practice. We focussed on our speech and language program, celebrating diversity, restorative practices, our outdoor learning environment and our commitment to ongoing improvement through collaborative enquiry and learning communities with staff, parents and children.
5. INTERVENTION AND SUPPORT PROGRAMS

We are very fortunate to have a Speech and Language Program, funded by DECD, which is integrated within our kindergarten on Tuesdays and Thursdays. A speech pathologist and a teacher provide specialized support to seven children who have severe speech and/or language difficulties. The program adds another dimension to our kindergarten and benefits every child at our kindergarten. Educators have learned about how to better support children’s language and literacy from our Speech Pathologist and from the children and families in the program.

The children in the program represent a diverse group, each with their own interests, strengths and speech and language capabilities. Information about the children is regularly discussed and all educators at our kindergarten develop relationships with the children and their families.

Analysis of documentation and data demonstrated that the seven children in the Speech and Language Program became more confident language users when they were provided with greater opportunities to communicate based on their interests, e.g. visual arts, music and dance. This is evidenced strongly in the documentation of their confident and active participation in the Bridge the Gap project. Parents of children in the Speech and Language program also provided feedback indicating significant development in children’s confidence and capacity to communicate and interact with others.

In addition to the children in the Speech and Language program, 2 children received preschool support during 2015. Two of our early childhood educators were employed to assist these two children with their communication, attention and social skills. Both children benefitted greatly from the additional support. Their individual learning plans, negotiated education plans and learning statements document significant development in their literacy, numeracy and emotional and social development.

Bilingual support workers were employed through the DECD Bilingual Support program to support 4 children who spoke English as an additional language. Their first language was Gujarati, Danish, Japanese and Mandarin. The children were supported to share their first language and culture and to interact confidently with other children and participate actively in our kindergarten program.

6. STUDENT DATA

6.1 Enrolments

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Enrolments have been steady at around 75 each year over the last three years. 66 children are enrolled for 2016, which is lower than in previous years. This may be the result of parents choosing to go to private kindergartens where they can attend preschool earlier than DECD kindergartens due to single intake. Many private schools have also introduced mid-year intake. We have not promoted our kindergarten for the last several years but will investigate ways to promote our service in 2016.

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<td>Total Enrolments</td>
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</table>

Over the last 10 years there have been an increasing number of children with culturally and linguistically diverse backgrounds. In 2015, 37% children were from families who identified with a cultural background other than Australian; 21% children spoke English as an additional language;
12% were from non-English speaking backgrounds. We will continue to improve the way that we include these children and families within our community and curriculum.

### 6.2 Attendance

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>DECS</td>
<td>88.7</td>
<td>88</td>
<td>90</td>
</tr>
<tr>
<td>Bertram Hawker Kindergarten</td>
<td>97.4</td>
<td>93.9</td>
<td>96.1</td>
</tr>
</tbody>
</table>

Attendance continues to be higher than the state average. Families at Bertram Hawker Kindergarten highly value the educational opportunities provided at kindergarten. Absences are mainly due to holidays, both within Australia and overseas.

### 6.3 Destination – Feeder Schools

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.6</td>
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</tr>
<tr>
<td>1028 - Charles Campbell College</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0152 - Glen Osmond Primary School</td>
<td>38.7</td>
<td>66.7</td>
<td>43.1</td>
</tr>
<tr>
<td>1063 - Highgate School</td>
<td>1.6</td>
<td>6.1</td>
<td>18.5</td>
</tr>
<tr>
<td>1295 - Linden Park Junior Primary School</td>
<td>1.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0249 - Marryatville Primary School</td>
<td>1.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0270 - Mitcham Primary School</td>
<td>1.6</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>0328 - Parkside Primary School</td>
<td>6.5</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>0169 - Rose Park Primary School</td>
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<td></td>
</tr>
<tr>
<td>0447 - Unley Primary School</td>
<td>3.2</td>
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<tr>
<td>0967 - Vale Park Primary School</td>
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<td></td>
</tr>
<tr>
<td>0449 - Uraidla Primary School</td>
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<tr>
<td>0907 - William Light R-12 School</td>
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<tr>
<td>0495 - Woodside Primary School</td>
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<td>0647 - Linden Park Primary School</td>
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<td>0474 - Trinity Gardens Primary School</td>
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<td>8250 - Loreto College</td>
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<td>8296 - Rostrevor College</td>
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<tr>
<td>8313 - St Dominic's Priory College</td>
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<tr>
<td>9032 - St Joseph's School - Hectorville</td>
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<td>9037 - St Joseph's School - Kingswood</td>
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</tr>
<tr>
<td>9096 - St Michael's Lutheran Primary School</td>
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<td>9116 - St Paul Lutheran School</td>
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</tr>
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<td>8072 - St Peter's College</td>
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</tr>
<tr>
<td>9057 - St Raphael's School</td>
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<td>3.1</td>
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<tr>
<td>9402 - Sunrise Christian School</td>
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<tr>
<td>8266 - Mercedes College</td>
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</tr>
<tr>
<td>8374 - Pembroke School</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8052 - Prince Alfred College</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9098 - St John's Lutheran PS - Highgate</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8007 - The Hills Christian Comm Sch - Verdun</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8074 - Scotch College</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>9058 - St Joseph's School - Payneham</td>
<td>1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9156 - Sunrise Christian Coll - Fullarton</td>
<td>10.8</td>
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<td></td>
</tr>
<tr>
<td>8090 - Walford Anglican School for Girls</td>
<td>1.5</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>99.8</strong></td>
<td><strong>99.9</strong></td>
<td><strong>99.9</strong></td>
</tr>
</tbody>
</table>
In 2015 the children went to 34 DECD and private schools across Adelaide. 78.4% will attend DECD schools and 21.5% will attend private schools, which is a similar ratio to 2013 and 2014. 48% have transitioned to Glen Osmond Primary School, which is our main feeder school. There was a significant increase in the number of children who transitioned to Highgate Primary School, with 18.5 % in 2015. 7.7 % went to Linden Park Primary School which is also an increase. Fullarton Sunrise Christian School continues to be the main private feeder school, with 10% children transitioning from Bertram Hawker. The seven children in our Speech and Language program lived outside of our local area and therefore enrolled at various schools outside of the local area.

7. CLIENT OPINION

We received feedback from parents through the DECD Parent Opinion Survey as well as through written feedback on Learning Statements. Parents were given this three weeks before the end of the year. We also received feedback through emails and surveys using Survey Monkey about the Bridge the Gap program.

DECD Parent Opinion Survey Responses

The Parent Opinion Survey data for 2015 indicated continuing high level of satisfaction with all aspects of service delivery at Bertram Hawker Kindergarten. Parents indicated they feel more valued as partners and more involved in the Kindergarten than in previous years. There were also many comments about the high quality diverse learning experiences that are offered and high level of engagement of children.

Parent Comments:-

1. **Quality of Teaching and Learning**

The staff at Bertram Hawker are exceptional. On the first day they were able to discuss my child’s character, which was very impressive and very reassuring. The environment is perfect for my child and there are always new additions or new ideas to keep the children interested. The teachers are extremely passionate and committed to my child’s learning and I have seen him grow immensely through his kindy experiences. It is amazing the discussions we can have after kindy and his enthusiasm about kindy is beautiful to see. The teachers are constantly thinking about new ideas to keep the children interested and redesigning the kindy environment to suit their needs.

2. **Support of Learning**

All staff have been absolutely brilliant, I am so grateful my child went to Bertram Hawker, the support is amazing, the understanding of my child and all the children there is commendable. Due to the staff’s approach, understanding, support and methods I feel I have been able to be a better parent and support and understand my child.

This year has been a delight with my child due to his enthusiasm and energy in regards to kindy. They have kept my child interested and continually challenge him with new ideas and learnings, which he absolutely loves and has thrived as a result.

I cannot speak highly enough about the support, the staffs approach to their own learning and development and continual research which then benefits the children. The staff are so committed and it is very community orientated.

3. **Relationships and Communication**

Teachers are always keen to provide feedback of my child’s achievements, emotional status and wellbeing at the end of the day. In addition, teachers help to preserve special moments/memories throughout the day by capturing photos or videos of my child. This demonstrates considerable thoughtfulness and care.

4. **Leadership and Decision Making**

Working in Human Resources, I can clearly see a lot of Bertram Hawker’s attributes come from the leadership of the Director. Her commitment and dedication to the kindy is to be commended, actually this also applies to all of the staff, even the casual staff are just as competent, compassionate and enthusiastic.
Other Comments

Bertram Hawker is a high performing preschool. The Director is outstanding – as an educational leader and as someone who communicates in a highly effective manner and develops extremely strong relationships with the children and parent community. The staff team are highly committed, approachable and demonstrate authentic knowledge of the children they teach. We have been most impressed!

2. ACCOUNTABILITY

As confirmed by a SAFE Audit, Bertram Hawker Kindergarten has complied with criminal screening responsibilities throughout 2015 by:

- Ensuring all employees and other people involved at kindergarten are aware of Criminal History Screening requirements.
- All clearances are now DCSI clearances in accordance with DECD policy.
- Recording and monitoring clearances and expiry dates on a spreadsheet electronically.
- A paper copy is located in our personnel records folder.
- Reviewing and updating the lists on a regular basis.

3. FINANCIAL STATEMENT

The complete End of Year Profit and Loss Statement will be presented at the Annual General Meeting on Monday 15th February 2016 and is included in this report as an appendix.