Madge Sexton Kindergarten
Annual Report 2012

SITE CONTEXT
Madge Sexton Kindergarten is co-located with McLaren Vale Primary School on the main road of McLaren Vale. The Madge Sexton Kindergarten originally operated on Tatachilla Road in a building that was established by the community led by Madge Helen Sexton and opened officially in 1955 but moved to its new site in 2005.
The purpose built space has outstanding resources and facilities and has a capacity of 45 children per session, and is always enrolled to this number. Madge Sexton Kindergarten is situated in the Onkaparinga Council. The majority of families are drawn from McLaren Vale and McLaren Flat, however we have children enrolled from as far as Kangarilla, Myponga, Aldinga and Hackham West.
The majority of families live in households where English is the first, and generally only language. The majority of families have two incomes; with both parents engaged in the workforce in a full time, part time or casual capacity, or working from home. The majority of children are in two parent households, however the number of children in shared parenting situations is increasing. A significant number of children, in terms of programming and wellbeing, are accessing both Kindergarten and child care, or Montessori programs. A large group of our children utilise the bus service from three local childcare centres. There is considerable parent involvement and participation in the educational program.
Madge Sexton Kindergarten implemented the Universal Access Program in January 2012 and offers children 15 hours of preschool each week. Findings from a parent survey in early 2012 found that families were wanting full day sessions to cater for their child care and work needs, so as a result of this, sessions were changed in Term 2, 2012 to 2 full days and one smaller 2.5 hours session. Children are allocated into two set groups as staff feel that it is important to develop a strong sense of identity and belonging in children and can achieve this more effectively with a stable group of children and staff. In 2012 enrolments increased throughout the year and due to the high demand for places there was a need to put our Priority of Access in place.
Our staffing in 2012 was warranted 2.0 Director/Teacher and 2.0 Early Childhood Worker, however it was staffed by 1 x 1.0 Director, 2 x 0.6 Teachers, 1 x 0.8 ECW, 2 x 0.5 ECWs, 2 x 0.4 ECWs, the large number of staff complemented our learning programme.
Children present with a range of educational and social needs, some of which require special education assistance in the areas of speech and language, identified disabilities, developmental delays, learning difficulties, as well as bilingual support. Children commenced school transition to 12 schools, both Government and private. A high percentage (52%) of children transition to one local feeder school, McLaren Vale Primary School, but others include McLaren Flat Primary School (19%), Tatachilla Lutheran College (16%), Willunga Primary School, Galilee Catholic School, All Saints Catholic School, Kangarilla Primary School and Southern Vales Christian College.
The staff team work collaboratively to implement engaging and exciting child centred learning programs, heavily influenced by principles of the Reggio Emilia philosophy. Staff strive to develop partnerships with Madge Sexton Kindergarten families and the wider community including McLaren Vale Primary School and McLaren Flat Primary School and will continue to develop this in 2013.

Context

<table>
<thead>
<tr>
<th>Preschool Name:</th>
<th>Madge Sexton Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Number:</td>
<td>3647</td>
</tr>
<tr>
<td>Preschool Director:</td>
<td>Leanne Lovett</td>
</tr>
<tr>
<td>Region:</td>
<td>Southern Adelaide</td>
</tr>
</tbody>
</table>
Quality Improvement Plan

2012 was a significant year for improving our culture and the learning environment at Madge Sexton Kindergarten. The staff team worked collaboratively with the children, families and the Kindergarten community to create a welcoming atmosphere that valued the children’s learning as its core business. Children’s wellbeing and learning are central to every decision, process and programme put in place at Madge Sexton Kindergarten.

We work hard to identify children’s needs quickly and accurately through: effective communication with families (conversations, child induction meeting, child questionnaire, open-door policy); communication with other agencies (childcare, DECD support services, etc.); staff communication with children; teacher’s professional knowledge; and the effective use of Reflect, Respect, Relate Observations scales for each child.

Effective strategies implemented to support all learners to achieve success including: an initial questionnaire; Individual Learning Plans; group times; all staff having a high level of contact with children and sharing information, monitoring and evaluating changes; collaborative planning and goal setting followed by all staff (core staff & support staff); teacher’s checklists and organization to keep track to make sure we have records for all; knowledge of different teaching strategies to cater for preferred learning styles; and the use of visual aids, resources, etc. to respond to the needs of children.

Staff use the ‘children’s voice’ to drive the learning journey, using a project approach and making the learning authentic. Staff have high expectations of children and discuss these during staff meetings and planning sessions to ensure we are all on the same page and consistent in our approach. We explicitly teach concepts, skills and communicate knowledge and understandings to children through a variety of teaching strategies including modeling, scaffolding and concrete experiences. We communicate clear goals for the children, to help them understand what we are doing and why we are doing it and what we expect them to know/understand/do at the end. We continuously focus on learner improvement. We do this through discussion about individual children and learning programmes in staff meetings, informal chats throughout the day, analysis of anecdotal notes taken and Reflect, Respect, Relate observations. Staff use documentation to express actual ‘learning’ experiences to the Kindergarten audience, not products. When listening and talking to children, all staff are ‘switched on’ to listen for the learning occurring. This information is then shared informally and formally and carefully documented and shared in a variety of ways including; staff meetings; Individual Learning Plans; documentation panels on display around the Kindergarten; newsletters and notes; parent meetings and conversations and sharing and celebrations at group time.

Staff have aligned all curriculum planning, assessment and reporting processes with The Early Years Learning Framework: Belonging, Being & Becoming.

The beginning of 2012 was significant in terms of NQS as the staff had done no work previously around it which meant we had to spend much time going through each Quality Area in detail to ensure staff gained an understanding of the framework. We used a Student Free Day to do this and although it was a time consuming task, it proved invaluable in thinking deeply about what needed to be improved upon to ensure that we were working at an appropriate standard. Although advised that our QIP needed to be as brief and condensed as possible, staff felt strongly that there were many areas that we needed to improve in, therefore we included all of these in our 2012 Quality Improvement Plan.

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

Achievements/Highlights:

- Collaboration and input from all staff into programming based on The Early Years Learning Framework and QIP.
- Staff improved and reviewed daily routines to place each child at the centre of decision making and maximise opportunities for learning through an inquiry project using the Reflect, Respect, Relate tool.
- Routines in place to support children and being continuously improved upon.
- Excellent outcomes and feedback about learner achievement from parents.
- High levels of engagement.
- Tailoring learning experiences based on individual needs.
- Flexible approach to teaching, adaptability.
- Across the board competence in terms of pedagogical knowledge.
- Knowledge of children, their strengths and interests and including in the learning programme.
- Use of professional development to inform the improvement of processes for children’s learning outcomes.
- Individual Learning Plans put in place for every child.
- Streamlined assessment and reporting process – Individual learning plans, curriculum planning and summative reports.
- High quality documentation put in place – individual and group learning stories.
- A parent/teacher interview offered for every child in their second term to discuss Individual Learning Plans.
- Increased focus on developing parental partnerships not just superficial parental involvement including sending “homework” home to link with current learning at Kindergarten.
- Improved use of “child’s voice” to guide the learning journey in our day to day learning programme and beginning improvement in making it visibly documented.
- All staff participating in high quality, relevant training and development to support improving the educational outcomes for children within The Early Years Learning Framework of Australia.
- A culture of professional inquiry becoming more evident where practices and outcomes are reviewed and new ideas are generated.
- Family books in place where each child shares their unique culture with staff and children, other processes being developed to inquirers about children’s culture.
- Children possess knowledgeable and confident self identities as they understand that their voices are valued, acknowledged and used to guide their learning journeys and their successes are celebrated everyday.
Children interact with others displaying care, empathy and respect due to the strong emphasis we promote on self identity and group identity.

**Future planning/recommendations for 2013:**
- Improvement in making “child’s voice” more visibly documented in our learning programs and in children’s learning folders.
- Professional learning for all staff around “cultural competence” and “intentional teaching”.
- Increased use of Respect, Reflect, Relate tool to improve practice for children.
- Increased focus on “critical reflection” to ensure it becomes part of our normal processes.
- Ensure that all children who are receiving funded Preschool Support and those children who are under the Guardianship of the Minister have Negotiated Education Plans in place and this is communicated to their school when they leave.

**QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY**

**Achievements/Highlights:**
- Children were provided with opportunities to rest and relax adequately throughout the day through the implementation of new daily processes determined by an inquiry project and improved indoor environment and spaces.
- All staff becoming more engaged and competent in assessing risks in the daily operation of the Kindergarten and understanding OHSW procedures.
- All children are promoted to be involved in physical activity, taking worthwhile risks in a supervised environment, receiving support and encouragement to persist, achieve and enjoy.
- The centre’s program embraces strong curriculum links to children’s health and wellbeing by providing both intentional and spontaneous teaching initiatives.
- Children have a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation through the strong connections that they experience with a diverse range of people in our local community through regular events including regular family involvement.
- Children respond to diversity with respect as they are given extensive opportunities to interact with many people form diverse backgrounds in the community as well as celebrating and valuing diversity at a Kindergarten level.
- Children are aware of fairness through our focus on relationships.
- Children are socially responsible and show respect for the environment as we have a strong focus on respect. The children talk about respecting each other, respecting the environment and what it means to be respectful. The children are given many opportunities to practice their knowledge of respect to others and the environment.
- Children are strong in their social and emotional wellbeing due to their confidence in the environment, their knowledge that they are secure to explore and learn and be themselves, and that they are valued and celebrated.
- Children take increasing responsibility for their own health and physical wellbeing through their everyday experiences in participating in energetic, fun physical activities to develop their fine and gross motor skills, and activities to promote good hygiene and nutrition practices.

**Future planning/recommendations for 2013:**
- Continue to focus on ensuring bathroom upgrade goes ahead.
- Improvements to outdoor environment to ensure children’s health and wellbeing.
- Continued focus on OHSW procedures/processes/checklists etc.

**QUALITY AREA 3: PHYSICAL ENVIRONMENT**

**Achievements/Highlights:**
- Outdoor learning environment – staff, children and parents working together to create natural play spaces.
- Environment as the third teacher, making the physical environment a curriculum focus.
- Staff work ethic outstanding in achieving goals.
- Excellent partnerships with families, sharing information about goals, how parents can help, and improvement processes.
- Children feel safe, secure and supported as the staff have put great effort into setting up the Kindergarten environment to be “home-like” and create smooth transitions from home to Kindergarten and develop a sense of belonging for the children through a focus on relationships.
- Children developing their emerging autonomy, interdependence, resilience and sense of agency as they feel comfortable and confident to take risks in their learning due to the environment that has been created for them.
- Staff continuously work towards targeting resources for improvement, fundraising for improvements, searching for grants, etc.

**Future planning/recommendations for 2013:**
- Continued focus on embedding practices for sustainable education.
- Put in place a Site Environmental Management Plan.
- Commitment in budget to improving Outdoor Environment.

**QUALITY AREA 4: STAFFING ARRANGEMENTS**

**Achievements/Highlights:**
- All staff participate in ongoing discussions about progress towards shared site goals, and reflecting and evaluating.
- ECWs have applied to do Certificate 3.
- Staff are very good at articulating our vision of the site and working collaboratively to ensure that this happens, including targeting resources, engaging in professional development.
- All staff have a voice in setting organisational directions.
- Staff are very supportive, and provide a strong work environment building high levels of morale and job satisfaction.
- All staff have implicit knowledge of the children’s strengths and interests.
- All staff have implicit knowledge of what needs to be done.
- Leaders are approachable, and have respect for all staff and their abilities as early childhood professionals.
- Human resources are well managed, all TRT and contract staff paperwork are processed timely.

**Future planning/recommendations for 2013:**
Annual Report 2012

- Continue to work towards all staff having a clear understanding and acceptance of appropriate professional standards for all staff.
- Continued focus on Staff Performance Development Reviews.
- Follow up funding support for children with additional needs who are not eligible for funding or have not yet received funding.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN
Achievements/Highlights:
- All staff share their knowledge of the children, their strengths and interests.
- The staff tailor learning experiences based on individual needs.
- The Early Years Learning Framework is used effectively to inform the development of a learning program for each child that enhances their learning.
- Staff have developed and maintained respectful and equitable relationships with each child.
- Staff have supported each child to build and maintain sensitive and responsive relationships with other children and adults.
- Staff have effectively guided each child’s behaviour, interactions and relationships.
- Staff have promoted interactions with each child that are warm, responsive and build trusting relationships.
- Staff have promoted an environment where every child is able to engage with educators in meaningful, open interactions that support the acquisitions of skills for life and learning.
- Staff have promoted an environment where every child is supported to work with, learn from and help others through collaborative learning opportunities.
- Staff support each child to understand how their own actions affect others.
- Staff promote behaviour guidance strategies that preserve the dignity and rights of the child at all times.
- Staff support each child to manage their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.
- All staff actively and meaningfully engage with children during session times.
- All staff personally greet children on arrival.
- Staff provide opportunities for and explicitly teach skills to children to encourage and support them to interact confidently and collaboratively with other children and adults.
- The kindergarten learning environment and staff practices reflect a ‘respect’ for each child.
- Staff explicitly teach children conflict resolution strategies, actively work with children on resilience and support children to independently develop positive relationships with others.
- Children and educators interact positively together and this is evident through: observations; photographs; child, staff and parent feedback; and staff records of interactions.
- The kindergarten environment promotes a sense of ‘respect’ for the children. i.e great care is taken to create a welcoming, beautiful, carefully prepared learning space.
- There is evidence of children using effective relationship skills through observations in child interactions, anecdotal records and staff, child and parent feedback.

Future planning/recommendations for 2013:
- With the change of staff in 2013, it will be vital that staff revisit their practices in developing relationships with children and continue to develop a strong sense of identity, belonging and connection within the learning programme.
- R,R,R data to be collected using Relationships scale.
- Further exploration of utilising children’s voice into the learning programme.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES
Achievements/Highlights:
- All families given authentic opportunities to be involved in curriculum decision making through: the development of our Statement of Philosophy; open invitation and encouragement in providing feedback and participating in Kindergarten learning programme; and effective communication procedures.
- Continuity of learning for children through staff working hard to develop effective relationships with childcare provider staff and feeder school teaching and support staff.
- Providing opportunities for parents to be involved and provide feedback.
- Involving parents in the improvement process through Governing Council.
- Parents are always informed and included to a high level in decision making processes.
- Feedback around parent interviews has been very positive, and a valuable experience for both families and staff.
- Approachable and non-judgemental attitudes to parent queries and concerns. Effective management.
- Partnerships with parents – offering opportunities for feedback and ensuring that feedback is addressed effectively

Future planning/recommendations for 2013:
- Continue to work on developing relationships with feeder schools especially McLaren Vale, McLaren Flat and Tatachilla, where the majority of our children go to.

QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT
Achievements/Highlights:
- 20 site specific policies put in place by Governing Council and Staff.
- The beginning of embedding a culture of performance development conversations and processes.

Future planning/recommendations for 2013:
- Staff become very familiar with their roles and responsibilities according to Teacher Standards, Code of Ethics and ECW Job and person Specifications.
- Regular PDRs in place for every staff member in accordance with DECD Performance Development processes.
Intervention and Support Programs

2012 was a significant year for the improvement of how intervention and support programs were managed and implemented at Madge Sexton Kindergarten. At the beginning of the year the Southern Adelaide Regional Support Services Team visited and met with Madge Sexton Kindergarten staff to discuss previous issues with Preschool Support at MSK and to develop strategies to ensure that all children who required additional support would have their needs catered for. This saw a huge influx of referrals for existing children who required preschool support as well as a smooth process of monitoring, assessing and referring new children as they enrolled at Madge Sexton Kindergarten. The year progressed well and each child who required extra support had an individualized program developed and implemented by the Preschool Support Worker and the staff team. In 2013 we will ensure that all children who are receiving funded preschool support will have a Negotiated Education Plan in place.

Transition to school for children who required extra support was supported by staff working closely with school staff to ensure their needs were met, Kindergarten staff attending school visits where necessary to support children and school staff and intensive preparation for children about school. The Kindergarten put in place processes to support every child with their transition to a school by ensuring they participated in “school life” to demystify what school is like, thanks to the partnerships we have with McLaren Vale Primary School. This included: Reception classes and teachers visiting us at Kindergarten; Kindergarten children visiting Reception teachers and children at school; regular library lessons at McLaren Vale Primary School Library; and participating in special events at McLaren Vale Primary School including special assemblies, excursions and incursions and special events such as Mini Fete.

Throughout 2012 we had 6 children receiving funded preschool support with individual programs in place and another 8 who were not eligible for support but were financially supported by the site and also had individual programs in place.

Report from Governing Council

CHAIRPERSON REPORT 2012

It has been a great experience being involved on the governing council at Madge Sexton Kindergarten again. The fresh ideas and changes that have been implemented throughout the past 12 months have been exciting and well received by staff, families and most importantly the children. Congratulations to Leanne and her team for the dedication and passion they have demonstrated.

2012 was a busy year;

- Policies reviewed and updated to meet national quality standards
- Renewed enthusiasm and strong links with McLaren Vale Primary School to assist with transition from Kindy to Primary School
- New logo and branding for the Kindy – Main Road and entry signage looking fresh and inviting for visitors! Website updated with the new branding and content update an ongoing project.
- Fundraising activities were well supported and a huge congratulations to the fundraising team for their efforts.
- Session times well received with continuity for the children and staff being a major positive for all
- Enrolment numbers continue to be high and priority of access working well
- Current fee structure working well
- Financially the kindy is well placed and Leanne working closely with Rebecca Armstrong for budgeting and planning purposes.
- Art Exhibition was a great success and a thoroughly enjoyable evening for the families and children
- On-going facilities improvement including new blinds, outdoor area clean up and inside the Atelier is real highlight.
- Re-introduction of playgroup at the end of 2012 proving to be very popular and highlighting the importance of a link with the kindy for young families in the community.

I would like to thank the governing council of 2012 for all their time and energy that they were willing to give and wish the newly elected governing council for 2013 every success!

Jenni Mitton
Chairperson 2012
Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2010 - 2012

![Bar chart showing enrolments by term for 2010, 2011, and 2012.]

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>2010</td>
<td>88</td>
<td>89</td>
<td>95</td>
<td>105</td>
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<td>2011</td>
<td>98</td>
<td>101</td>
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<td>97</td>
</tr>
<tr>
<td>2012</td>
<td>89</td>
<td>95</td>
<td>92</td>
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</tbody>
</table>

Source: Preschool Data Collection, Data Management and Information Systems

Enrolments are very high for Madge Sexton Kindergarten and throughout 2012 there has been a need to put into effect our Priority of Access Policy.
Attendance

Figure 2: Attendance by Term

Attendance Percentages 2010 - 2012

<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>2010 Centre</td>
<td>86.4</td>
<td>91.0</td>
<td>89.5</td>
<td>86.7</td>
</tr>
<tr>
<td>2011 Centre</td>
<td>85.7</td>
<td>88.1</td>
<td>84.4</td>
<td>87.6</td>
</tr>
<tr>
<td>2012 Centre</td>
<td>93.3</td>
<td>88.4</td>
<td>78.3</td>
<td></td>
</tr>
<tr>
<td>2010 State</td>
<td>88.8</td>
<td>90.3</td>
<td>88.0</td>
<td>88.2</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>84.4</td>
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</table>

Source: Preschool Data Collection, Data Management and Information Systems

Attendance at Madge Sexton Kindergarten is usually very good. Due to staff “learning” the new Early Years System of entering data there was a miscalculation for attendance for Term 3, 2012 and this number should actually be 84.9%. In 2013 we will survey families about the 2.5 hour session offered to find out if there is another way of providing this to children to increase attendance in this session. This may possibly be offering a 5 hours session each fortnight instead of a 2.5 hours session weekly.
### Feeder Schools

**Table 3: Feeder School Percentage Data 2010 - 2012**

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>0198 - Kangarilla Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>0222 - Aldinga Beach R-7 School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>1.2</td>
</tr>
<tr>
<td>0250 - McLaren Flat Primary School</td>
<td>Govt.</td>
<td>19.3</td>
<td>17.2</td>
<td>19.4</td>
</tr>
<tr>
<td>0251 - McLaren Vale Primary School</td>
<td>Govt.</td>
<td>58.1</td>
<td>58.0</td>
<td>52.2</td>
</tr>
<tr>
<td>0289 - Mount Compass Area School</td>
<td>Govt.</td>
<td>3.1</td>
<td></td>
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</tr>
<tr>
<td>0303 - Myponga Primary School</td>
<td>Govt.</td>
<td>1.0</td>
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<tr>
<td>1071 - Moana Primary School</td>
<td>Govt.</td>
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<td></td>
<td>3.0</td>
</tr>
<tr>
<td>8014 - Woodcroft College Inc</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.2</td>
</tr>
<tr>
<td>8163 - Willunga Waldorf School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.2</td>
</tr>
<tr>
<td>8418 - Sthn Vales Christian Community Sch</td>
<td>Non-Govt.</td>
<td></td>
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<td>3.0</td>
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<tr>
<td>8498 - Tatakha Lutheran College</td>
<td>Non-Govt.</td>
<td>12.2</td>
<td>13.5</td>
<td>16.4</td>
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<tr>
<td>9009 - St Teresa's School - Brighton</td>
<td>Non-Govt.</td>
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<td></td>
<td>1.2</td>
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<tr>
<td>9133 - Galilee Catholic School</td>
<td>Non-Govt.</td>
<td>3.1</td>
<td>6.2</td>
<td>3.0</td>
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<tr>
<td>9402 - Sunrise Christian School</td>
<td>Non-Govt.</td>
<td>3.1</td>
<td></td>
<td></td>
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<tr>
<td>9756 - All Saints Catholic Primary School</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>99.9</td>
<td>99.7</td>
<td>100.0</td>
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</table>

Source: Term 3 Preschool Data Collection, Data Management and Information Systems

McLaren Vale Primary School continues to be our main feeder school, with McLaren Flat Primary School the next popular government school.

### Client Opinion

**PARENT OPINION SURVEYS 2012**

Parent opinion surveys were handed out to all parents with their summative reports, as advised by Data and Educational Measurement personnel to ensure that we get ample responses. This data is based on children enrolled at Kindergarten from Term 1, 2012 to Term 4, 2012, due to the timing of when this data is entered and collated. This data represents 48 families who responded to the survey.
QUALITY OF LEARNING AND TEACHING

1. I think my child receives high quality teaching at this preschool.
2. My child’s teachers know what my child can do and what he/she needs to learn.
3. This preschool has the expectation that children will learn.
4. Teachers are enthusiastic in their teaching.
5. I am satisfied with the learning programs offered at my child’s preschool.
6. My child’s teachers clearly inform me about the learning program.
7. My child’s teachers make learning interesting and enjoyable.
8. Teachers at this preschool really want to help my child learn.
9. The preschool has an excellent learning environment.

COMMENTS FROM PARENTS ON SURVEY:

- The teachers have helped my daughter not only to learn but become confident in herself.
- The environment is lovely and has really improved in its structure and choice of activities in 2012.
- We have been extremely happy with our son’s and our own personal experiences at Madge Sexton. I cannot speak highly enough of all the staff, the learning programs and the environment for learning the staff have created. Each staff member has a genuine interest and care toward our children who have attended at MSK, both this year and in the past. We couldn’t ask for a better experience.
- There has been many changes to the environment since my child has attended, all positive changes and more changes are being made.
- The teachers have created a great team environment which is reflective in the organization of the kindy and the excellent learning environment the staff have created for the children.
- My son has built amazing relationships with the educators and is confident in engaging with them. This is the basis for all teaching and learning.
- The Kindy staff this year have developed a very high standard of learning. I particularly like the development of documenting “learning stories” which has proven to be a great way to record in words and photos things the children have experienced at Kindy, that can be easily shared with the families and wider community.
- Sometimes I find out the major themes for the next term via informal chats with other parents and I think it would be useful to disseminate just the broad theme much earlier to parents –doesn’t need to be the actual curriculum. It would provide parents with more thinking/planning time for their involvement and to tie in “at home” activities.
- The teachers appear to be very aware of my child’s strengths and weaknesses. They praise him for his strengths and encourage him to develop in areas he needs to.
- My daughter started in Term 4 of last year, the difference to the Kindy this year for the last 3 terms is too big for comparing! The environment, the staff and principles of the Kindy are second to none!
- Positive changes in the quality of teaching and learning have been initiated by the positive change in leadership of the Kindy in the new Director.
- Have been very happy with the quality.
- We are very happy with the teaching and teachers at the Kindy. They make Kindy an enjoyable experience each and every day. Our daughter has definitely enjoyed her time there.
- Fantastic philosophy and learning environment.
- The halfway interviews I found very valuable, to be informed of my child’s progress and if there’s an areas I’m able to help at home with my child’s education of social aspects.
- My child’s teachers know what my child can do and what he/she needs to learn.
- This preschool has the expectation that children will learn.
- Teachers are enthusiastic in their teaching.
- I am satisfied with the learning programs offered at my child’s preschool.
- My child’s teachers clearly inform me about the learning program.
- My child’s teachers make learning interesting and enjoyable.
- Teachers at this preschool really want to help my child learn.
- The preschool has an excellent learning environment.
10. My child is motivated to learn at this preschool.
11. My child's teachers provide help and support when it is needed.
12. My child has access to quality materials and resources that help him/her to learn.
13. My child is happy at this preschool this year.
14. My child would receive support for any special needs he/she had.
15. The preschool changes its programs and activities to improve achievement.
16. Children know how they are expected to behave at preschool.
17. Teachers at this preschool treat my child fairly.
18. This preschool provides a safe and secure environment.
19. Children have enough materials and resources for their learning.
20. This preschool has information available about other support agencies within the community.
21. This preschool encourages children to have a sense of pride in their achievement.

COMMENTS FROM PARENTS ON SURVEY:

- Every Preschool could use more resources but I believe this Kindergarten does well with what they have.
- The teachers provide a lot of support for my child and know his strengths and areas to improve.
- My son has a speech issue that was quickly picked up on by staff. Staff took the initiative to organize a therapist to improve his skill.
- More computers would be helpful, new equipment always needed.
- The Kindergarten are raising funds to improve the outside area.
- The staff are very encouraging to the children and always creating new activities and providing new resources for creative time.
- My son has been supported extremely well with his transition to Kindy at the beginning of the year, and has become confident in his separation.
- Student support is fantastic. My daughter loves attending and will miss the staff and students. I like the way in which a sense of pride has been encouraged with skill development. The relationships between the kindergarten/school has helped a lot with transition.
- Support is identified and acted upon, without embarrassment for the child or parent. A positive, caring and supportive approach is taken with detailed explanations.
- I think the staff do a great job with what they have, probably only more fundraising for things would be only way it could be increased further.
- The teachers are very supportive. We are very pleased with what our child has achieved and learnt with the help and support of the teachers.
- All of the ECWs have exceptional skills in providing support to the teachers and the curriculum. The standard of materials supplied and the abilities of the staff to utilize those for developing skills with the children are excellent.
22. I feel welcome at this preschool.
23. This preschool assists the development of my child’s personal and social skills.
24. I am comfortable about approaching my child’s teachers to talk about his/her progress.
25. I am given opportunities to have a say in matters about this preschool.
26. There is a broad variety of communications that inform me about the preschool.
27. Children from all backgrounds and cultures are treated fairly at this preschool.
28. The staff always listen to what I have to say about my child’s development and needs.
29. I receive helpful information about my child’s progress and achievement.
30. This preschool provides opportunities to discuss my child’s progress.
31. I am well informed about preschool activities.
32. I believe that if I have concerns or suggestions, the preschool would respond appropriately.
33. I am encouraged to be involved in the preschool in all kinds of ways.
34. Teachers let me know how well my child is doing.

COMMENTS FROM PARENTS ON SURVEY:

- They all do an amazing job and we are very happy with the level of care and attention has been given to us as a family. My child has been very happy with her experience here.
- The Kindy always provide ample information about what the children are learning and looking for parents input into the Kindy environment.
- Communications are always detailed with plenty of notice given for families who work to be able to participate. Educators have taken the time to get to know my child.
- More electronic based communication would be welcome. Activities/events sometimes don’t have enough notice for working parents/grandparents to attend (although this has improved lately). Otherwise staff are extremely good with communication to parents. There is a little ambiguity over some communication-confusion about food policy (allergies etc.) It has been great to receive school newsletter in pigeon hole too.
- If not for the new Director at Madge Sexton, the areas above would be rated much lower. Through positive change, direction and forward thinking the Director has been able to directly influence the relationships and communication that parents now have with the Kindy.
- The Kindy is very thorough with their communication. Any issues or problems they speak to us straight away.
- Big improvement from beginning of the year to end of year – staff seem happier, structure is better.
- The Kindy communicates well.
- All the teachers have been excellent.
- We have felt welcomed by all staff at MSK, with great communication-both formally and informally. The opportunities for parent involvement and opinion are openly welcomed – so much so I have remained an active member of the Governing Council for the last 4 years, while 3 of our children have attended MSK.
- Leanne has been a brilliant asset to Kindy.
- There was only 1 parent interview for the year to hear how my child was going and ended up being later in the year. It would be good to possibly get an update after the first term is completed.
- I have found the Kindy staff to be very good at providing feedback to us about our child and over the year we have built great relationships with the teaching team.
- After being concerned about my daughter’s circle of friends and only her playing with them, I was relieved to be told that she does interact with others and that what I had noticed at home, the staff had noticed and was making adjustments to help her.
- Madge Sexton staff have a fantastic relationship with children and their families. They communicate regularly with families and children. I highly recommend Madge Sexton to southern families.
- I have found the entire community of MSK to be welcoming and inclusive.
LEADERSHIP AND DECISION MAKING

35. This preschool is well organised this year.
36. I have confidence is how the preschool is managed.
37. I believe there is effective educational leadership within the preschool.
38. The preschool seeks parents’ opinions about educational programs.
39. I am given the opportunity to be involved in the preschool’s educational activities.
40. The preschool is always looking for ways to improve what it does.
41. Parents are invited to participate in decisions about their child’s education.
42. Parents have the opportunity to be involved in the development of school plans through the Governing Council.
43. The preschool includes parents and community in decision making.
44. Overall, I am satisfied with the preschool’s planning.

COMMENTS FROM PARENTS ON SURVEY:

 It has been well structured with continual improvements to benefit the children.
 Haven’t looked into making our opinions known or become involved with decisions about child’s education at this very early stage. Have confidence in the teachers/management ability to run a Kindy and to provide a solid foundation of preparing our son for school. Only has one term and we’re very happy with his development, thanks.
 This has improved greatly since last year with a new kindy director and now things are more stable.
 There has been so many positive changes in the Kindergarten.
 The kindy is managed professionally and is always well set up for the children. Staff are very informative and have created a “community feel” that makes everyone feel welcome.
 Where do I start? An amazing transformation this year, well done.
 I think there are many opportunities to be involved but that electronic communication could be used to give parents more opportunity to comment on decision making for those who cannot attend evening committee meetings.
 All positive areas, again influenced by the current director and her abilities to effectively plan, lead, involve kids, parents and the wider community, motivate and manage.
 Parents are always included which I think is great.
 Great leadership and decisions made over the year to improve the centre and how it functions.
 I have found it to be very rewarding to be involved in decision making via participating in Governing Council.
 Having been on this year’s Governing Council, I am well aware of how much the staff try to encourage parents to get involved.
 Having been a member of Governing Council this year. I was appreciative of the honesty and integrity of the Director. She made sure that she listened to any and all feedback, and would base her decisions of what was best for the children and the Kindergarten.

GENERAL OTHER COMMENTS FROM PARENTS ON SURVEY:

 Excellent preschool. My daughter was well taught and loved going there. A credit to all who work there.
 My son had a great year at Kindy. His confidence has grown in many aspects of his life.
 My child has felt safe and secure. As a parent this is one of the most important aspects of my child’s learning.
 I have found my child’s time and experience at the Madge Sexton’s Kindergarten nurturing, learning, valuable and so rewarding. He’s grown into a confident, mature, happy child with the influence and help of all the staff.
 Madge Sexton has provided a wonderful and secure learning environment for my son. This has been evidenced by his eagerness to go to Kindy and his readiness to let me leave him immediately he enters the Kindy environment.
 I’m very impressed with all teaching/learning activities. My child really enjoyed her journey in preschool. Well equipped ready for school.
 Well done girls. Couldn’t ask for a better Kindy. I couldn’t thank you all enough.
 Madge Sexton has been an excellent preschool for my daughter. The staff were friendly and really engaged with the children, and the environment they provided is outstanding.
For me, this preschool provides a safe, nurturing environment where educators do take the time to get to know every child. My son has had an amazing year here and we are glad to have been part of the transformation this year.

Madge Sexton Kindergarten is a beautiful, inspiring Kindergarten and this has really developed since 2011. Prior to that I had visited and was worried about the quality of education there. The vibrant feeling there now, the wonderful events and enthusiastic staff are a testament to dynamic leadership. I can’t wait for my son to attend in future. It’s a fantastic Kindergarten.

There are many more positive changes to come at Madge Sexton and I will miss experiencing this as my child moves onto school this term. I believe he would have grown even more if he was fortunate enough to be in the program under the current director for more time. Leanne’s passion, enthusiasm, dedication, commitment and drive for early learning is evident in all the changes that have taken place this year, and I feel that education and learning for the children is and will be the priority that effectively influences change, growth and development.

Looking forward to my son’s year at Kindy in 2015.

I love our Kindy and really appreciate the effort the teachers go to each and every day. My daughter has enjoyed everyday and learnt so much to start her school life because of them. Thankyou!

I could not have asked for a greater Kindy experience for my daughter.

Since our eldest child attended in 2008, and another 2 children attending in 2010/2011 & 2012, we have seen the Kindergarten go from strength to strength, undergoing many (great) improvements. Especially in 2011 and 2012. The environment, programs, opportunities and learning materials are fantastic, but it is the staff who really are the core for supporting and encouraging each of our children during their year at MSK. Thankyou.

The Madge Sexton Kindy is a wonderfully stimulating learning environment which our daughter has thoroughly enjoyed attending Kindy.

Overall as evident from the above data, there was a very positive response from the Parent opinion surveys and these will be revisited early next year when the new staff team plan through the Kindergarten’s Quality Improvement Plan and Self Review processes.

Accountability

Annual Report Verification:

This Annual Report provides the community and the Chief Executive, Department for Education and Child Development with important information on aspects of the operation of our Kindergarten.

The report contains detail on aspects of the Centre’s core business and describes progress towards the achievement of priorities as identified in our Annual Operational Plan.

Copies of the report will be available to:

- Southern Adelaide Regional Director: Richard Costi
- Southern Adelaide Assistant Regional Director: Jenny Sommer
- The Madge Sexton Kindergarten Kindergarten Community
- The Madge Sexton Kindergarten Governing Council Committee

The Annual Report is one significant way in which our Kindergarten meets accountability requirements. This report is signed below by the Director and the Governing Council Chairperson to signify that it represents an accurate account of the operations of the Kindergarten and that it complies with the essential requirements for the construction of annual reports.

DIRECTOR

Leanne Lovett

CHAIRPERSON, GOVERNING COUNCIL 2012

Jenni Mitton

Financial Statement

Preschool Financial Statement Year Ended 31st December 2012 is attached.

Governing Council Committee 2012 have committed to spending fundraising profits towards the outdoor development in 2013.