

Annual Report

2015

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, Madge Sexton Kindergarten moved to its new site in 2005.

The purpose built space has outstanding resources and facilities and has a capacity of 44 children per session, and is always enrolled to this number, with a consistently high demand for places. 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, due to our location to their intended schools or our focus in implementing Reggio Emilia principles.

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 are accessing both Kindergarten and other local services such as childcare and/or Montessori programs. A large group of our children utilise the bus service from two 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. Families were surveyed again in 2013 around session times and the full days remained popular. 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 2013 there was a high demand for places and there was a need to put our Priority of Access policy in place which has been used in every year since.

Our staffing in 2015 was warranted 1.0 Director, 1.0 Teacher, 2.0 Early Childhood Worker and 0.4 Universal Access teacher, however it was staffed by 1 x 1.0 Director, 1 x 1.0 Teacher, 1 x 0.6 Teacher, 2 x 0.8 ECW, 1 x 0.5 ECW and 1 x 0.4 ECW, the large number of staff complemented our learning programme, and we were fortunate to have continuity of all staffing from 2014.

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 and learning difficulties.

A high percentage (57.7%) of children transition to one local DECD feeder school, McLaren Vale Primary School, but others include McLaren Flat Primary School (27.1%), Tatachilla Lutheran College (11.8%), All Saints Catholic School and Kangarilla Primary School.

The staff team work collaboratively to implement engaging and exciting child centred learning programs, heavily influenced by principles of the Reggio Emilia philosophy and nature play. 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 2016.

Context

Org Unit No:	3647	Preschool Director	Mrs Leanne Lovett
Preschool Name:	Madge Sexton Kindergarten	Region:	Southern Adelaide

Madge Sexton Kindergarten, McLaren Vale

Chairperson Report for the 2015 year

Presented at the Governing Council AGM, Wednesday 17th February, 2016

The 2015 AGM at Madge Sexton Kindergarten was a solid start to the year as a group of committed and enthusiastic parents were willing to volunteer their time to be involved in the Governing Council. It was great to see a balanced representation of parents from each group to support the children, staff and families to support everyone in having a successful year!

The highlight for 2015 was watching the Outdoor Play Area being created and finished throughout the year. It was great to see people volunteering their time and/or resources for the final touches. The children definitely enjoyed seeing the outdoor area coming to life as well as watching all the different machinery and tools being used. It was great to see parents, community representatives, visitors from other schools as well as official Education Department representatives attending the Official Opening of the play area. The opening was a huge success with the children being tour guides as well as seeing The Honourable Susan Close, Minister for Education and Child Development going down the slide and playing doctors with some of the children. This play/learning area has provided many learning opportunities for our children to engage in, with the staff by their side if needed. I am sure that the 2016 children will thoroughly enjoy playing and learning in this area as it is an amazing resource.

Fundraising during 2015 was quite successful with a variety of events held throughout the year, including; Mother's and Father's Day Raffles and Gifts Stalls, Art Exhibition, Fitness-a-thon, Wine Bottles and the End of Year Concert. The majority of these events reinforce the importance of family involvement as well as providing children with a safe and supportive environment so they feel comfortable to take risks and have a go, which further develops their self-confidence. I am sure that I wasn't the only parent who was so proud to see their child confidently stand up by themselves in the Art Exhibition and Graduation and especially when all the children performed their dance at Graduation. The 2015 Fundraising Co-ordinators Sarah Sexton, Sharelle Furner, Steve Smith, all the Governing Council members and the broader Kindy community are to be commended on their efforts in raising almost \$8000.00 for 2015. I would also like to thank all the local businesses that supported the Fundraising events throughout the year as they wouldn't be possible without them. Of course, we also need to thank the enormous contribution the Director and staff put into these events; we can't thank you enough for all your hard work, time and commitment.

I would like to personally thank the Director Leanne Lovett and Staff Representative Kalinda Glatter for their tireless efforts and support of the Governing Council as well as the Treasurers Jolene McCool and Corne Gelderblom and the Secretary Belinda Schutz who have both contributed hugely in a highly professional manner. To all Governing Council members from 2015 I thank you for volunteering your time, thoughts, ideas and good humour in what was a really enjoyable year. To the incoming Governing Council we wish you good luck for a successful and happy year ahead.

Nicole True (2015 Chairperson)

2015 Highlights

2015 was a significant year for continuing to improve, reflect and go deeper with our learning philosophies and processes.

We continued to embed our “child led” learning programs based around the principles of Reggio Emilia, ensuring the “child’s voice” led the learning journeys and projects; working alongside children to support them to understand and explain the world around them using their “hundred languages and more”; and using the environment as the “third teacher” to entice and engage children into their learning. The majority of the staff team attended the National Reggio Emilia Conference in Melbourne and came back with new inspiration and a list of work to move forward in the way we work with children and to provide even more opportunities to engage children in their learning and communicating their learning to families through documentation. At the end of 2015, Madge Sexton Kindergarten was invited to become one of only five DECD sites to become a Reggio Emilia Prototype site which was exciting, not only to be acknowledged for our work, but also for what it means for our children’s and staff’s learning throughout the project.

We were excited to finally see the completion of our Preschool Outdoor Learning Area Demonstration Site project in Term 3, and the Official Opening in Term 4. Although it was a very time consuming and at times challenging project, the results far outweighed any of the stresses throughout it! Staff, children and families were ecstatic about the end result and the learning opportunities it provides for children are rich and exciting. Children are taking risks, challenging themselves, developing their persistence and resilience, problem solving, working collaboratively, using their imaginations, connecting to nature, and displaying how competent and capable they are every day. Staff’s understandings and knowledge of nature play principles is rich through this work and we are learning more every day first hand working with the children in the outdoor area.

Working within the Sea and Vines Partnership during 2015 was of huge benefit to the Madge Sexton Kindergarten staff team in terms of their professional learning, collaboration and implementation of improved programmes, processes and practices to achieve children’s learning outcomes.

Quality Improvement Plan

The following is an overview of how we progressed with our 2015 Quality Improvement Plan.

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

Achievements/Highlights:

- Staff were involved in research, professional learning (including Reggio Emilia Conference in Melbourne) and networking around effective documentation and reporting processes and implemented their learning and new expertise into our assessment and reporting processes, as well as shared within the Sea and Vines Partnership including Tennille Langeluddecke, MSK teacher delivering a workshop at the Sea and Vines Powerful Learning Summit.
- Individual and group learning documentation was improved on to include evaluation and future planning and shared with families.
- Effective and meaningful reporting processes were put in place and made available to families to communicate children’s learning including Individual Learning Plans, learning conversations and End of Year Learning statements.
- Staff consolidated the value and their understanding of the purpose of the assessment and reporting practices in place at Madge Sexton Kindergarten through the formation of a Madge Sexton Kindergarten Assessment Processes document.
- Staff began to familiarise themselves with the Preschool Indicators of Numeracy and Literacy through shared discussions, professional development and beginning to use the “language” of them and incorporate their key concepts, language, etc. into our existing processes and practices.
- Critical reflection, assessment and evaluation are embedded in the way we work and are ongoing processes at Madge Sexton Kindergarten.
- A culture of professional inquiry exists where practices and outcomes are reviewed and new ideas are generated.
- Critical reflection is evident in all learning documentation.

Future planning/recommendations for 2016:

- Work in partnership with families to develop the children’s initial learning goals on their Individual Learning Plans by holding the conversations earlier in the year within the first few weeks of Kindy with a focus on learning dispositions.

- Further improve on and personal reporting on individual children's learning and progress through ensuring there is a personal comment or statement on every piece of learning documentation.
- Implementation of using Preschool Indicators of Numeracy and Literacy including incorporating them into existing processes and practices such as Individual Learning Plans, Preschool Statements of Learning, learning documentation, etc. and formulating a way to collect data about the indicators in an effective and meaningful way.
- Work within the Sea and Vines Partnership to ensure all staff have a good understanding of how to use the Preschool Indicators of Numeracy and Literacy and develop effective processes around its implementation.
- Embed a strong presence of critical reflection and learning together through the introduction of a quick end of day reflection with all staff present and implement processes to use the reflections to guide the learning journey for children.

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

Achievements/Highlights:

- All appropriate WHS processes and procedures are now in place to ensure the safety of children, staff and families thanks to the hard work of Jonette Thorsteinsen, our WHS representative.

Future planning/recommendations for 2016:

Establish a benefit-risk assessment proforma and embed into our everyday practices.

QUALITY AREA 3: PHYSICAL ENVIRONMENT

Achievements/Highlights:

- Establishment of our Preschool Outdoor Learning Area incorporating nature play principles with a focus on risk and challenge for children.
- We didn't achieve what we had planned to in this area during 2015 due to our outdoor works for our Preschool Outdoor Learning Area so this will be back on our Quality Improvement Plan for 2016.

Future planning/recommendations for 2016:

- Put a Site Environment Management Plan in place.
- Further embed sustainable education and learning program and practices.
- Implement written documentation of children's learning about environmental sustainability issues.

QUALITY AREA 4: STAFFING ARRANGEMENTS

Achievements/Highlights:

- All staff have a good understanding of professional standards and expectations including; ECA Code of Ethics, State Gov. Code of Conduct, Professional Standards for Teachers, and ECW Job Specifications.

Future planning/recommendations for 2016:

- Continue to update and discuss professional standards and expectations in staff meetings throughout the 2016 year.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Achievements/Highlights:

- Effective Individual Learning Plans and Preschool Statements of Learning in place to support children's continuity of learning and transitions.
- Negotiated Education Plans transferred to schools for Preschool Support children to support children's continuity of learning and transitions.
- Getting "continuity of learning" on the Sea and Vines Partnership agenda with a commitment to work across sectors to put effective processes in place for 2016.
- Staff worked with Michelle Moore, McLaren Vale Primary School's Aboriginal Studies teacher to gain a clearer understanding, awareness and knowledge of appropriate cultural factors that need to be considered and included in our everyday practices and learning experiences.
- Inclusive and enriching cultural experiences are embedded in our program.

Future planning/recommendations for 2016:

- Stronger relationships with all necessary participants to support children's continuity of learning and transitions.
- Shared understandings within the Sea and Vines Partnership about children's learning and effective pedagogy around continuity of learning and transitions.

- Shared professional learning and research between sites to support children's continuity of learning and transitions.
- Continue to have a strong commitment to working as a collaborative member of the Sea and Vines Partnership.
- Continue to develop our understandings and knowledge of cultural factors and establish relationships with local community to ensure cultural diversity is embedded into our everyday practices and learning experiences.

QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

Achievements/Highlights:

- Effective induction processes were put in place for all staff members, volunteers and work experience students.
- All staff had access to relevant professional development to improve children's learning outcomes.
- A culture of sharing good practice was embedded in our everyday practices with each other and within our networks.
- Whole staff commitment to: Reggio Emilia philosophies and further learning; and to promoting the image of the competent and capable child to our community and colleagues.

Future planning/recommendations for 2016:

- Performance Development documentation and discussions needs to be scheduled for and implemented for all staff regularly in 2016.

PRESCHOOL LITERACY AND NUMERACY INDICATORS

Funding was used to familiarise staff with the Indicators of Preschool Literacy and Numeracy by:

- Releasing staff to familiarise themselves with the document individually and in pairs.
- Releasing staff to incorporate the language and terms in the document into existing practices (Individual Learning Plans, Preschool Statements of Learning, Documentation inquiry questions, etc.)
- Releasing staff to meet with other educators within the Sea and Vines Partnership to learn about the Preschool Indicators.
- Madge Sexton Kindergarten staff are confident with using the Preschool Literacy and Numeracy Indicators and are set to implement their use in 2016.

Intervention and Support Programs

2015 was a "complicated" year in terms of access to DECD Support Services due to a change in infrastructure, processes and staffing. However with persistence and much hard work, the Madge Sexton Kindergarten staff team continued work on the improved process for homw intervention and support programs were managed and implemented at Madge Sexton Kindergarten. A mixture of Support Services staff from Noarlunga and Mount Barker offices met regularly with Madge Sexton Kindergarten staff to develop strategies to ensure that all children who required additional support would have their needs catered for. 10 referrals were made for children we believed required preschool support and the year progressed as best as it could within a new system with teething problems, and each child who required extra support had an individualised program developed and implemented by the staff team led by Preschool Support Early Childhood Workers, Jo Pritchard and Emma Shaw. All children who were receiving funded preschool support had a Negotiated Education Plan put in place, in consultation with support staff and families.

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 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 and special events such as performances.

Throughout 2015 we had 7 children receiving funded preschool support with individual programs in place and another 6 who were not eligible for support but were financially supported by the site and also had individual programs in place. In 2016 we would like to further streamline our process for supporting children with additional needs through the continued use of our tailored screening processes in the first term around speech and language, fine motor and gross motor development. We would also like to improve upon the way we communicate these screening processes to parents. We are keeping a positive mindset about working within our new Integrated Support Services within 2016 and look forward to a more successful and supported year.

Student Data

Enrolments

Figure 1: Enrolments by Term

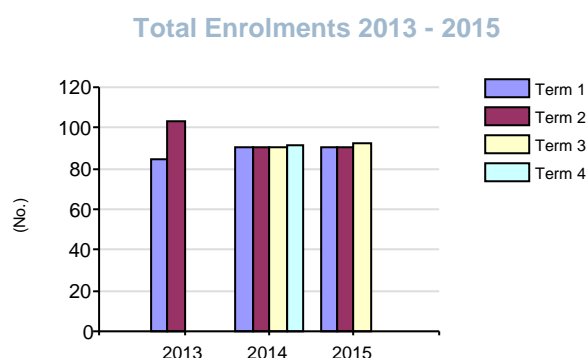


Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2013	85	103		
2014	90	90	90	91
2015	90	90	92	

Based on person counts in the two week reference period each term.

Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

Madge Sexton Kindergarten continues to have a high enrolment demand and therefore has a Priority of Access in place to support an equitable intake into the Kindergarten. Each year we have up to 160 children on our books for 90 places. In 2016 with the change of the staff:child ratios we will have a capacity for 88 children. Our Priority of Access policy ensures that children who live in our local area are guaranteed a space at their local Kindergarten as well as that the Kindergarten intake enrolls to its full capacity.

Attendance

Figure 2: Attendance by Term

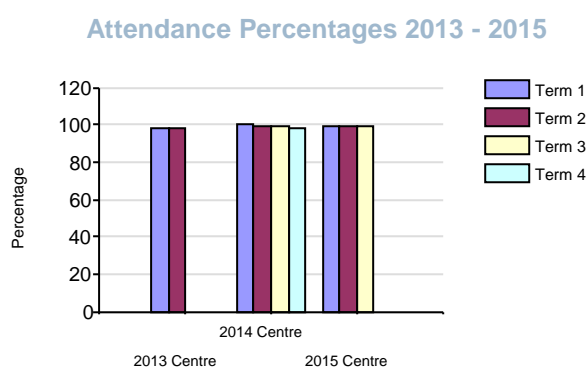


Table 2: Attendance Percentages 2013 - 2015

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	98.8	98.1		
2014 Centre	100.0	98.9	98.9	97.8
2015 Centre	98.9	98.9	98.9	
2013 State	88.7	88.0		
2014 State	90.0	88.9	86.1	87.1
2015 State	90.5	88.5	86.3	

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

Source: Preschool Data Collection, Data Management and Information Systems

The attendance percentages continue to be high for Madge Sexton Kindergarten which we believe is attributed to the group sessions offered which were determined through parent surveys. In Term 4 the attendance was slightly lower due to family vacations.

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2013 - 2015

Feeder Schools				
Site number - Name	Type	2013	2014	2015
0198 - Kangarilla Primary School	Govt.	1.2	2.4	
0250 - McLaren Flat Primary School	Govt.	25.0	24.1	27.1
0251 - McLaren Vale Primary School	Govt.	56.0	54.2	57.7
8498 - Tatachilla Lutheran College	Non-Govt.	13.1	16.9	11.8
9014 - St John the Apostle Catholic School	Non-Govt.	1.2		
9133 - Galilee Catholic School	Non-Govt.	2.4		
9756 - All Saints Catholic Primary School	Non-Govt.	1.2	2.4	3.5
Total		100.1	100.0	100.1

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known.

Due to rounding totals may not add up to 100%.

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

McLaren Vale Primary School continues to be our main feeder school, with McLaren Flat Primary School the next popular government school. In 2016 we will work within the Sea and Vines Partnership to ensure effective transitional pedagogy supports the children and families with their move from the Kindergarten into school.

Parent Opinion

PARENT OPINION SURVEYS 2015

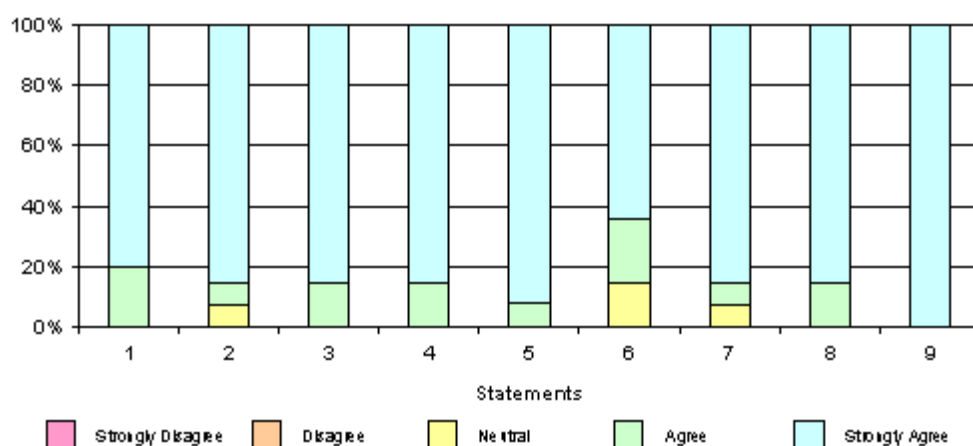
In 2015 we changed the way that we distribute the Parent opinion surveys to families and opted to send all parents a note with links to do the survey online rather than giving every family a paper copy of the survey as well. Unfortunately this meant a drop in the amount of families who completed the survey and we only had 15 out of our 91 families respond to the survey online, significantly less than 2014 where 9 responded to the survey online, and 30 families who responded on a paper copy. This was done to save administration time for staff who have to enter the responses online from the paper copies. In 2016 we will review the way we distribute the surveys.

DECD Parent Opinion Survey 2015

3647 Madge Sexton Kindergarten

Aggregation of Preschool Survey Responses

Parent Opinion - Quality of Teaching and Learning



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Response #
1	I think my child receives high quality teaching at this preschool.	0%	0%	0%	20%	80%	15
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	7%	7%	86%	14
3	This preschool has the expectation that children will learn.	0%	0%	0%	14%	86%	14
4	Teachers are enthusiastic in their teaching.	0%	0%	0%	14%	86%	14
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	0%	8%	92%	13
6	My child's teachers clearly inform me about the learning program.	0%	0%	14%	21%	64%	14
7	My child's teachers make learning interesting and enjoyable.	0%	0%	7%	7%	86%	14
8	Teachers at this preschool really want to help my child learn.	0%	0%	0%	14%	86%	14
9	The preschool has an excellent learning environment.	0%	0%	0%	0%	100%	14

Parent Comments - Quality of Teaching and Learning

The staff are very creative and always have different stations set up for free play and fun things for them to do in the day.

I still have a strong feeling of belonging with a firm stated set of core values important for child development.

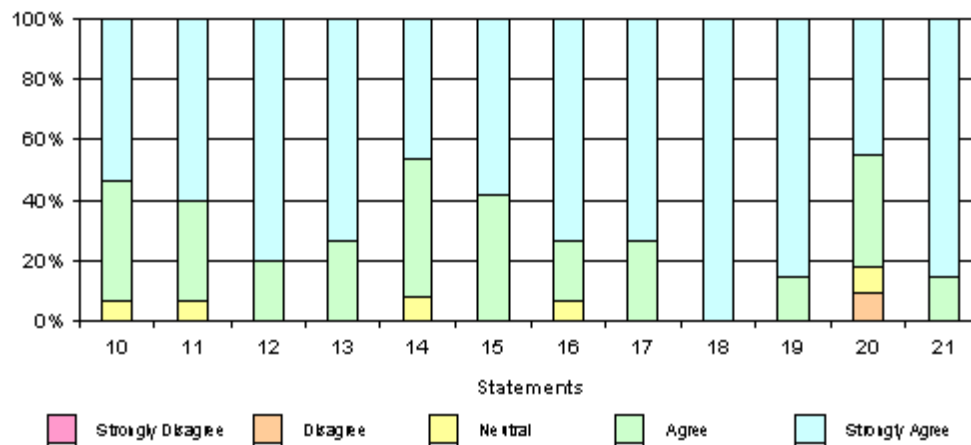
I think all the teachers do a fantastic job, thank-you.

DECD Parent Opinion Survey 2015

3647 Madge Sexton Kindergarten

Aggregation of Preschool Survey Responses

Parent Opinion - Support of Learning



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Response #
10	My child is motivated to learn at this preschool.	0%	0%	7%	40%	53%	15
11	My child's teachers provide help and support when it is needed.	0%	0%	7%	33%	60%	15
12	My child has access to quality materials and resources that help him/her to learn.	0%	0%	0%	20%	80%	15
13	My child is happy at this preschool this year.	0%	0%	0%	27%	73%	15
14	My child would receive support for any special needs he/she had.	0%	0%	8%	46%	46%	13
15	The preschool changes its programs and activities to improve student achievement.	0%	0%	0%	42%	58%	12
16	Children know how they are expected to behave at preschool.	0%	0%	7%	20%	73%	15
17	Teachers at this preschool treat my child fairly.	0%	0%	0%	27%	73%	15
18	This preschool provides a safe and secure environment.	0%	0%	0%	0%	100%	15
19	Children have enough materials and resources for their learning.	0%	0%	0%	14%	86%	14
20	This preschool has information available about other support agencies within the community.	0%	9%	9%	36%	46%	11
21	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	14%	86%	14

Parent Comments - Support of Learning

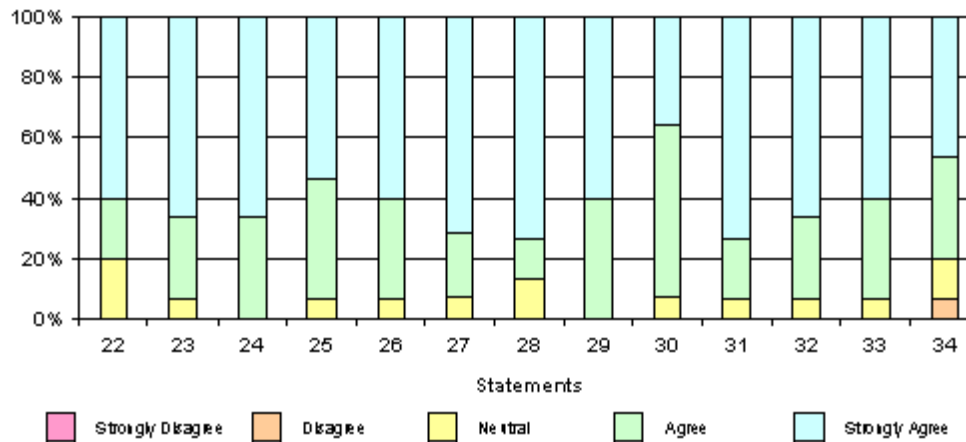
Our daughter was critically ill at the end of Term 1 and missed most of Term 2. Since her return, she has received so much support and encouragement which has enabled her to get back to without any troubles or anxiety on her behalf. She feels secure and welcome.

DECD Parent Opinion Survey 2015

3647 Madge Sexton Kindergarten

Aggregation of Preschool Survey Responses

Parent Opinion - Relationships and Communication



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Response s
22	I feel welcome at this preschool.	0%	0%	20%	20%	60%	15
23	This preschool assists the development of my child's personal and social skills.	0%	0%	7%	27%	67%	15
24	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	33%	67%	15
25	I am given opportunities to have a say in matters about this preschool.	0%	0%	7%	40%	53%	15
26	There is a broad variety of communications that inform me about this preschool.	0%	0%	7%	33%	60%	15
27	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	7%	21%	71%	14
28	The staff always listens to what I have to say about my child's development and needs.	0%	0%	13%	13%	73%	15
29	I receive helpful information about my child's progress and achievement.	0%	0%	0%	40%	60%	15
30	This preschool provides opportunities to discuss my child's progress.	0%	0%	7%	57%	36%	14
31	I am well informed about preschool activities.	0%	0%	7%	20%	73%	15
32	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	7%	27%	67%	15
33	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	7%	33%	60%	15
34	Teachers take time to know how well my child is doing.	0%	7%	13%	33%	47%	15

Parent Comments - Relationships and Communication

Staff are always approachable and will stop and listen if I ever need to update them on my daughter's progress or needs.

I believe the quality of children leaves some children that may be quieter than others. If they are not talkative children I don't know if all communications get through. As a quiet parent who doesn't like large environments to myself I find it hard to grab a teacher and sometimes feel as though my child may be left out of activities if unable to speak up.

On occasion the feedback loop can be slightly delayed.

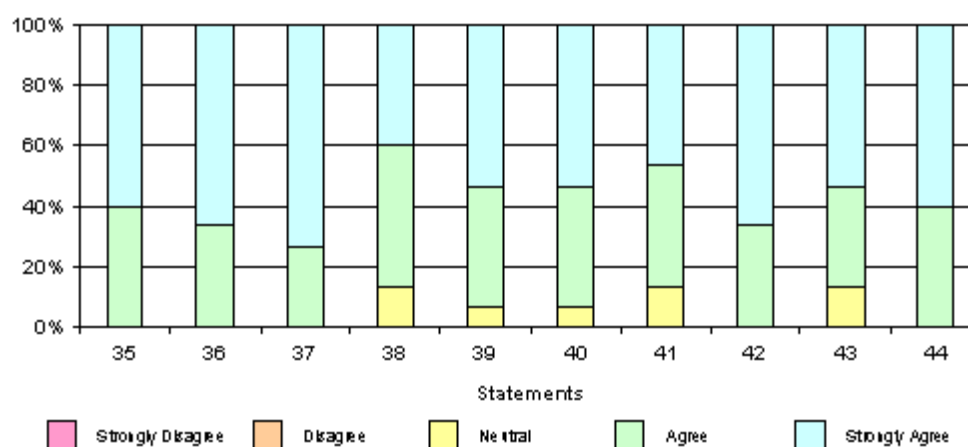
The staff are very approachable and are always willing to listen and offer support if needed. We are constantly informed and kept informed of different activities happening at the preschool through flyers, newsletters, upcoming dates information sheets.

DECD Parent Opinion Survey 2015

3647 Madge Sexton Kindergarten

Aggregation of Preschool Survey Responses

Parent Opinion - Leadership and Decision Making



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Response #
35	This preschool is well organised this year.	0%	0%	0%	40%	60%	15
36	I have confidence in how the preschool is managed.	0%	0%	0%	33%	67%	15
37	I believe there is effective educational leadership within the preschool.	0%	0%	0%	27%	73%	15
38	The preschool seeks parents' opinions about educational programs.	0%	0%	13%	47%	40%	15
39	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	7%	40%	53%	15
40	The preschool is always looking for ways to improve what it does.	0%	0%	7%	40%	53%	15
41	Parents are invited to participate in decisions about their child's education.	0%	0%	13%	40%	47%	15
42	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	0%	33%	67%	15
43	The preschool includes parents and community in decision making.	0%	0%	13%	33%	53%	15
44	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	40%	60%	15

Parent Comments - Leadership and Decision Making

Leave is rotations as are all of the teachers

Sometimes support and help is sought, however due to the pressures of numbers, limited availability this can leave individuals feeling slightly castigated as a result. Although in the intention it can create negative feedback loops which could have been negated by more open dialogue.

The leadership and decision making is very inclusive through the Governing Council and the staff are always willing to listen to any suggestions.

Parent Comments - Other comments

The learning outcomes and curriculum are outstanding and my child is very happy here. Staff put a lot of effort into children's learning experiences and communicating learning to parents. I'm not getting a sense of genuine warmth and friendliness from staff, perhaps as they are so busy.

Madge Sexton is a fantastic Kindergarten. The staff are enthusiastic and supportive, and I love that there is a large emphasis on nature play at this kindy.

Overall as evident from the above data, there was a very positive response from the Parent opinion surveys about the way that we operate at Madge Sexton Kindergarten. Areas identified to work on by staff through discussion and reflection from the 2015 Parent Opinion Survey data include: providing information to families about other support agencies within the community; ensuring that the DECD Support Services Team have timely and effective processes in place to meet the needs of children with additional needs; improving on processes to communicate individual children's progress and experiences to families; ensuring processes and systems in place support "quieter" children and parents to confidently communicate their needs and ideas to MSK staff; and ensure that staff put in place processes and systems to make children and families feel welcomed and be friendly at all times, especially during the busy periods such as drop off and pick up times, regardless of how much is going on!

Criminal History Screening

In 2015 Madge Sexton Kindergarten worked hard to ensure it was meeting the requirements expected by the DECD in relation to Criminal History Screening. Relevant persons working or volunteering at Madge Sexton Kindergarten were required to obtain and provide a copy of a DCSI clearance where appropriate including: staff members; Governing Council Committee members; Third party providers (IT technicians, cleaners, gardener, class photographers, visiting performers, etc.); and student teachers and volunteers – University, TAFE, secondary school, etc. We also ensure that all of our staff – teachers and early childhood workers are trained in Child Protection Curriculum: Keeping Safe, which is over and above what is required.

On 11th June, 2015 Madge Sexton Kindergarten had a Screening Audit and below are the findings:

FINDING	ACTION REQUIRED	DIRECTOR'S COMMENTS
The site has four National Police Clearances in place. (1 x Gov Council member) 3 x DTEI contractors currently working onsite as part of the Outdoor Project.) National Police Clearances are not deemed to be acceptable clearances according to DECD policy.	DCSI clearances are obtained in accordance with DECD instruction/policy. For VOLUNTEERS ON SITE: Volunteers who have National Police Clearances are unable to be active in their role as a Volunteer at the site until a DCSI clearance is obtained.	Noted
The site has not sighted evidence of criminal history clearance details for one Governing Council employee engaged by the site. (Gardener) This person what currently on holidays, site will check whether he has a DSCI clearance and if not, will undertake a risk assessment and submit an application to DCSI.	Ensure criminal history clearance details for all Governing Council employees engaged by the site are sighted and recorded on the register of criminal history clearance details. Governing Council employees are unable to be active in their role at the site until a DCSI clearance is obtained.	If Gary does not have a DCSI screening completed, the site will arrange for him to apply for one.
Site has developed an excellent induction process for staff, volunteers, student teachers and work experience students.		THANKYOU ☺

The requirements from DCSI have changed for the 2016 year and the site will no longer require Governing Council Committee Members to obtain a DCSI clearance. Madge Sexton Kindergarten will continue to work effectively and improve on our Criminal History Screening processes and practices.

Financial Statement

DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT
OFFICE FOR CORPORATE SERVICES

PRESCHOOL FINANCIAL STATEMENT AS AT 31 DECEMBER 2015

PRESCHOOL NAME:	MADGE SEXTON KINDERGARTEN
PRESCHOOL NUMBER:	3647

RECEIPTS AND PAYMENTS FOR THE TWELVE MONTHS ENDING 31 DECEMBER 2015

OPENING BALANCE		
1	Opening Balance (as at 1 January 2015)	
1.1	Cash at Bank	
1.2	SASIF Investment	
1.3	Petty Cash	
	Total Opening Balance (A)	\$ 58,482.87
RECEIPTS		
1	DECD Grants	
1.1	Total Recurrent Funding (from Cashflow Statement)	482592.82
1.2	Other DECD Grants (e.g. Electrical Testing Grant)	
	Total DECD Grants	\$ 482,592.82
2	Parent Contributions	
2.1	Amenities Fees (including sessional and pre-entry fees)	38293
2.2	Other Contributions (e.g. lunch time care, unfunded occasional care, levies)	1050.02
2.3	Excursions and Performances	3149.2
2.4	Playgroup Fees	1127.15
	Total Parent Contributions	\$ 43,619.37
3	Fundraising Income	
3.1	Fundraising (Gross Income)	13025.3
	Total Fundraising Revenue	\$ 13,025.30
4	Other Operating Revenue	
4.1	Non DECD Grants	
4.2	Interest (Bank & Investment)	584.88
4.3	Donations	250
4.4	Commissions	
4.5	Agency Sales (e.g. Book Club)	
4.6	Preschool Sales (e.g. Hats)	
4.7	Other Revenue	14478.46
	Total Other Operating Revenue	\$ 15,313.34
	TOTAL RECEIPTS (B)	\$ 554,550.83
	TOTAL FUNDS AVAILABLE (C) = (A)+(B)	\$ 613,033.70
PAYMENTS		
1	Employee Expenses	
1.1	Teaching Staff	305827.44
1.2	Ancillary Staff	147981.83
1.3	Temporary Relieving Teaching Staff	28493.79
1.4	Professional Development Costs (conference, travel and accommodation costs)	8001.97
1.5	Other DECD Salaries	
	Total DECD Salaries Expenditure	\$ 490,305.03
2	Learning Plan Priorities	
2.1	Learning Plan Priority 1 -	
2.2	Learning Plan Priority 2 -	
	Learning Plan Priority 2 -	\$ -
3	Curriculum Maintenance	
3.1	Consumable Materials (e.g. paint, paper etc)	11379.05
3.2	Curriculum Resources (including books, games, puzzles and minor equipment)	

3.3	Excursions and Performances	2870.4
	Total Curriculum Maintenance Expenditure	\$ 14,249.45
4	Administration	
4.1	Accounting Costs & Bank Charges	2905
4.2	Office Supplies- Stationery, Printing and Photocopying	6491.9
4.3	Postage and Freight	
4.4	Other (e.g. OHS&W costs, subscriptions, advertising etc)	1613.56
	Total Administration Expenditure	\$ 11,010.46
5	Site Funded Works	
5.1	Site Funded Works	
	Total Administration Expenditure	\$ -
6	Facilities	
6.1	Breakdown Maintenance	628.33
6.2	Repair and Maintenance Costs (not charged through FABSNET)	7547.19
6.3	Equipment & Furniture	18899.66
6.4	Cleaning Costs (Contract salaries and materials)	8085.87
6.5	Grounds Maintenance	1097.27
6.6	Security Costs	
6.7	Other	9510.35
	Total Facilities Expenditure	\$ 45,768.67
7	Utilities	
7.1	Electricity	2029
7.2	Gas/Oil	
7.3	Telephone	303.16
7.4	Water/Sewer	
7.5	Waste	
7.6	Council Rates	
	Total Utilities Expenditure	\$ 2,332.16
8	Fundraising	
8.1	Fundraising (Gross Expenditure)	5153.2
	Total Fundraising Expenditure	\$ 5,153.20
9	Other Expenditure	
9.1	Playgroup Costs (e.g. Affiliation Fees)	414.73
9.2	Occasional Care	
9.2	Donations	
9.3	Agency Sales	
9.4	Preschool Sales	
9.5	Other DEC BAS 291 + ROUNDING 11.05	302.05
	Total Other Expenditure	\$ 716.78
	TOTAL PAYMENTS (D)	\$ 569,535.75
RECONCILIATION		
	Total Funds Available (C)	\$ 613,033.70
	Less Total Payments (D)	\$ 569,535.75
	Closing Balance (Total Cash Balances) (E) = (C)-(D)	\$ 43,497.95
CASH AND INVESTMENT BALANCES AS AT 31 DECEMBER 2015		
CASH/INVESTMENTS		
1	Investments	
1.1	SASIF	19136.2

1.2	Net Transfer to SASIF as at end of December previous year (add if credit or deduct if debit)	
1.3	Net Transfer to SASIF as at end of December of the current year (deduct if credit or add if debit)	10629.32
1.4	Other Investment Accounts	
	Total Investments	\$ 29,765.52
2	Bank Balances	
2.1		13732.43
2.2		
	Total Bank Balances	\$ 13,732.43
3	Cash in Hand	
3.1	Petty Cash	
3.2	Cash Floats	
	Total Cash in Hand	\$ -
	TOTAL CASH/INVESTMENTS (F)	\$ 43,497.95
	COMMITMENTS	
1	Loans	
1.1	DECD	
1.2	Other - Name of Lending Institution	
1.3	Other - Name of Lending Institution	
	Total Loans	\$ -
2	Unpaid Accounts	
2.1	Supplier invoices	
2.2	Unreceived Purchase Orders	
	Total Unpaid Accounts	\$ -
	TOTAL COMMITMENTS	\$ -
	TOTAL UNCOMMITTED FUNDS (Total Cash Investments less Total Commitments)	\$ 43,497.95
	PRESCHOOL FEES	
	Fee Charged Per Term	
	Outstanding Fees	
	FUNDED OCCASIONAL CARE FEES	
	Occasional Care Fees Collected	
	Occasional Care Fees Forwarded To DECD	
	RURAL CARE FEES	
	Rural Care Fees Collected	
	Rural Care Fees Forwarded To DECD	

I certify that the above statement is a true and accurate reflection of the Preschool financial position and performance as at 31 December 2015.

DIRECTOR:

**GOVERNING COUNCIL
CHAIRPERSON:**

Please return to: Financial Services by 12th February 2016
Email: DECDSiteFinancialResources@sa.gov.au

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:

- Education Director: Nanette Van Ruiten
- The Madge Sexton Kindergarten Kindergarten Community
- The Madge Sexton Kindergarten Governing Council Committee
- Published on our website at www.madgekgn.sa.edu.au

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
2015

CHAIRPERSON, GOVERNING COUNCIL

Leanne Lovett

Nicole True