



Unley Kindergarten

2018 annual report to the community



Government
of South Australia
Department for Education

Unley Kindergarten number: 4691

Partnership: Greenhill South

Name of preschool director:

Ann Rieger

Name of preschool management committee chair:

Ceinwen Ahern

Date of endorsement:

12.02.2019

Context and highlights

The Kindergarten is located 4 Km from the city and is a full time centre with 2 permanent staff and is operated by Department for Education on property leased from the City of Unley Council. The Kindergarten is situated in close proximity to a range of community and educational services. Many children move between the sites during the course of the day as the range of facilities/services is used in conjunction with Kindergarten. Families from across the metro area try to gain access to our site as it is seen as a well located area in close proximity to the city for working and studying parents. We have a designated catchment area and work closely with our local Preschools and schools in the Greenhill South Partnership to ensure an effective and equitable enrollment process occurs. Families come from a diverse range of cultural backgrounds including India and China. The majority of children commence their formal education at Unley Primary which is a short walk away from the Kindergarten. Our enrollment capacity is 44 children. The Kindergarten operates 4 full day sessions and a 5 hour Friday session per week to provide 15 hours of preschool for children in their eligible year. Children attend both Monday and Tuesday and alternate Friday's weeks 1, 3 and 5 of each term or Wednesday and Thursday and alternate Friday's weeks 2, 4 and 6 of each term.

This year our learning focus has centred around our site inquiry - "How do educators empower children to become more reflective learners?" This has also encompassed the Educators engaging in regular critical reflective practices to inform ongoing planning and learning as part of their daily practice. We have established a professional learning community following the Gavin Grift model.

A learning journey for families and children occurred Term 1 incorporating spotlight sessions on developing Literacy and Executive function skills. Each educator was responsible for 1 of these focus topics.

The Kindergarten community came together on a Sunday to enjoy breakfast and view their children's art work on display in our galleries. Our ongoing interest in the environment and animals has been enhanced by a regular gardening program and replanting a bush tucker garden as part of our focus on sustainability. We continue to embrace our outdoor only Friday sessions as we work with the different elements. This has been an opportunity to develop risk taking, resilience and challenge our thinking and pedagogy.

Report from the preschool management committee

We have had a wonderful year at the Kindy and it has been such a privilege to work so closely with the team. We had a small but very effective Governing Council and have achieved a lot during the year.

Obviously, a key role of the council is oversight but it's also a wonderful opportunity to hear more about the teaching methods, curriculum and reflections on our children's learning. We have been so lucky to work alongside such observant, passionate and enthusiastic educators. The experience has provided real insight into how much is involved behind the scenes and the planning that goes into every week to ensure our children have a great experience.

This year, we have had a big sustainability theme in our fundraising efforts. We started the year off with a Scrap Metal drive. The sustainability theme then continued during the year, with a used book stall, a succulent stand (again thanks to Laken's energy and drive) and over two terms we have been selling handmade fruit and vegi bags.

The annual Art Show is always a highlight.

Other fundraising activities included the Mothers and Fathers Day raffles and of course the Games day sponsorship from family and friends which has resulted in the purchase of the new equipment. We have had a wonderful year at the Kindy and it has been such a privilege to work so closely with the team. We have confirmation our application (PiE) grant has been successful.

After more than a decade of leadership, it is hard to imagine this place without her. Ann's professionalism and organisation has been appreciated by so many parents and staff over the years and her approach and planning for a transition to a new leader has been no different. Ann, on behalf of the governing council, please know that it has been an absolute privilege working with you and we can not thank you enough for the contribution you have made to the extended community.

Quality improvement planning

Quality area 1 focused on developing processes for educators to engage in regular and rigorous critical reflective practices to inform ongoing planning and assessment for and of learning. These regular opportunities enabled everyone to be part of a professional learning community where their thinking was challenged, voiced heard and ideas debated. Current research articles were also read and discussed to support our ongoing pedagogical reflection.

Quality area 2 focused on the critical connection of physical activity and wellbeing as enablers for learning potential. A connection to our natural environment with open ended resources provided opportunities to take risks and challenge thinking as we also moved to the green space beyond our gates. To ensure a high level of wellbeing for all, everyone engaged in relaxation practices which incorporated yoga and interoception exercises. Educators also undertook professional training around different sensory processing approaches to support their ongoing work.

Quality area 3 our priority was to develop an awareness of the impact on human activity and environments and interdependence of living things. The community really embrace sustainable practices and organised a scrap metal drive to recycle items that may have potentially gone to landfill. A parent made reusable bags for keeping fruit and vegetables in an these were sold throughout the Unley community.

Quality area 4 we engaged with current research to drive our learning and pedagogy. Professional readings were shared in a PLC forum and the following inquiry shaped our discussion. "How do educators enhance the visibility of STEM in early childhood pedagogy? This was a Partnership inquiry which allowed us to link our site focus providing us with a forum for targeted and rich dialogue through a collective commitment to enhancing our professional practice and leadership.

Multiple lenses were used to collect evidence to show the growth of our cohort in using oral language and questioning.

Quality area 5 our focus was to support children in developing Executive functioning skills through Educators modeling consistent language with children and using opportune teachable moments to intentionally teach the skill. Role playing scenarios to demonstrate strategy was also a successful strategy. Although many of our learners had increased these skills, Educators believe this is an ongoing focus for 2019 with self-regulation, risk taking and resilience being a critical part in children's learning.

Quality area 6 we continue to develop systems for sharing information & clarifying responsibilities between the early year's transition points for our learners. Regular termly meetings with Unley Primary ensured the continuity of learning for our children supported their transition in to school for 2019. The Learning journey with children and families with a focus on STEM& Executive Function skills early in term 1 provided valuable curriculum information for our community. This was then followed up with individual parent conversations and planning in Term 2. Parents were appreciative of the sessions available to them and with follow up articles and displays extended their knowledge and understanding of our learning priorities for 2018. Surveys were conducted and provided valuable data about the shifts in parents perceptions of STEM as a result of our inquiry work.

Quality area 7 our priority was to ensure all Educators performance is regularly evaluated and individual plans are in place to support learning and development. The new Department for Education template was highly valued in supporting the manageability of this process.

Our priorities for 2019 include transitioning to a new QIP template as we ensure the 3 exceeding themes are embedded.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	49	47	44	42
2016	39	42	42	42
2017	44	44	43	44
2018	44	44	41	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

Enrolments have remained similar and are in line with our site capacity of 44 and 2 full-time staff. We had some families move mid-year which created spaces to be filled by families relocating at this time of the year. A high demand is placed on our limited vacancies from our local and wider community. Families using care facilities or who work in the area or who are going to Unley Primary register their interest hoping to gain an offer of a place in round 2. This has resulted in the need to have a clearly defined catchment area, priority of access and close communication with our local centres so that we can redirect as necessary. This year our catchment boundaries had been changed which impacted on families who had registered at an earlier date. This change was confusing for all. There is a trend in Children enrolling who have English as an additional language. Preschool enrolments over the last three years reflect and confirm this data. The main Language has been Mandarin.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	92.7%	95.6%	88.7%	95.3%
2016 centre	92.2%	92.6%	80.6%	87.5%
2017 centre	90.4%	92.8%	82.7%	93.8%
2018 centre	91.7%	90.9%		
2015 state	92.4%	90.2%	87.8%	88.5%
2016 state	91.1%	89.6%	87.9%	87.9%
2017 state	90.6%	88.8%	86.7%	87.7%
2018 state	90.8%	88.7%		

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

Attendance comment

Attendance data suggests that the Centre attendance rate is slightly higher than the State average for 2018. This is a change from previous years when it dipped below state average. Term 3 data usually reflects a real drop in attendance as many of our international families return to their home country for extended periods in either terms 3 or term 4- for example up to 3 months. Once again our families do lots of traveling and often embark on an overseas trip at the beginning of a term. This high mobility strongly influences our attendance data as is reflected in the table above for 2017 and previous years.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018
0328 - Parkside Primary School	2.0%	2.0%	0.0%
0447 - Unley Primary School	86.0%	80.0%	100.0%
0640 - Hallett Cove School	2.0%	0.0%	0.0%
1063 - Highgate School	0.0%	7.0%	0.0%
6026 - Christian Brothers College - Junior	0.0%	2.0%	0.0%
8026 - Immanuel Primary School	2.0%	0.0%	0.0%
8039 - Saint Spyridon College	0.0%	2.0%	0.0%
8266 - Mercedes College	0.0%	5.0%	0.0%
9057 - St Raphael's School	2.0%	0.0%	0.0%
9156 - Sunrise Chrstn Schl:Fullarton Campus	2.0%	0.0%	0.0%
Total	100%	100%	100%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

The Destination Schools data indicates that a 100% of children are enrolled to begin their schooling in local Government schools with all children commencing at Unley Primary. However we have 1 family relocating and they will attend Glen Osmond and a second family attending Highgate Primary as part of the French immersion program. Another child will start at a private school due to a change in the family structure during the year. A strong transition program (Come and Play) has been established with Unley Primary, and parents often comment that their child is more confident in starting as they know the majority of children.

Client opinion summary

The survey was randomly distributed to 22 families with 8 responses received. Majority of responses were in agree to strongly agree areas. One neutral response in decision making.

Parent Comments - Quality of Teaching and Learning

Very high quality teaching and I believe that comes down to the dedication and passion of the director and teaching staff
My son is flourishing in this environment and I strongly believe this to be due to the considerate and supportive learning environment created by the staff.

The teachers are all fantastic - very enthusiastic, supportive and engaging. Highly qualified staff who show great interest in all of the children's learning, development, interests and talents and who provide detailed feedback to parents whenever it is sought.

Parent Comments - Support of Learning

Staff are always supportive, whether that is in regards to learning or behaviour

Parent Comments - Relationships and Communication

Good and open communication pathways with the teaching staff

Feel very reassured that the relationships being fostered at the kindy are supportive and positive ones. My son feels extremely happy attending and his confidence has increased dramatically since the beginning of the year and this translates to his positive development.

Parent Comments - Leadership and Decision Making

Ann is completely dedicated as Director and under her leadership, the kindy thrives.

Excellent leadership in terms of service excellence

Parent Comments -

Unley Kindy has been a wonderfully welcoming and exciting environment for my child, who absolutely loves attending. I am particularly impressed by the commitment to play based learning.

We couldn't be happier & feel very lucky our Daughter attends Unley Kindy.

Unley Kindergarten is an excellent, well-managed kindergarten that provides a stimulating and nurturing environment for my child to develop in many ways.

Relevant history screening

All teachers have a clearance through the Teachers Registration Board (Director, Teacher, and Relief Teacher's). Early Childhood Workers who have worked in the roles of preschool support and bilingual provided their documentation at the beginning of the year.

All Governing Council Members of 2018 had children attending at the Kindergarten, so therefore did not require a screening clearance. Third party employees - The Kindergarten cleaner also provided his certificate. The Director keeps a spreadsheet/folder of a current documents pertaining to this area.

Financial statement

	Funding Source	Amount
1.	Grants: State	\$350,006
2.	Grants: Commonwealth	nil
3.	Parent Contributions	\$37,760
4.	Other	\$1,134

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>Collaborative networking across Greenhill South Partnership in Leaders and Teacher networks enabled educators to build on their knowledge and understanding. Targeted work facilitated by Deb Lasscock around "STEM" provided further opportunities to clarify and extend our work with children and families. Opportunities to visit other sites and be involved in learning communities supported Educators professional growth.</p> <p>This also was a catalyst in challenging staff pedagogy and reflective practice. An inquiry focused on empowering children to be reflective learners. RRR was one of the tools implemented to collect evidence about our growth.</p>	<p>Through a PLC model educators capacity grew throughout the 12 months as they engaged in regular and targeted learning communities. This reflective practice and rigorous dialogue not only challenged their thinking but resulted in them stretching children's learning as well.</p>
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	<p>Funding from Preschool support enabled the site to employ additional staff to work with small groups of children to develop their learning. It was essential for the site to add to this funding to provide a regular, quality and intense program for our learners. Sometimes this resulted in more experienced staff working with small groups to provide targeted intervention for all our learners. All children had individual learning plans and a statement of learning.</p>	<p>The growth of all these children was evident when examining the Early Years Learning Outcomes in areas such as, communication, literacy and numeracy and physical development.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>No children were eligible for Bi-lingual support. However we had several children who needed intensive support funded by the site to enable them to develop their literacy skills and in particular English language.</p>	<p>At the end of the year these children were more confident in using language in their learning environment. One child will require language support in the school setting/</p>

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.