

Plympton South Kindergarten Annual Report 2015



Directors: Sarah Moore/Barb Webb

Governing Council Person: Nicole Baghurst.

1. CONTEXT

Preschool Name:	Plympton South Kindergarten	Preschool Number:	3695
Preschool Director:	Sarah Moore	Partnership:	Marion Inland

The Plympton South Kindergarten is located in South Plympton in the Marion Council.

The Kindergarten runs only sessional kindergarten sessions: Monday – Friday. The 15 hours were offered over a 5 day fortnight, with most children attending all 15 hours.

The children are placed into 2 groups – Mon/Wed and Tues/Thurs and attended alternate Fridays. The centre utilises the additional staffing funding (associated with Universal Access) and has employed an extra teacher at .4 so that the teachers and Director has non-contact and administration time. ECWs are employed to cover the lunchtime period.

Throughout the year the centre had children from the following different countries - England, China, India, Russia, Kenya and China. We had 2 ATSI enrolments throughout the year.

2. REPORT FROM GOVERNING COUNCIL

In 2015 the South Plympton Kindergarten Governing Council consisted of 10 members (3 staff and 7 parents).

During 2015 the following were achieved:

Closure Dates

9th December 2015 - review of QIP and planning for 2016

Programs/Events for Children during 2015:

Term 1: Yoga Program, Clay Workshops, Take Home Boxes and Occupational Therapy Program

Term 2: Puppet Workshop, Fundamental Movement Program, Little Athletics Program
Family Disco for Group 1 & 2 individually. International Day - with display tables with information, experience and traditional food related to the cultural backgrounds within the kindergarten. Wheels Day – children encouraged to bring bike/scooter to kindy

Term 3: Dance Program, Marion Council Library Visit, Scholastic Book Fair, Book Week - Library Visit, Kindy Photos and Dress Up Day

Term 4: Occupational Therapy Program, Zoo Excursion and End of Year Celebrations

Fundraising

Fundraising included toy Catalogues, Tea Towel Sales Lions Club Christmas Raffle, Unique Marketing Item Box Sales

Directors Position:

Barb Webb took on the Acting Directors position for 6 months while Sarah Moore was offered a secondment by DECD to a State Office Project during Term 2 and Term 3. Sarah returned to South Plympton Kindergarten at beginning of Term 4 with renewed passion and insight from her time with DECD.

Changes for 2016 Intake

60 children will be enrolled for 2016 intake (compared to 66 in 2015) as this is our maximum site capacity. Funding for 2016 has been approved for 15 hours per week and the kindy groups A & B days will change to become 2 consecutive days per week as follows:
Group A (M/Tu) 8.30 am to 4pm; and Group B (Wed/Th) 8.30 am to 4pm. Fridays will continue to be for administrative tasks and Playgroup operating in the morning.

Playgroup in 2015

Playgroup's return to South Plympton Kindy premises in 2016 was successful - operating on Friday mornings from 9:30am to 11am. The average families attending were approx. 5-8 and this increased during Term 3 and 4 when 2016 enrolment interviews took place and Beth Tamm return as Supervisor of this program.

Fees for 2016

Term fees will continue as to \$170 per term, including \$30 for Additional Programs Fee. Parents were required to pack a morning tea fruit snack for their child in 2015 and this will continue for 2016.

Significant Accomplishments

NQS Assessment held on 12th March

Plympton South Kindergarten received an 'Exceeding' National Quality Standard – to be given this rating you need to achieve 'Exceeding' rating for 4 out of 7 Areas. Plympton South Kindergarten received and 'Exceeding' standard for all 7 Areas of the Assessment. Well done to Sarah Moore and the staff for their commitment and time in preparation for this assessment

Policy and Procedures Review, Update and GC Approval

policies and procedures were, over the course of the year, reviewed and updated to be current and relevant to the current Kindergarten environment and structure. SPK received Sunsmart accreditation.

Site Development

5 rocks were placed near the dirt digging patch to make a safer landscape, which enables children to climb down from and up to the surrounding area; Orders from Modern Teachers Aid – light table, fishing, Perspex blocks, chemistry sets etc.

Nicole Baghurst, Chairperson

3. HIGHLIGHTS 2015

During Term 1 the Plympton South Kindergarten was assessed and rated under the National Quality Standards. The site achieved an overall rating of "Exceeding".

National Quality Area	Rating
1. Educational Program and service	Exceeding –in the 2 standards
2. Children's Health and Safety	Exceeding –in 2 out of 3 standards
3. Physical environment	Exceeding – in 2 out of 3 standards
4. Staffing arrangements	Exceeding – in the 2 standards
5. Relationships with children	Exceeding – in the 2 standards
6. Collaborative partnerships with families and communities	Exceeding – in the 3 standards
7. Leadership and service management	Exceeding – in the 3 standards

4. QUALITY IMPROVEMENT PLAN

2015 Quality Improvement plan was based around Quality Area 1:

During a self-assessment process staff identified the need to make improvements to their critical reflection on children's learning

	How was this achieved?
Standard 1.2: Element 1.2.3: An approved learning framework informs the development of a curriculum that enhances each child's learning and development.	
Outcome: Improve children's learning through critical reflection.	<ul style="list-style-type: none"> -An Inquiry in to how improving educator's critical reflection will improve children's learning. -Documentation for each child showed deeper critical reflection on learning. -Increased use of the language associated with learning processes and dispositions in Reporting to families through Learning Journaldocumentation and Statement of Learning. - Use of progressive photos throughout the term to 'build' learning for the child - Weekly Team Meetings (M/W group teachers and T/Th group teachers) to reflect on and discuss children, their learning and future experiences. - Results Plus partnerships work (Buddy system for teachers, growth mindset, familiarization of Literacy and Numeracy Indicators.) - Educators using the Literacy and Numeracy Indicators to report to families and in Documentation of Learning for all children - Term1 (set up ILP with families), Term 3 (documented Reflection of ILPs) & Term 4 SOL (including reporting on Literacy and Numeracy Indicators) - A new evaluation sheet was used to evaluate the program - Professional Learning Conversations – 2 /Term as whole staff team
Outcome: Improve communication and	Staff familiarized themselves with the DECD Numeracy and

general knowledge for all children as – indicated in AEDC domains.	<p>Literacy Indicators and how these will support ongoing improvement in Numeracy and Literacy for all children.</p> <p>A closure day was used for all staff to participate in a whole day – partnerships training – Introduction to the Literacy and Numeracy indicators.</p> <p>Director Results plus – Rubric Literacy & Numeracy T2 & T4</p> <ul style="list-style-type: none">- Meeting and Goals- Improvement Quality Cycle- Track and Monitor individual children- Enact Pedagogical change – Critical Reflection , Continuity of Learning through Transition- Intervention- Transition Policy Preschool to Reception- Data and Gizmo – what you collect and what you use <p>Numeracy and Literacy indicators included in documentation</p> <ul style="list-style-type: none">- Learning Stories- Statements of Learning
2016 Directions:	<p>Continue to improve children’s learning through critical reflection, by recording observations to inform an individualised program and planning for all children using the EYLF Planning cycle.</p> <p>Individualised programing and planning for Literacy and Numeracy will also be used. This will build staff capacity in using the DECD numeracy and literacy indicators.</p>

2015 Quality Improvement plan was based around Quality Area 2:

Standard 2.2
Element 2.2.2.Physical activity is promoted through planned and spontaneous experiences and is appropriate for each child. Including inside and outside play all day.

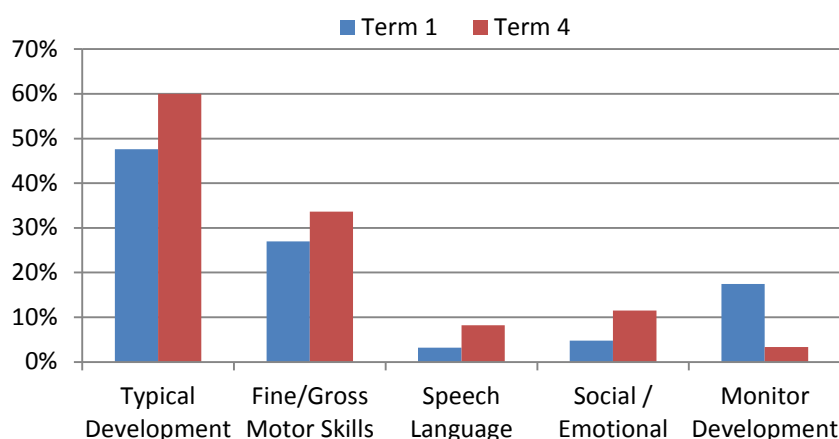
The 2012 AEDC data showed that a large % of children in our local area were vulnerable in the physical health and wellbeing domain.

Outcome: Improve Physical Health and wellbeing in all children as per the AEDC data for our community.

Educators as a team unpacked the AEDC data and the physical Health and Wellbeing Domain.

The site engaged with an Occupational therapist who screened all children in the preschool setting in Term 1 and Term 4 2015. The graph below highlights what areas that children had recommendations made in.

All Children



Children managed their independence when they chose to get their own snack, lunch and drinking containers (open /close, put away, met own physical needs).

Planned experiences consisted of Yoga, Little Athletics Program and the Premier's 'be active challenge.' Most children participated in the 60 minutes of physical activities per week for a period of 4 weeks. An educator was present during the experiences so that they could observe children and their individual participation, taking photos and notes to inform 'individualised' documentation.

Directions for 2016

Continue to engage with the occupational therapist in 2016. The site will also engage with Flinders University OT department, where OT students will complete assessments on children's fine and gross motor development. The kindy will be part of the DECD OT statewide project.

5. INTERVENTION AND SUPPORT PROGRAMS

Over the year 6 children were referred to support services. Children received support for a delay in speech, language, behaviour and Autism. No child was verified for support through the Disability support program at school.

6. STUDENT DATA

6.1 Enrolments

Enrolments

Figure 1: Enrolments by Term

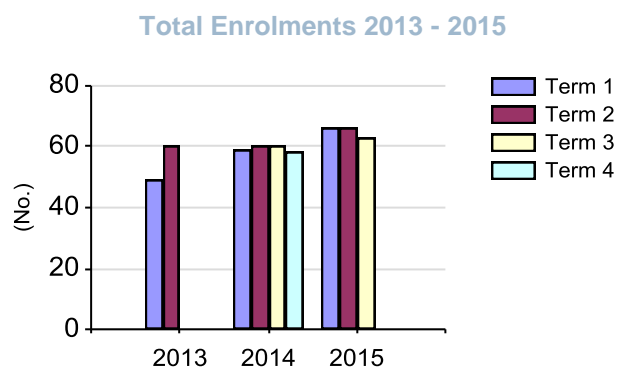


Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2013	49	60		
2014	59	60	60	58
2015	66	66	63	

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

Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

Enrolments were consistent throughout the year at 66. At the start of term 3, 3 children left to attend term 3 intake at the local catholic and other independent schools.

At the start of the 2015 school year the site submitted an application for the approval of an increase the capacity to 33 from 30.

6.2 Attendance

Figure 2: Attendance by Term

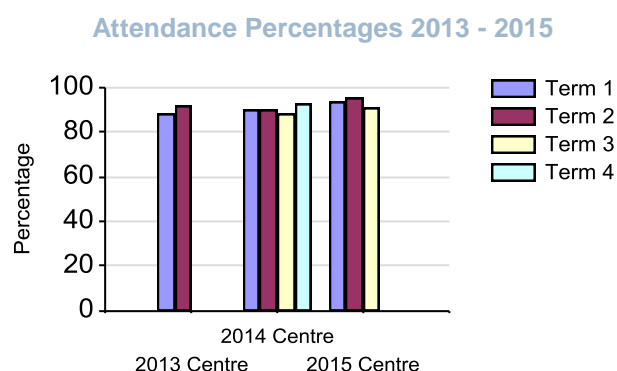


Table 2: Attendance Percentages 2013 - 2015

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	87.8	91.7		
2014 Centre	89.8	90.0	88.3	93.1
2015 Centre	93.9	95.5	90.5	
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

Attendance rates increased during 2015 due to the changes to the longer day. The longer days were more flexible for families, rather than the extra half day that was offered in previous years.

6.3 Destination – Feeder Schools

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2013 - 2015

Feeder Schools				
Site number - Name	Type	2013	2014	2015
0127 - Edwardstown Primary School	Govt.	2.4	5.1	3.3
0346 - Plympton Primary School	Govt.	2.4	18.6	6.6
0391 - St Leonards Primary School	Govt.	7.1	3.4	4.9
0418 - Eastern Fleurieu Strath R-6 Campus	Govt.		1.7	
0548 - Black Forest Primary School	Govt.	9.5		8.2
0658 - Forbes Primary School	Govt.	14.3	3.4	
0932 - Clovelly Park Primary School	Govt.			1.6
0933 - Warradale Primary School	Govt.		1.7	
1017 - Glenelg Primary School	Govt.	2.4	1.7	1.6
1268 - Mitcham Junior Primary School	Govt.	2.4		
8026 - Immanuel Primary School	Non-Govt.		5.1	1.6
8220 - St Mary's Memorial School	Non-Govt.	2.4	1.7	
8405 - Emmaus Christian College	Non-Govt.	23.8	23.7	37.7
9017 - St Therese Primary School	Non-Govt.		1.7	
9020 - St Anthony's School	Non-Govt.	9.5	20.3	9.8
9029 - Our Lady of Grace School	Non-Govt.	2.4	1.7	
9045 - St Anthony's Catholic Primary School	Non-Govt.			1.6
9063 - St John the Baptist Catholic School	Non-Govt.	19.1	8.5	23.0
9070 - St Bernadette's School	Non-Govt.	2.4		
9755 - Emmaus Catholic School	Non-Govt.		1.7	
Total		100.1	100.0	99.9

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

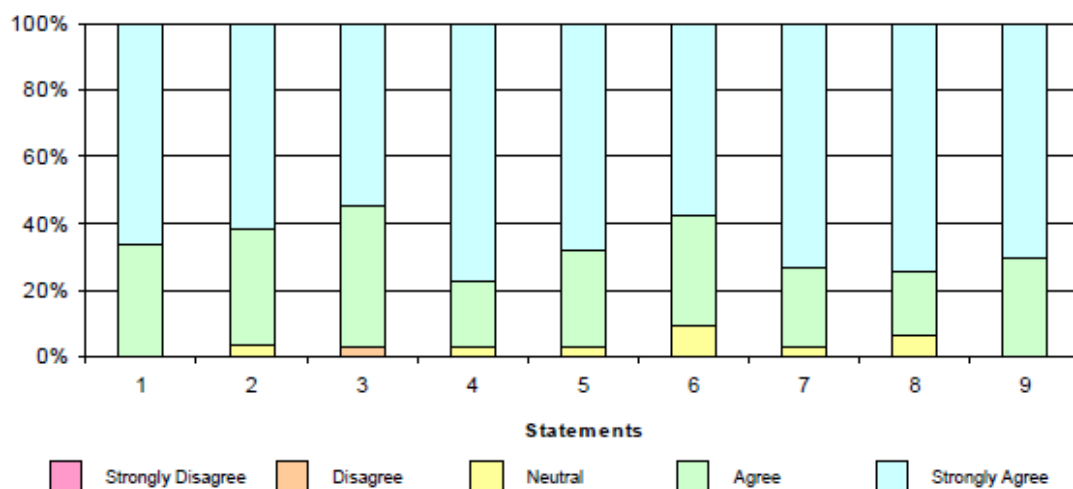
Due to rounding totals may not add up to 100%.

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

74% of children were enrolled in 5 non - government schools. 26% of children were enrolled in 6 government schools, compared to 40.5% in 2013 and 35.6% in 2014.

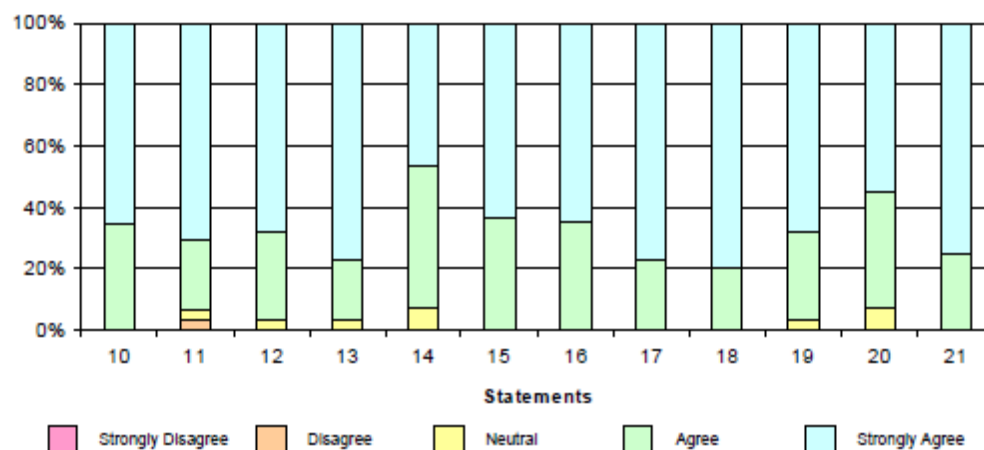
7. CLIENT OPINION

DECD Parent Opinion Survey 2015
3695 Plympton South Kindergarten
 Aggregation of Preschool Survey Responses
 Parent Opinion - Quality of Teaching and Learning



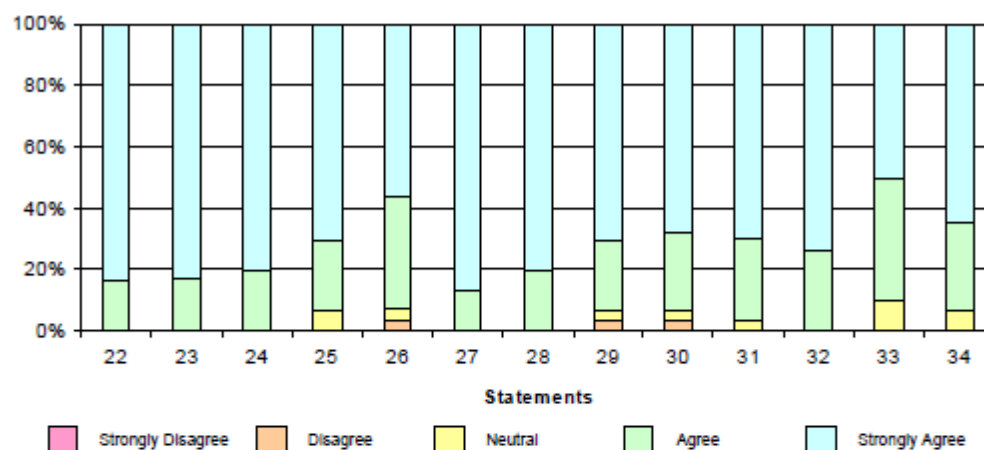
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
1	I think my child receives high quality teaching at this preschool.	0%	0%	0%	33%	67%	30
2	My child's teachers know what my child can do and what he/she needs to learn.	0%	0%	3%	34%	62%	29
3	This preschool has the expectation that children will learn.	0%	3%	0%	42%	55%	31
4	Teachers are enthusiastic in their teaching.	0%	0%	3%	19%	77%	31
5	I am satisfied with the learning programs offered at my child's preschool.	0%	0%	3%	29%	68%	31
6	My child's teachers clearly inform me about the learning program.	0%	0%	10%	32%	58%	31
7	My child's teachers make learning interesting and enjoyable.	0%	0%	3%	23%	73%	30
8	Teachers at this preschool really want to help my child learn.	0%	0%	6%	19%	74%	31
9	The preschool has an excellent learning environment.	0%	0%	0%	30%	70%	30

DECD Parent Opinion Survey 2015
3695 Plympton South Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Support of Learning



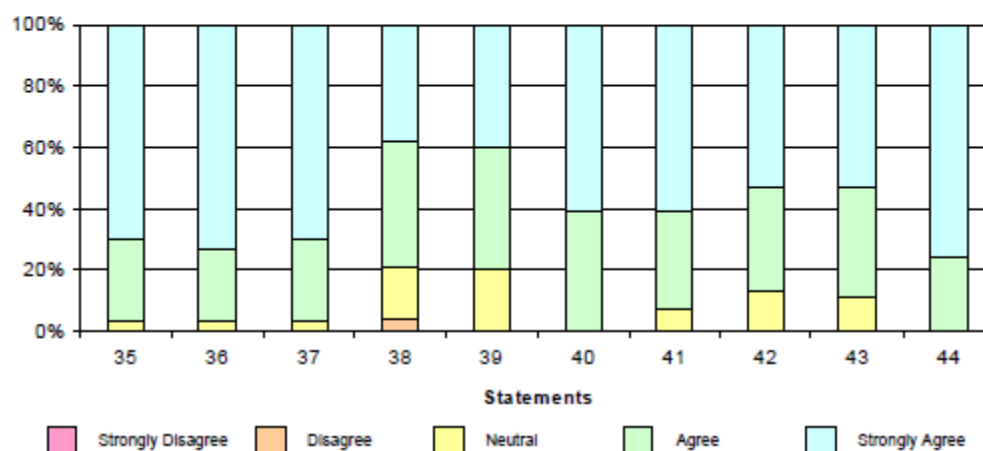
No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
10	My child is motivated to learn at this preschool.	0%	0%	0%	34%	66%	29
11	My child's teachers provide help and support when it is needed.	0%	3%	3%	23%	71%	31
12	My child has access to quality materials and resources that help him/her to learn.	0%	0%	3%	29%	68%	31
13	My child is happy at this preschool this year.	0%	0%	3%	19%	77%	31
14	My child would receive support for any special needs he/she had.	0%	0%	7%	47%	47%	30
15	The preschool changes its programs and activities to improve student achievement.	0%	0%	0%	37%	63%	30
16	Children know how they are expected to behave at preschool.	0%	0%	0%	35%	65%	31
17	Teachers at this preschool treat my child fairly.	0%	0%	0%	23%	77%	31
18	This preschool provides a safe and secure environment.	0%	0%	0%	20%	80%	30
19	Children have enough materials and resources for their learning.	0%	0%	3%	29%	68%	31
20	This preschool has information available about other support agencies within the community.	0%	0%	7%	38%	55%	29
21	This preschool encourages children to have a sense of pride in their achievement.	0%	0%	0%	25%	75%	28

3695 Plympton South Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Relationships and Communication



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
22	I feel welcome at this preschool.	0%	0%	0%	16%	84%	31
23	This preschool assists the development of my child's personal and social skills.	0%	0%	0%	17%	83%	30
24	I am comfortable about approaching my child's teachers to talk about his/her progress.	0%	0%	0%	19%	81%	31
25	I am given opportunities to have a say in matters about this preschool.	0%	0%	6%	23%	71%	31
26	There is a broad variety of communications that inform me about this preschool.	0%	3%	3%	37%	57%	30
27	Children from all backgrounds and cultures are treated fairly at this preschool.	0%	0%	0%	13%	87%	30
28	The staff always listen to what I have to say about my child's development and needs.	0%	0%	0%	19%	81%	31
29	I receive helpful information about my child's progress and achievement.	0%	3%	3%	23%	71%	31
30	This preschool provides opportunities to discuss my child's progress.	0%	3%	3%	26%	68%	31
31	I am well informed about preschool activities.	0%	0%	3%	27%	70%	30
32	I believe that if I have concerns or suggestions, the preschool would respond appropriately.	0%	0%	0%	26%	74%	31
33	I am encouraged to be involved in the preschool in all kinds of ways.	0%	0%	10%	40%	50%	30
34	Teachers let me know how well my child is doing.	0%	0%	6%	29%	65%	31

DECD Parent Opinion Survey 2015
3695 Plympton South Kindergarten
Aggregation of Preschool Survey Responses
Parent Opinion - Leadership and Decision Making



No.	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Responses
35	This preschool is well organised this year.	0%	0%	3%	27%	70%	30
36	I have confidence in how the preschool is managed.	0%	0%	3%	23%	73%	30
37	I believe there is effective educational leadership within the preschool.	0%	0%	3%	27%	70%	30
38	The preschool seeks parents' opinions about educational programs.	0%	3%	17%	41%	38%	29
39	I am given the opportunity to be involved in the preschool's educational activities.	0%	0%	20%	40%	40%	30
40	The preschool is always looking for ways to improve what it does.	0%	0%	0%	39%	61%	28
41	Parents are invited to participate in decisions about their child's education.	0%	0%	7%	32%	61%	28
42	Parents have the opportunity to be involved in the development of school plans through the Governing Council.	0%	0%	13%	33%	53%	30
43	The preschool includes parents and community in decision making.	0%	0%	11%	36%	54%	28
44	Overall, I am satisfied with the preschool's planning.	0%	0%	0%	24%	76%	29

With the introduction of DCSI for all volunteers in preschools and schools this has made it harder for parents to participate in the preschool program. With the recent policy being changed, we are hoping that parents will be able to further engage with and have more opportunities to be involved in their preschool.

8. ACCOUNTABILITY

A spreadsheet on the computer is maintained regularly and hard copies are kept in a file. The system red flags when a history is near to expiry date so that the person can be reminded to update.

9. FINANCIAL STATEMENT

	Funding Source	Amount
1	Grants: State	\$400,155.02
2	Grants: Commonwealth	-
3	Parent Contributions	41,822.25
4	Other	4,231.967