



Dover Kindergarten 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Dover Kindergarten Preschool Number: 5667

Partnership: Holdfast

Name of Preschool Director:

Aaron Selway

Name of Governing Council Chair:

Lecia Wood

Date of Endorsement:

14/3/17

Context and Highlights

Dover Kindergarten maintained its current staff from 2015, however with the educator to child ratios changing from 1:13 to 1:11 at the beginning of 2015 there were some changes to staff rosters and group structures. In previous years we have operated with a larger group on Mondays and Tuesdays (capped at 39 children) and a smaller group on Thursdays and Fridays (capped at 26 children). With the ratio change, we have moved to having 2 equal groups capped at 33 children with at least 2 teachers and 1 Early Childhood Worker (ECW) on the floor at all times.

Aaron Selway remained on as full time director, Meredith Retallack continued as full time teacher, Jenny Hood continued in her role as Universal Access teacher working Tuesdays and Fridays, Hanka Bardiovsky continued as Occasional Care Coordinator and both Leanne Martin and Bianca Mountford continued working as ECW's within the centre with some changes to the times worked. Leanne worked every Monday, Tuesday, Wednesday and alternate Thursdays, and Bianca worked as ECW every Thursday and Friday as well as providing Preschool Support on Mondays and Tuesdays and continuing her role as Playgroup Coordinator on Wednesdays.

2016 saw the beginning of improvements to our outdoor learning environment with the construction of our mud kitchen at the beginning of the year and the replacement of our swing frame later in the year. The sandpit was also targeted to have work done but this work did not take place until the beginning of 2017.

Leadership aimed to improve connections with Brighton Primary School in 2016 and this has led to the development of a stronger, more supportive transition process for children entering school from our centre. This involved visits from reception classes to the centre where children shared their experiences around commencing school.

The Occasional Care Program was fully utilised throughout 2016, requiring us to continue to implement strategies to reduce the time families spend on the waiting list. This involved some families being offered fortnightly sessions to ensure that the service could be accessed by as many families as possible. Many children will be moving from the Occasional Care program into kindergarten this year, with the majority of those children accepting a place at Dover Kindergarten. The Occasional Care program is already operating at capacity in 2017 at the time of writing this report.

Report from the Governing Council

1. In 2016 the Governing Council had committee members from the two kindy groups, and two members from occasional care. Issues concerning occasional care are frequently considered by the Council and their involvement proved valuable at these times. We also hope opening committee places to occasional care members will provide continuity for future years.
2. An exceptional effort was made by the fund raising sub-committee, with new initiatives including two bulk wine orders in term 3 and 4. Other successful fund raising efforts included Kytons Bakery orders, Christmas in the Park (cake and face painting stalls) and the Graduation Night Raffle. Figures are available on the 2016 Financial Statement.
3. The Working Bee saw a huge turn out with near 30 parents. Thank you to all who came along and built the two new vegetable boxes.
4. Movie Night was a big success with an opportunity for children and parents from the two groups to meet and interact. We recommend events that enable this interaction to broaden the number of familiar faces for children on commencing school.
5. The swing frame was approved and installed at the kindy this year, special thanks go particularly to Aaron for his efforts in coordinating the process. Funds remain for development of the nature and outdoor play areas.
6. Committee members assisted in reviewing Kindy policies and attending school governing council partnership meetings to provide continued feedback on improving the transition of kindy children to school.
7. Involvement in Governing Council will enable you to actively participate in your child's kindy year and the kindy community. If you are interested in learning more about the Governing Council, a useful site is the Governing Council Portal on the Department for Education and Child Development website:
<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils>

Quality Improvement Planning

The 2016 Quality Improvement Plan (QIP) addressed established goals across all 7 areas of the National Quality Standards. The key priorities and achievements for the 7 areas are listed below:

Quality Area 1: We reviewed and modified our current Assessment and Reporting Policy and process to reflect a deeper ongoing cycle of planning, documenting and assessment for each child. Individual Learning Plan's (ILP's) are developed for each child during term 1 which establishes specific goals for each child. This information is passed on to parents to form the basis for parent/teacher discussions in term 2. During term 3 a Learning Story is written for each child which is focussed on documenting the data and evidence collected to show development towards the established ILP goals. In term 4 a Statement of Learning is written for each child which records progress and development against all 5 areas of the Early Years Learning Framework (EYLF) and the Preschool Numeracy and Literacy Indicators.

Quality Area 2: In 2016 we continued to improve the way that we track and monitor Children's Health and Safety, particularly in regards to medications. Health Care Plans are now stored with the medication, not in a separate folder, a system is in place to track medication 'use by' dates and information related to food allergies is displayed in areas where cooking and tasting are generally carried out.

Quality Area 3: We began to explore possibilities for improving the outdoor play space to create a safe, inviting and engaging area for all learners. While this will continue into 2017 and possible 2018, we were very pleased with the replacement of our swing frame as it addressed some safety issues that we had identified which, in order to address and ensure children's safety had limited the functionality of the old swing frame. We had also established to have a barrier around the sandpit which, although not finished in 2016 has been completed at the time of producing this report.

Quality Area 4: Additional funding provided to allow for greater staffing to support children who may have additional needs that they would not typically qualify for. Additional funding provided to support educators in engaging in T&D opportunities to continue to develop their skills and strive for effective pedagogical change.

Quality Area 5: This year we had a strong focus on improving Transition processes both for children transitioning to school and to kindergarten in 2017. We established closer ties with Brighton Primary School and had 4 visits from Reception classes to provide our children with an understanding of what school will be like from children who have made the transition in 2016. All Reception teachers from Brighton Primary School visited the kindergarten to meet with children. The 2016 kindergarten children helped to develop a video to provide to new children to tell them how exciting it will be when they come to Dover Kindergarten.

Quality Area 6: With the support of the 2015 Governing Council we restructured the way our year began in 2016, allowing us push back the AGM and allow parents to settle into the year with the aim of improving Governing Council participation. This was highly successful with the 2016 Governing Council having a full complement of 14 members. We worked collaboratively with several support agencies and Children's Centres/Child Care Centres to develop strategies to better support children and families.

Quality Area 7: The primary focus was on developing a stronger, more effective self assessment process through engaging with staff to explore and develop a stronger understanding of the National Quality Standards (NQS) and to critically analyse the standards to identify our strengths and areas for future development.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	65	66	64	63
2015	61	62	63	62
2016	61	62	62	

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Enrolment Comment

Since the introduction of "Single Start Date" our termly figures have remained fairly constant throughout each year. 2016 saw the educator to child ratios change from 1:13 to 1:11 which led to a restructure of groups. Previously we had a larger group at the beginning of the week and smaller group at the end of the week, but with the ratio changes we capped both groups at 33 in 2016. The groups remained constant at 30 to 31 children in each group allowing us to maintain staffing to support up to 66 children in 2017.

The Occasional Care program was highly utilised in 2016 leading to some families moving from weekly to fortnightly sessions to allow more families access to the service.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	90.8%	86.4%	87.5%	90.5%
2015 Centre	93.4%	93.5%	79.4%	85.5%
2016 Centre	93.4%	95.2%	91.9%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.7%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

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 Comment

Our attendance data for terms 1, 2 and 3 in 2016 were very pleasing, showing a clear improvement in attendance, particularly in term 3, when measured against 2015 and state figures. In previous years we found that attendance figures were significantly impacted by families taking holidays during the 2 week census cycle. We recognise that families holidaying together is a valuable experience and children in those families generally have very high attendance throughout the year so to develop a clearer picture of attendance we implemented strategies to encourage families to holiday outside census times such as booking excursions, incursions and kindergarten photos during those times. While this may appear to sway the data, we believe it gives a clearer representation of attendance throughout the year.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0391 - St Leonards Primary School	2.1%	0.0%	0.0%
0637 - Brighton Primary School	45.8%	58.2%	55.6%
0668 - Paringa Park Primary School	0.0%	1.8%	0.0%
0913 - Seacliff Primary School	2.1%	0.0%	0.0%
0933 - Warradale Primary School	2.1%	0.0%	0.0%
0984 - Seaview Downs Primary School	2.1%	0.0%	1.9%
1017 - Glenelg Primary School	0.0%	7.3%	0.0%
8014 - Woodcroft College Inc	0.0%	0.0%	1.9%
8026 - Immanuel Primary School	0.0%	1.8%	1.9%
8091 - Westminster School	0.0%	1.8%	0.0%
8220 - St Mary's Memorial School	0.0%	0.0%	1.9%
8387 - Sunrise Chrstn Schl:Mrn Campus	6.3%	0.0%	0.0%
8405 - Emmaus Christian College	0.0%	0.0%	1.9%
8456 - St Martin de Porres School	0.0%	0.0%	1.9%
9009 - St Teresa's School - Brighton	20.8%	20.0%	20.4%
9029 - Our Lady of Grace School	2.1%	0.0%	0.0%
9074 - Stella Maris Parish School	16.7%	9.1%	9.3%
9085 - Christ the King School	0.0%	0.0%	3.7%
Total	100%	100%	100%

Destination Schools Comment

Our destination figures has remained fairly consistent with previous years. Brighton Primary School remains our local primary school of choice, with approximately 56% of children attending from our centre this year. St Teresa's School has remained consistent over the past 3 years, sitting at around 20% and Stella Maris Parish School remained close to 2015 figures around 9%.

This year we worked closely with Brighton Primary School to develop a stronger transition process to support children moving from preschool into school. This included visits from reception classes and educators, and a stronger connection between leadership teams.

Client Opinion Summary

2016 saw approximately 57% of parents providing feedback through the Preschool Parent Opinion Survey.

Overall the results were very positive and consistent with feedback from the 2015 survey. Families were asked to rate the service and their experience through 44 questions in the areas of; Quality of Teaching and Learning, Support of Learning, Relationships and Communication, and Leadership and Decision Making.

The area of "Quality of Teaching and Learning" included 9 questions to which 19.7% agreed and 79.4% strongly agreed that the centre was doing well in those areas for a total of 99.1% parent satisfaction. Of the remaining 0.9%, 2 responses were neutral and 2 responses from 314 total responses disagreed.

The area of "Support of Learning" included 12 questions to which there were 69% strongly agree and 31% agree that the centre was doing well in those areas and no responses that disagreed.

The area of "Relationships and Communication" included 13 questions to which 67.5% strongly agree and 28.7% agree that the centre was doing well in those areas. There were several neutral responses and several who disagreed, though there were no questions to which more than one person disagreed, suggesting that we may have had one parent who was dissatisfied in some aspects this area.

The area of "Leadership and Decision Making" included 10 questions to which 60.2% strongly agree and 33% agree that the centre was doing well in those areas. Of the remaining 6.8% most were neutral replies with only 2% of respondents disagreeing with any of the questions.

Overall, the results continue to show an extremely high level of parent satisfaction. Of the total of 1501 responses to the 44 questions across the 4 areas there was a total of 96.35% parent satisfaction with the majority of the remaining 3.65% composed of neutral comments and only 1% negative feedback.

DECD Relevant History Screening

All staff maintain current DCSI screening and up to date Reporting Abuse and Neglect (RAN) as per DECD requirements. Contractors such as cleaners and gardeners are also required to provide up to date DCSI screening as required. Volunteers, including Governing Council, are supported to obtain DCSI screening and opportunities to complete RAN training. In 2016 the Holdfast Partnership offered RAN training to parents through our Annual Combined Governing Council meeting.

All documentation regarding DCSI screening and RAN training is maintained on site.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$445,770.61
2	Grants: Commonwealth	
3	Parent Contributions	\$49,582.42
4	Other	\$33,694.34

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>Leadership attending Numeracy and Literacy Results Plus training including the 2 sessions offered in 2016 as well as the 2 sessions from 2015 that were previously only offered on a limited basis.</p> <p>Directors from the Holdfast Partnership meeting to develop Partnership protocols and agreed action plan in relation to the implementation of Results Plus and connection to the implementation of Numeracy and Literacy Preschool Indicators.</p>	<p>Preschool Numeracy and Literacy Indicators have been incorporated into programming cycle.</p> <p>Numeracy and Literacy present in wider range of indoor and outdoor experiences.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)	<p>Leaders implementing and working with staff on site level to develop site strategies and implementation of Numeracy and Literacy Preschool Indicators.</p>	<p>Preschool Support Worker attending multiple T&D opportunities and supporting staff in developing strategies for consistent support.</p>
Improved outcomes for children with disabilities	<p>Staff identified and accessed a range of T&D opportunities to enhance educator competency in supporting children with disabilities.</p> <p>Connections made with a wider range of support services to support educators and families.</p>	<p>One staff member currently engaged in Auslan training to share with staff team. Team developing confidence and competence in day to day use of familiar language.</p>
Improved outcomes for children with additional language or dialect	<p>Site has chosen to focus on Auslan as a result of current clientele and acknowledgement of the importance of sign to support children with a range of disabilities.</p>	<p>One staff member currently engaged in Auslan training to share with staff team. Team developing confidence and competence in day to day use of familiar language.</p>

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.