



Kensington Gardens Preschool 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Kensington Gardens Preschool Preschool Number: 4627

Partnership: Central East

Name of Preschool Director:

Catherine Honeychurch

Name of Governing Council Chair:

Damien Vandenberg

Date of Endorsement:

Context and Highlights

As the Kindy in the park at Kensington Reserve this year we went to the KWP- The Kurna Language Committee at Adelaide University and gained permission to use the term Ngartuwirra wirranka -the Kindy in the Park. We now sing this as part of our Kindy song and use the term whenever we can strengthening our connections with the park and language. In 2016 our preschool celebrated many successes. At the core of what we do children, families and educators enjoyed good relationships based on the commitment and efforts made to provide a safe, secure and welcoming learning environment that focuses on challenging children in their learning. The four Project Inquiries that inspired children to go deeper in their thinking included The Noticing our World Project, Our Place and Space in the World Project, The Working Together Project and The Nature Project. Each project engaged children to develop their creative and critical thinking skills. Excursions to Patch Theatre, The Art Gallery, Belair National Park and the Torrens Outlet at West Beach were designed to support children's learning dispositions and understandings within each project. Children's collaborative learning through the project was documented and shared with families each week as a celebration of the effectiveness and importance of this kind of learning in the early years. Individual children's learning was documented through portfolios, with a formal parent/ teacher chat, a mid year report and final Statement of Learning and learning stories throughout the year.

The preschool continued to build its community connections through Nature Kindy, visits to the Bentleigh Nursing Home and cooperative initiatives with Burnside Council including Mud Week, communicating about happenings in the Park and dealing with traffic issues on The Parade.

In 2016 the preschool was invited to participate in the Exceeding to Excellent Project with 9 other preschools in the State based on the rating the preschool received in 2015 in its National Quality Assessment. The process will be ongoing into 2017.

Strengthened in our connections with local schools through the work of Partnerships the preschool has forged ahead with its relationships with local schools, Magill and Marryatville in particular as they are on our bus route. This enables children to go to a school and build their view of themselves as learners, seeing continuity of their learning from one setting to another and supporting seamless transitions.

Report from the Governing Council

2016 for The Governing Council has been a productive and rewarding year, with strong leadership from Catherine and Brett, and the help of continuing Staff from previous years. Council meetings were always warm and welcoming, and I thank all members for their valuable time and input throughout the year.

We strongly urge other parents to be involved in whatever capacity they can and feel welcome to come along to Governing Council meetings. We encourage all families/caregivers to provide input and feedback personally to any members should they prefer a less formal approach. Our Council is made up of mums and dads and we strive to make the right decisions for all families at the Kindy.

We would like to thank all Staff for their inspirational efforts this year, along with all the volunteers and families for their interest and support to the Kindy - your efforts are greatly appreciated and really maintain the fabulous sense of community always present at KGPS.

This year the Council has begun initiatives to slow traffic on The Parade side, with the aim of creating a safer crossing for local residents and their children.

The general supporting facilities at the Kindy continue to be gradually improved with works on the shed, and minor works to maintain facilities and improvements and updates to the website. These changes have set solid foundations for long term overall improvements. Funds were well spent with maximised results.

The Preschool continues to provide such a creative and inspirational environment for the children to begin their schooling journey, surrounded by the lovely gardens which are well explored through Nature Kindy. The tireless work of Staff who teach through drama, art, science, technology and play is commendable.

We welcome new families and children to the Pre-School in 2017 and look forward to many more memorable moments in the coming year.

Quality Improvement Planning

Quality Area 1 - Educational program and practice

Our key actions included a learning improvement cycle for each child that was documented and shared with families and children. Our aim was to improve processes to store children's learning stories, individual learning plan, parent information about their child and all reports on one file. The preschool has not bought one of the many systems now available for doing this as it believes its documentation is contextual and inclusive of all educators reporting preferences and styles. By noticing and documenting children's learning collaboratively, individually and with parents input the preschool achieved good outcomes for children in their individual learning. In the Parent Opinion Survey a parent commented, "I have been amazed at how in tune the staff are with each child- their observations and feedback are relevant, timely and accurate. I feel staff are always available to discuss issues or concerns." The next steps for 2017 will include improved processes for supporting children to set and monitor their own learning goals by working on the language of learning in Term 1 and meeting with parents at the start of Term 4 to improve on evaluation, reflection and planning and support with transition and continuity of learning into school. Numeracy growth data will be collected using targeted observations of children's active engagement in the environment as indicators of learning.

Quality Area 2- Children's Health and Safety

Our key actions included implementing the Keeping Children Safe Curriculum, Nature Kindy, Move to Learn and working with children in their learning to evaluate and manage risk in a safe manner. An example of this is our climbing tree. Only one reported injury from this play has been reported all year when a child walked underneath a child jumping. Children at the preschool are able to talk with increasing ability and confidence about how they keep themselves safe physically, emotionally and socially. The preschool uses and advocates for a learning environment that promotes children's independence, choice making and problem solving when it comes to making good decisions about how to work with others and manage their own and other's personal space, possessions and bodies. In the Parent Opinion Survey a parent commented, "I am very comfortable that the children are encouraged to push their boundaries and develop their skill gradually but to take calculated risks." The next steps for 2017 include data collection around any injuries experienced in perceived 'risky' play to support the inclusion and benefits of nature play to children's confidence, resilience, persistence and growth.

Quality Area 3- The Physical Environment

Our key actions included outdoor upgrades to support the curriculum and improving our sustainable practices. The preschool installed a rain water tank, fans, new sand pit edging, a bird attracting garden with the Council, a sand pit cubby, shelving and frog pond. Money unspent from the outdoor upgrade budget will be allocated towards a planned extension of the perimeter in 2017. The Site Environmental Management Plan was developed with NRM and included staff training, a new bin system and children improving practices and knowledge around nude food, recycling, litter reduction in the park and keeping water ways clean. In the Parent Opinion Survey a parent commented, "Fantastic integration of environmental responsibilities education- my son refers to wrappers as landfill and its long term effect/landfill- he is teaching his grandparents." The next steps for 2017 include working closely with families to develop a common vision and language around our sustainable practices to bring everyone on the journey .

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	60	62	61	63
2015	63	62	62	60
2016	61	65	64	

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

This year enrolments have fluctuated with 3 children leaving mid year, one to an offer of early entry to school in the Catholic system. In 2017 our preschool has an increased number of children enrolled who are going into the Catholic system so it will be interesting to see if the local Catholic Schools change their policy on start dates. We also picked up 4 enrolments after the beginning of the year 2 of which were newly arrived families to Australia. Our preschool does not fill from its catchment and so we continue to need to enrol children from outside our catchment. In 2017 we expect to easily fill to our capacity of 66 due to enrolment pressures from Magill and Rostrevor Kindergartens.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	100.0%	96.8%	86.9%	95.2%
2015 Centre	96.8%	93.5%	95.2%	93.3%
2016 Centre	98.4%	95.4%	90.6%	
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 families send their children on a regular basis to preschool. This can be attributed to a number of factors including: many families working patterns, long days allow for flexibility and better attendance and parents value the program offered. The following quotes for the Parent Opinion Survey also indicate that as well as families, children at this preschool are excited and ready and willing to come everyday to preschool for the opportunities it provides: "My child has had the best year and my child bounces out of bed on kindy days."

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0131 - Norwood Primary School	0.0%	0.0%	3.9%
0169 - Rose Park Primary School	2.0%	1.8%	0.0%
0249 - Marryatville Primary School	16.0%	27.3%	23.5%
0474 - Trinity Gardens Primary School	4.0%	0.0%	2.0%
0495 - Woodside Primary School	2.0%	0.0%	0.0%
0699 - Burnside Primary School	8.0%	14.6%	9.8%
0923 - Stradbroke School	6.0%	0.0%	2.0%
1036 - East Adelaide School	0.0%	0.0%	2.0%
1043 - East Marden Primary School	0.0%	0.0%	2.0%
1063 - Highgate School	0.0%	0.0%	2.0%
1213 - Magill School	26.0%	30.9%	37.3%
1228 - Felixstow Community School	2.0%	1.8%	0.0%
6028 - Saint Ignatius' College:Junior Sch	0.0%	0.0%	3.9%
8040 - Annesley Junior School	2.0%	0.0%	0.0%
8052 - Prince Alfred College	2.0%	0.0%	0.0%
8266 - Mercedes College	2.0%	0.0%	0.0%
8296 - Rostrevor College	2.0%	0.0%	0.0%
8374 - Pembroke School	2.0%	5.5%	0.0%
8411 - Torrens Valley Christian School	2.0%	0.0%	0.0%
9055 - St Joseph's Memorial School	2.0%	1.8%	0.0%
9058 - St Joseph's School - Payneham	0.0%	0.0%	3.9%
9082 - St Joseph's School - Tranmere	20.0%	16.4%	7.8%
Total	100%	100%	100%

Destination Schools Comment

This data is not accurate as many families had not decided their child's school until Term 4. Our largest destination school is Magill Primary with 23 children transitioning there in 2017. Government schools are as follows- Burnside-6; Marryatville-9; Stradbroke-2; Norwood-2; East Adelaide- 2; Mitcham- 1; Woodcroft-1 East Torrens-2; Linden Park-2; Trinity Gardens-4 (3 into the Steiner stream); Rose Park -1. There are 9 children going into 3 different Catholic schools.

We continue to find ways to build continuity of learning with both Magill and Marryatville Primary schools through staff training and children's combined group learning.

Client Opinion Summary

This year Kensington Gardens Preschool sought the opinions of families in a range of ways including through the Parent Opinion Survey. The survey links all questions to the seven National Quality Standards. Unlike previous years all respondents rated the Centre as Agree or Strongly Agree. There were no ratings of 'don't know' or 'neutral' which would indicate that those who did respond have clear opinions about the preschool's intentions and work.

31 of 65 families responded to the Parent Opinion Survey in Term 4.

3 comments that indicated some concerns included 2 about the front gate and security. In Term 4 a new gate latch has been installed which has rectified the issue of the gate sometimes not closing. Another comment from a parent indicated that the way an issue was handled with a child around nude food was a concern. Staff are committed to continuing to discuss and promote sustainable practices in a positive, proactive and family friendly manner. More work will be done in Term 1 2017 to support families with ideas for nude food lunch boxes including ways to reuse, reduce and recycle potential landfill.

In all 7 areas all other comments indicated that families strongly agreed/ agreed with the statements about quality and in particular that the processes and documentation that informs families of curriculum intentions and achievements is highly effective. In 2017 the preschool intends to continue building on its good practices including improved documenting of distance travelled in all areas of children's learning.

"KGPS has an amazing, varied age appropriate program— initiatives such as Nature Kindy, excursions and incursions such as Garden Girl are well integrated and highly relevant to the children's learning."

"The preschool has done a good job of communicating their motivation for content in the education programs including Move to Learn."

DECD Relevant History Screening

All educators and volunteers at the preschool hold relevant history screening. There are DECD and internal systems in place to ensure these are up to date.

This year DECD no longer required Governing Council parents to be screened saving time and cost. On all excursions it is policy for only staff to support children with self care.

High school Community Service student numbers plummeted to zero this year due to the new regulations. In the past we had up to 10 students each year from both private and public high schools in the area.

Financial Statement

	Funding Source	Amount
1	Grants: State	
2	Grants: Commonwealth	
3	Parent Contributions	
4	Other	

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	Funding for improved literacy and numeracy outcomes was allocated towards staff professional development to enable all staff to attend closure days and participate in a specific focus on 3 key elements: a. sensory motor integration- a critical foundation that supports children's ability to engage in learning b. a self-guided package- Connecting with Children's Learning- aimed at building educators' capacity to work with the Preschool Literacy and Numeracy indicators. c. training key staff in Book Making.	Continued integration of Move To Learn into the morning routine. Intentional planning and documentation on numeracy. Integration of bookmaking as a key literacy strategy.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	The Centre was supported through Support Services funding to achieve positive outcomes for children with a disability. This was done in collaboration with other services. The preschool established individual learning plans and worked as a team to enable children to fully engage in the program and work towards their individual goals.	All children achieve and work on their individual learning goals
Improved outcomes for children with additional language or dialect	The preschool received no extra funding for children with additional language or dialect. Applying for funding was made difficult because it was required in 2015 when enrolments were not yet finalised. The preschool self-funded a Mandarin speaking Bilingual Assistant in Term 1 and 2 to support children with developing their sense of confidence and belonging through celebrating learning in their first language.	

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