



Reynella Kindergarten 2017 Annual Report to the Community



Government
of South Australia

Department for Education
and Child Development

Reynella Kindergarten Preschool Number: 3674

Partnership: Panalatinga

Name of Preschool Director:

Jenny Kustermann

Name of Governing Council Chair:

Sian Clark

Date of Endorsement:

13/1/2018

Context and Highlights

In 2016 Reynella Kindergarten's enrolments increased from a DECD cap of 22 in 2016, to 29 in 2017, enabling the employment of an Early Childhood Worker to make a core team of 3 staff. Additional staff included a new, qualified Playgroup Coordinator from term 2, funded by the kindergarten, and 2 part time preschool support workers funded by DECD Support services. This was the first year of the long day preschool model, which had been consulted upon and initiated in 2015 ready for 2017. This model is made possible by the additional hours of preschool funded under the Universal Access model which is due for review at the end of 2018.

A complete new staff team of Director, teacher and ECW commenced in Term 1 and while this presented a number of challenges, it also allowed for opportunities and I thank the community for its support and understanding as we 'settled in'. Professional learning involved all educators, often as a staff team, both out of hours and on pupil free days. The focus was particularly on Results Plus and Partnerships Priorities which were related to our Quality Improvement Plan, focussing on children's numeracy and literacy development, children's capacity to develop a Growth Mindset, staff Pedagogy, and reflection of practice. Performance Development conversations were ongoing throughout the year, with at least 2 formal meetings throughout the year for all staff.

Learning highlights included supporting the Child Protection Curriculum and learning about safety with incursions from Sunny Sunsafe, Fire Service, and First Care Medical Service and Little Athletics. Enhancing knowledge of Aboriginal and Torres Strait islander culture with a visit from storyteller Trent, an Indigenous Educator, a family sharing their culture with artefacts and personal experiences, including leading our Acknowledgement of Country. A science experiment program was introduced, connecting the curriculum between kindergarten and home and aiming to enhance skills in STEM learning and excursions to the Animal Farm Barn, Patch theatre, and the keeping of Living Eggs chicks, silkworms and stick insects all complemented curriculum activities.

Established partnerships with Flinders University Physio, Child and Youth Health continued in 2017 with a number of referrals for further support or assessments. A connection with Reynella South school based preschool was also maintained with reciprocal visits from both sites.

Jenny Kustermann, Director

Report from the Governing Council

In 2017 Reynella Kindergarten got a new passionate and dynamic group of educators.

Throughout the year the Governing Council met to discuss and brain storm ways to bring our lovely community together, dates of pupil free days, fundraising and much more.

The family entrance was tidied and moved to the side of the kindy, ensuring the entrance was safer and more convenient for families with prams.

The team voted towards a new playgroup qualified Coordinator to start from term two. This will ensure that the upcoming generations have a steady playgroup leader.

The first event was the Work Showcase and a BBQ, this event meant the children were able to invite their family and special friends to the kindy. The children could guide their family and special friends through the inside and outside of the kindy environment whilst discussing what they enjoyed, made and experienced whilst at kindy

The kindy disco which was a real hit, the children were able to dress up and show off their moves and bond with friends and educators alike

This year the Governing Council team worked very hard at fundraising and have shown passion and ingenuity. A special thanks must go to Meagan Johnson for her tireless work this year. We have had local businesses donating towards our Bunnings BBQ's, Kindy BBQ and end of year raffle

The fundraising ventures also included Scholastic books, Kyttons and People's choice Community Lottery

The end of year concert, BBQ & cake sale really cemented the togetherness and closeness that children, educators, family & special friends have gained by being involved in this kindy this year.

The community feel of this year has been fantastic and the kindy educators have been absolutely fabulous, the children have gained so much confidence and can continue on their educational journey with confidence and a mind which is open to inquire and learn.

Sian Clark

Chair

Quality Improvement Planning

A Quality Improvement Plan (QIP) is developed annually after review of previous year's plan, feedback from staff, children and families as well as our Education Director and Early Childhood Leader. Ongoing review occurs throughout the year. The National Quality Standards have 7 areas and improvement priorities are defined within these.

1. Educational program and practice- Staff undertook a significant amount of Professional development (PD) in the Indicators of Preschool Literacy and Numeracy and used this knowledge to identify children's skills and needs, which was used to inform Individual Learning Plans. Staff reported increased confidence in their capacity and demonstrated this in collaborative meetings and PDP's. Each child had a 'key educator' who collated the observations and data which ensured each child's progress was monitored and assessed. Weekly programs included reflection and review and stretch opportunities for children were developed. Work with 'The Learning Pit' was introduced to encourage positive learning dispositions in children. The 'emoji' representations within the graphic were used to support Growth Mindset discussions with a majority of children able to reflect upon challenges and success. Children's Voice was used to inform weekly program development, ILP's and as a reflection in Statements of Learning. This will remain on the 2018 QIP for improvement.

2. Children's Health and Safety- Our process for recording children's accidents and injuries was reviewed as there were inconsistent processes in place. A new accident and injury folder was developed and a proforma developed

3 Physical Environment- A new main entrance was developed to increase access and safety, as well as creating an attractive area for small group use. This included clearing weeds, creating edging, moving a storage shed and changing bin storage location. Regular maintenance of pathways and spaces was organised.

4. Staffing Arrangements- Enrolments were maintained to enable and ECW to be employed. At the start of 2018 the centre will be at capacity. A new brochure was developed and the site Facebook page is maintained by the teacher. The new staff team quickly created positive working relationships which enabled professional communication and feedback. Staff engaged in various PD opportunities and shared their learning with colleagues. Knowledge and confidence in the area of Executive Function skills is an area for ongoing improvement.

5. Relationships with Children- Due to complete change of core staff, a positive start to children and families was prioritised. Children were sent personalised letters in January including photos of staff. Extra initial staffing of playgroup coordinator and 2016 Support worker ensured a familiar face to some families. Families commented on the positive impact of the letter and separation difficulties with children were less than expected.

6. Collaborative Partnerships with Families and Communities- Nearly all families took the opportunity for scheduled 1:1 chats with their child's key educator in term 1 and information was used, combined with that from a profile at enrolment, to develop Individual Learning plans for each child. These were reviewed with families in term 3 and progress was noted in at least one goal for all children. Connections were made with feeder schools, with staff reporting increased relationships to facilitate communication.

7. Leadership and Service management –Staff had at least 2 PD conversations throughout the year and written feedback was given with goals detailed, at least half of which aligned with site priorities in QIP. Staff demonstrated progress against these observational feedback from acting director in term 4 was sought to ensure rigour.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	30	30	30	29
2016	22	21	22	22
2017	25	29	27	

NOTE: The data is 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

In January 28 children were enrolled, but during the initial weeks of term 3 families were followed up to find they had move interstate or across town. A further 4 enrolments were gained during terms one and two. 2 further children left mid-year, 1 to Catholic School and 1 to Mount Gambier.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	98.3%	92.5%	92.8%	90.8%
2016 Centre	95.6%	89.3%	88.2%	96.6%
2017 Centre	98.9%	92.9%	89.0%	
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%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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

Data is based on children's attendance in the first 2 weeks of each term only. In term 3 we had 3 families attend inconsistently, One due to transport difficulties, one to family illness and another, who enrolled in term 2, had many unexplained absences. Phone calls, emails, face to face chats and giving the child ongoing projects when they did attend had minimal impact.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0362 - Port Noarlunga Primary School	4.8%	0.0%	0.0%
0379 - Reynella Primary School	52.4%	57.9%	25.9%
0640 - Hallett Cove School	0.0%	5.3%	0.0%
0984 - Seaview Downs Primary School	0.0%	0.0%	3.7%
1044 - Reynella South Primary School	0.0%	5.3%	29.6%
1056 - Woodend Primary School	4.8%	0.0%	0.0%
1066 - Hackham East Primary School	4.8%	0.0%	0.0%
1163 - Braeview School R-7	0.0%	0.0%	3.7%
1207 - Seaford K-7 Birth-Y7 Campus	4.8%	0.0%	0.0%
1537 - Sheidow Park Primary School	4.8%	5.3%	7.4%
1855 - Seaford Rise Primary School	0.0%	0.0%	3.7%
1906 - Morphett Vale Primary School	0.0%	5.3%	7.4%
1907 - Reynella East College	4.8%	0.0%	3.7%
8005 - Calvary Lutheran Primary School	4.8%	0.0%	0.0%
8390 - Prescott College Southern	0.0%	10.5%	11.1%
8405 - Emmaus Christian College	0.0%	0.0%	3.7%
8456 - St Martin de Porres School	0.0%	5.3%	0.0%
9014 - St John the Apostle Catholic School	0.0%	5.3%	0.0%
9124 - Antonio Catholic School	9.5%	0.0%	0.0%
9755 - Emmaus Catholic School	4.8%	0.0%	0.0%
Total	100%	100%	100%

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

Destination Schools Comment

Over 55 percent of children enrolled at 2 Partnerships schools, with a large percentage increase to Reynella South Primary School, possibly due to the increased relationship between the two sites in the past 3 years. Ongoing work on transition and continuity of learning at site and partnership levels with the two main feeder schools may impact further. With 9 other destination schools, collaboration has included emails, phone calls and meetings and visits as required.

Client Opinion Summary

The survey had a return rate of 50% (13/26 families). 0 respondents in Disagree/Strongly disagree range & a minimum of 92% of respondents in Agree/Strongly Agree range.

Parent Comments

- All the teachers are very holistic and empathetic and my daughter has loved all of the science experiments and loved doing them at home too with the sheet provided.
- My son has developed a LOVE for science! He is only 5 but his knowledge amazes a lot of people. Plus now he is also doing addition and subtraction and he seems to really enjoy learning about them.
- At Reynella kindy they have really helped my child with her big feelings and any conflicts between other children. Jenny has made a check sheet for my child which has emoji's on it. They check in with her in the AM and PM to see where she is at. This has really helped my daughter to feel connected and supported and we have seen a difference at home.
- My son has Speech Pathology and he talks about Hailey and the work they do together all the time. I take that he loves the support he receives.
- The teachers are all fabulous communicators and I have been able to have meetings, check ins, etc. They have always had time for me and are very welcoming.
- I do strongly feel that all above is offered strongly, however I have only felt confident to utilise the support within the last term
- Not an awful lot of general feedback on child. Some activities they do not have a lot of notice. It would be nice to get a whole term outlook instead of just a couple of week's notice just so know what to expect.
- Jenny and the team have had to hit the ground running this year and have done a fab job
- Parents are strongly encouraged to be involved in the preschool environment and supported to assist in their learning
- I think it would be a good idea to cut down on printing by emailing info or setting up an app. Other than that we are very happy here!

DECD Relevant History Screening

Copies Staff Relevant History Screening or Teacher Registration forms are kept. Visiting staff and worker's RHS are sighted by daily site leader. Regular contractor (e.g. cleaner) RHS is sighted. The new processes have meant our parents have not needed RHS checks at their level of involvement.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$229 164.40
2	Grants: Commonwealth	n/a
3	Parent Contributions	\$9267.00
4	Other	5791.75

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 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	Improved teacher capacity: Staff attended pupil free days to participate in Professional development relating to knowledge and confidence with the Indicators of Preschool Literacy and Numeracy. The growth of every learner is tracked: Funding was used for staff moderation of children's development as well as creation and review of children's Individual Learning Plans in the areas of Literacy and Numeracy.	All children made progress in Indicators of Preschool Literacy and Numeracy. Evidenced by staff observations, learning stories, photos. Staff demonstrated increased confidence
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Preschool Support funding was allocated each term and used to enable direct support for individual children. Funding was also used to release staff to document and create reports for referrals as well as attend support meetings, transition meetings and school transition visits. Programs for children have been developed with our Support services staff and private providers and reviewed regularly.	Children at risk identified and referred to relevant services Improved outcomes identified in Statements of Learning and goals re-written for further development
Improved outcomes for children with additional language or dialect	Not applicable	Not applicable

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