Sir Thomas Playford Kindergarten
ANNUAL REPORT
2015

Goodman Road
Old Site

Chivell Street – Our new kindergarten
## 1. CONTEXT

### Preschool Name: Sir Thomas Playford Kindergarten

### Preschool Number: 2672

### Preschool Director: Kate Walker

### Partnership: Elizabeth

Sir Thomas Playford Kindergarten is a part time site offering five preschool sessions over three days. Our Occasional Care Program (5 sessions per week) is held over one and a half days with some sessions held on Fridays independent of the preschool program and the over 2’s session on Tuesdays included in our kindergarten program. We have an Inclusive Preschool Program with an independent teacher and a highly effective team of ECWs. All of our programs operate inclusive of each other within our 2 activity areas.

The majority of our families live in housing trust or private rental housing in the local area, however due to high demand and wait lists in the Northern Region we are now receiving enrolments from out of our priority catchment area.

We continued our partnership with OPAL at the Playford City Council introducing a breakfast program (introducing concepts learnt in ‘Peel, Pour and Pop’ and ‘Eat a Rainbow’). In response to children's interest in the outdoor environment, staff amended Opal’s ‘Nature Explorers’ training to encourage nature play and sustainability. Professional Learning included sessions in First Aid … Literacy and Numeracy Indicators Implementation. Staff teams attended a day with other Inclusive Preschool Programs focusing on … We also committed a team to attend Numeracy Modules considering the effectiveness of current data collection, patterns of success and ourselves and our students as powerful learners.

Financially the centre is still in a viable position. Spending has been limited as we work towards the opening of our new kindergarten in March 2016.

## 2. REPORT FROM GOVERNING COUNCIL

In 2016 we began the year by re-writing our Philosophy Statement sharing ideas between staff, children and families.

Educators spent time together reviewing and editing the Quality Improvement Plan. Literacy and Numeracy Indicators were well received with all staff attending the implementation session. Staff saw links we could make between the indicators and our current programming ideas and felt we could successfully include them into our current planning cycle.

The kindy community ran several fundraising events (Mothers’ Day Raffle, Cadbury Chocolates, Kindy Olympics, Calendars).

Much discussion was held around late parents and how to encourage families being on time to collect their children from kindergarten. A fee increase was passed to align our fees with neighbouring preschools.

Governing Council members advocated for an increase in disability funding hoping to procure a second Inclusive Preschool Program. In term four this became a reality when we learnt that Sir Thomas Playford Kindergarten would be full-time in 2016 and when another site could no longer continue their disability program our preschool was offered the second Inclusive Preschool Program.

Our Director won back her position for another five years enabling continuity of leadership and processes.

## 3. HIGHLIGHTS 2015

This year we have seen the beginning of building our new kindergarten. Meetings began in term 2 and site work for the new building commenced during May 2015. It has been exciting watching everything come together and being able to share the journey with our families and peers.

Continuation of our staff team from 2014 has enabled us to move forward with our processes.

During week zero our Director was invited to speak at another Partnerships’ Ann Baker Orientation Day sharing in our journey from 2014 and our future planning for STPK. Later in the year (August) she again met with Kindergarten staff to talk about the Journals and how we adapted the program to meet preschoolers’ needs, to share with our families and to incorporate them within our Planning and Reflection Cycle.
Curriculum. We have continued to move forward with our planning and reflection cycle, adapting the process for a better fit. Literacy and Numeracy Indicators implemented during a partnership professional training day with our whole staff team enabled staff to create a shared vision, planning, seeing how it fits with what we currently do and how we could adapt our processes. Links were then made to numeracy modules. I was excited by our staff enthusiasm and willingness to attend and share plans with each other and partnerships teams. Small group has been adapted to support inquiry based learning and book-based learning experiences.

In 2015 we introduced a journal to share with families what was happening at kindergarten. Children and families enjoyed seeing their children’s pictures and examples of what had happened during the day. A closed Facebook page has been another way of sharing with families.

Attending the Playschool Concert. Children and educators enjoyed singing and dancing to our favourite songs with our Playschool Friends (songs we sing at preschool and seen on television at home). We also caught the train to the movies. For many of our children this was their first visit to the cinema. “Inside Out” fit well into the learning the children had undertaken in Child Protection focusing on feelings and changing feelings, early warning signs, staying safe.

Educators and families were proactive in spreading the word about our kindergarten and particularly in regard to our Inclusive Preschool Program. During term four we were ecstatic to learn that we were to be offering a full-time preschool program for 2016 and also we had been allocated a second IPP. In preparing and planning for a full-time program educators showed their commitment to inclusive education for all children.

### 4. QUALITY IMPROVEMENT PLAN

#### Quality Area 1: Educational Program and Practice
Continuing to monitor the planning and reflection cycle was a priority in 2015. Adjustments were made and a few new processes were trialed. The current cycle is inclusive of all children. Educators are programming across the five outcomes. Children’s needs are met within small literacy and numeracy groups focusing on intentional teaching moments. A strong Ann Baker maths approach encouraged learning through play. The Inquiry Tree was a fun, informative way of sharing with families their children’s questions, experiences and findings. The choice board gave children opportunity to choose games and songs and books for group-time with their peers.

**Outcomes for Children:**
Teaching and experiences offered are developmentally appropriate catering towards children’s strengths, needs and interests. Children have built confidence in making choices and sharing in play with their peers.

**Further Actions:** Involving families more readily in the planning and reflection cycle. Educators are talking with families regularly. Surveys and written responses haven’t seemed to work. This is our challenge for 2016.

#### Quality Area 2: Children’s Health and Safety
Children's well-being is at the heart of everything we do. Educators agreed (as part of a Partnership initiative) to undertake an independent audit of Work Health and Safety Processes at our site. Child Protection Curriculum is embedded into daily practice.

**Outcomes for Children:**
Educators are focused on children’s well-being. Constant daily discussions about what we have seen or heard, family communications. Social and Emotional health is paramount. Child Protection Curriculum is supporting children’s identity, and strengthening their communication skills. The audit of work, health and safety practices highlighted for us some changes that we could make and some processes to consider for the new site.

**Further Actions:** Create a WH & S committee. Develop a plan for 2016.

#### Quality Area 3: Physical Environment
We have updated outdoor resources and much time has been spent on new kindy planning. Changes planned for the inside layout will maximize the space and enable wheelchair access. In and out play has been a successful adaptation to our daily routine. We have been using a Soundfield System lent to us by SERU supporting children to attend during mat time. Hoists enabled staff to move children and change children safely.

**Outcomes for Children:** Adaptations to the physical environment encouraged increased participation by children particularly during mat time and small group experiences. In using the hoist educators safely moved children independently negating the need to take extra staff off the floor for periods of time, less interruptions to the group as a whole.

**Further Actions:** Application for a grant for purchasing a soundfield system.
Quality Area 4: Staffing Arrangements
We again were able to offer continuity of staffing into 2015. Our Inclusive Preschool Program teacher was a finalist in the South Australian Public teaching awards. Educators agreed to trial taking on specific roles and responsibilities particularly in regard to curriculum.

Outcomes for Children: Known staff helped settle children in for the year, particularly successful with our continuing families and Occasional Care Families coming in with familiar faces. Recognition for staff (both the finalist and others) and ultimately families that we offer a quality teaching program. Sharing responsibility and taking on specific curriculum roles saw staff engaging in dialogue with others more often sharing what they observed and ultimately planning for future experiences for children that were developmentally appropriate and of interest.

Further Actions: To manage a larger staff team with different staff working different fractions of time. Previously we all worked the same 3 days.

Quality Area 5: Relationships with Children
Establishing and maintaining positive relationships with children continues to be successful. With a large staff across the three programs (kindergarten, Inclusive Preschool Program and Occasional Care) knowing the children and their needs is pertinent.

Outcomes for Children: High levels of engagement within in a safe and supported environment.

Further Actions: The challenge will be continuing a high level of engagement with children in a bigger community (full-time kindergarten with double the number of children we have previously had).

Quality Area 6: Collaborative Partnerships with Families and Communities
Our Governing council this year was a small but passionate group. We continue our partnership with Opal participating in training and promoting healthy lifestyles to children and families. A primary responsibility for educators involved establishing and maintaining relationships, supporting children and families in need. Excursions and experiences offered made links between home and kindy.

Outcomes for Children: Parents wanting to be involved enabled the preschool community to plan and promote events successfully. Children enjoyed these events achieving success in several outcomes (wellbeing, identity, communication, confident and involved learners).

Further Actions: To increase parent participation in 2016.

Quality Area 7: Leadership and Service Management
Capacity building for educators included Ran, First Aid, Child Protection, Disability standards. The Director’s position was advertised and the current leadership is ongoing bringing continuity into the next 5 years. Performance reviews for educators began the process of aligning PD to teacher standards.

Outcomes for Children: Continuity of leadership ensures current processes will continue into the new year and across to the new centre. Professional development opportunities for staff are being targeted and planned for to meet educators needs and ultimately the needs of the children.

Further Actions: To maintain the current level of leadership management. To support capacity building of staff ensuring roles and responsibilities can be shared.

In supporting educators with familiarization of the Indicators of Preschool Literacy and Numeracy all Staff attended the pupil free day training day. We also committed to sending 2 staff to the Numeracy Modules. Our Director was heavily involved in the Elizabeth Partnership Literacy and Numeracy Plus project working with preschool leaders and staff teams to analyse data collection, considering what we do? How it is used? Effectiveness: can it be done better? Why so much? How to make data collection more manageable? This is still a work in progress for both our kindergarten team and the partnership. A second Pupil Free Day was used fro re-writing our philosophy statement and reviewing and upgrading the QIP (Quality Improvement Plan).

5. INTERVENTION AND SUPPORT PROGRAMS
A number of intervention and support programs were held across the centre. With 36% of enrolments accessing Preschool support, educators used small group experiences and some individual sessions to focus on agreed intentional teaching goals. 100% of children who received both formative and summative assessments showed improvement across most of the outcomes.

Small group book-based experiences with a focus on literacy, sustainability and numeracy together with an Inquiry Based Learning approach enabled children’s voice. The Inquiry Tree helped share with families the children’s questions and findings. None of our children accessed Bilingual Support.

30% of students were Aboriginal and all of these children were 3 at some point during the year. Our Attendance Plan was enacted to follow-up absences. Plans were made to increase resources using the Family Literacy money. Educators are keen to involve families in children’s learning using literacy resources such as books and puzzles, sharing in kindy experiences together.
6. STUDENT DATA

6.1 Enrolments

Enrolment numbers were slightly less than in 2014.

6.2 Attendance

Attendance levels were similar to the previous year. Staff were consistent in their approach to tracking and monitoring attendance. Families were responsive and began to contact the kindergarten independently.

6.3 Destination – Feeder Schools

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In 2015 Sir Thomas Playford Kindergarten became a feeder to a much wider community. Six of the schools were chosen for their special options availability.

Many of our students travelled from out of their suburb to attend our Inclusive Preschool Program and have returned to their local primary school for Reception.
7. CLIENT OPINION

In 2015 only 22% of families returned their survey.
92% of respondents agreed that educators knew where children were at developmentally (Teaching and Learning).
In Support of Learning 95% of parents were pleased with the planning and reflection cycle and environment.
Successful Relationships and Communication saw 91% of respondents happy.
In Leadership and Decision Making 88% of families had confidence in how the centre was being managed in respect of children, educators and families.

8. ACCOUNTABILITY

In 2015 we were audited in our criminal history screening practices. We shared the register that we had created. All our support agencies were contacted to ensure we had screenings for their employees and we had asked regular visitors to send a digital or hard copy of their screenings.

During the year we were audited about our Relevant History Screening Processes. The audit was successful with a few follow-up actions. Amendments to our process were made immediately and evidence forwarded on to the auditors enabling compliance.

9. FINANCIAL STATEMENT

Please see attachments

ANNUAL REPORT VERIFICATION

This annual report provides the community and the Chief Executive, Department for Education and Child Development with important information on aspects of the operation of our preschool.

The report contains information regarding the preschool’s core business and describes progress towards the achievement priorities.

Copies of the report will be made available to:
- The Chief Executive
- The Preschool Community
- All Members of the Governing Council
- The Regional Director

Director
Kate Walker

Chairperson, Governing Council
Esther Feast