



Hallett Cove Karrara Kindergarten Annual Report 2015



Context

Preschool Name: Hallett Cove Karrara Kindergarten

Preschool Number: 3645

Preschool Director: Molly Conway

Region: Southern Adelaide

Hallett Cove Karrara Kindergarten is a large, attractive kindergarten set within well-maintained and equipped grounds in Hallett Cove. The majority of children go to the local government school and through this association the site has maintained a strong focus in the community. In 2015 we welcomed a new permanent teacher to our site and support staff remained consistent. Although there was a new addition to the staffing team as well as a Director change in the middle of the year, with a dedication towards continuity of curriculum we were able to plan and implement a highly effective learning curriculum for the children who attended the site throughout the year.

Again the focus has been on adding to our Governing Council. The Governing Council is a core group of committed families who help support the decision making and running of the Kindergarten. Their courage and insight into how to improve the kindergarten in new ways, and in a context of constantly changing priorities from the Education Department, has been a highlight of the Governance of the kindergarten this year. Their efforts have led to practical and achievable outcomes for staff and children.

Quality Improvement Plan

There were three main priorities set for 2015 which were the building blocks of our Quality Improvement Plan. Our overarching goal is to always offer a strong, challenging and relevant curriculum. This means learning, in all areas of the curriculum, offers activities which are diverse, challenging, and reflective of the needs of the current cohort of children. Within this we have priority one which was to focus on building children's literacy competence. We also had priority two, a Marion Coast Partnership priority, to improve children's mathematical thinking skills. Our third priority was to explicitly focus on supporting children to develop Life Skills and positive dispositions to learning.

Priority 1 – Improvement in children's communication skills

Through a targeted curriculum children's understanding and use of high level oral language (more complex words, longer and grammatically correct sentences and ability to retell stories) and their phonological awareness (awareness of sounds in words and their link to print) will develop within play. This will be transferred to their use of language in other settings, such as at home, and in reading and writing experiences. The main focus for this year has been the ability to communicate effectively with others, using a range of different strategies.

Throughout the year it was a staff priority to make the time to talk about literacy learning with every parent. This was achieved as 100% of families were engaged in conversation by a staff member regarding their child's literacy development. These conversations were supported by displays, newsletters, curriculum overviews, fortnightly planning documents and Individual Learning Plans which highlighted the specific literacy learning outcomes that children were achieving at kindergarten.

Familiarisation of the Preschool Indicators for Literacy (a site and DECD priority) sits within this. This familiarisation process gave staff a stronger understanding on how to identify and recognise children's individual needs in the area of communication and therefore help children to achieve more successful literacy outcomes.

Moving into 2016 –

- Continue to focus on improving children's communication skills with a focus on oral language, phonological awareness, engagement with music and movement and play.
- Engage families in understanding and participating in play to enhance children's communication skills.

Priority 2 –

Improvement in children's mathematical thinking skills

All staff actively planned for mathematical inquiry and implemented this into the kindergarten curriculum using a range of different strategies. These curriculum plans were continually reviewed and reflected on by staff both individually and together as a team. Staff attended Professional Development sessions along with co workers in the Marion Coast Partnership where they were able to share, provide and receive feedback on their inquiry based learning plans in regards to challenging children's mathematical thinking skills. These Professional Development sessions were targeted at providing educators with relevant and current resources as well as strategies to help ensure successful outcomes for children developing lifelong numeracy skills. We maintained a focus on taking an *inquiry* approach to real problems and opportunities for children to be challenged and see mathematics as a solution.

Moving into 2016 –

- Continue to focus on improving children's mathematical thinking skills through a focus on inquiry, growth mindset and numeracy problem solving skills.
- Engage families in the process of inquiry based learning to enhance children's mathematical thinking skills and numeracy development.

Priority 3 –

Children develop life skills and dispositions to learning (curiosity, persistence, enthusiasm, creativity, emotional resilience & independence, social confidence, respect, resourcefulness)

Through targeted teaching within the curriculum – with a focus on growth mindsets – all staff were able to identify areas of need and successfully support development of children's life skills and dispositions to learning. All staff prioritised the planning of experiences which fostered opportunities for children to be challenged in life skills. Particular areas and dispositions were identified within individual and group child observations, curriculum planning processes and conversations with families.

100% of children demonstrated core dispositions. These were identified in the Individual Learning Plan Process as a result of all child data from either staff, child's voice or parents. All assessment of children's learning including both; formal (Individual Learning Plans, Individual Learning Stories and Statement of Learning) as well as informal (verbal conversations with parents and families, staff observations and conversations) reported that children were either working towards or achieving successful outcomes in the development of life skills and dispositions to learning.

Moving to 2016 –

- Continue to focus on supporting children to develop life skills and dispositions to learning through targeted teaching practices and engagement with children in play.
- Engage families in the process of supporting the development of these learning dispositions for each child through regular informal conversations, parent consultation, displays and newsletters.

Preschool Literacy and Numeracy Indicators -

Funding was used for familiarisation of the preschool numeracy and literacy indicators by giving the kindergarten staff team the time to...

- Review current and existing assessment and reporting practices and processes
- Look at, through this review, where the numeracy and literacy indicators would fit into the current model, to create a more streamline process where possible.

Moving into 2016 -

- Staff given the opportunity and time to explore the literacy and numeracy indicators more deeply over the duration of 2016, both individually and as a staffing team, to create a shared

understanding of what they look/feel like in our kindergarten setting. This will help effective and purposeful reporting against the indicators during term 4 as children's statements of learning are being prepared to support the next step in their learning journey.

Events and Achievements

The following events and achievements occurred over 2015. It was a very busy and dynamic year for all involved with our kindergarten.

Termly Curriculum focus:

Term 1- Friendships and 'being' a kindy child (rules, routines, building relationships).

Term 2- Wonderings and art with a particular focus on different mediums/styles and the story behind a painting

Term 3- Music & movement with a focus on stories and imagination

Term 4- Road Safety and Sustainability

All Terms: Child Protection Curriculum, Diversity and Indigenous Perspectives, Oral language (vocab, sentence structure and story telling. Phonological Awareness (listening for sounds), Print Awareness (using drawing and writing to convey messages)

Events and excursions which supported this include:

- Early Childhood Project continued with local school and kindergarten
- Marion council sustainability coordinator workshop Term 3. Introduced sustainable methods into daily practices - bins + recycling, growing, water monitoring, mulching/ organic waste and fruit waste etc.
- Art Gallery Excursion - Term 2
- Patch Theatre "The moon is a balloon" excursion - Term 3
- Road Safety Centre Bike Excursion Term 4
- Performance of songs from the curriculum- focus on culturally diverse songs and cultures
- Animals from Nature Education Centre - lizard, tortoise, axolotl and mice.
- A student from Flinders University Early Childhood Degree studying in their 3rd year
- Community meeting - Term 1
- Movie and popcorn night term 1
- Art show term 2
- VIP day and shared lunch term 3 with commemorative photos
- New family meeting term 3
- Supported transition to HCEPS for all visits in term 4
- Visited HCEPS in terms 1 and 2; familiarisation with a school environment and to use their facilities (playground, oval and library). Parents and younger siblings attended on all occasions to share activities.
- Kindy aprons and tea towels celebrate our children.
- Professional Photographers Family Photos term 3
- Kindy Photos term 4
- Learning Plans' and reports: term 1 and 3 (optional interviews), self-assessments and Statement of Learning Reports for school
- Continued our supported Playgroup: Average of 50 children / term and a core group of 12-15 weekly
- Transition into kindergarten in term 4 (formerly pre-entry) - funded through community fundraising
- Monster Garage Sale term 4 (for the community hosted by our site)
- Sparkly Obstacle-athon and family picnic Term 4
- Children take pride in their Kindy T-shirts

Major Purchases included:

Facilities: Wooden outdoor bench and perimeter fence.

Outdoor resources: Climbing frames and rope ladder, sporting equipment, road signs, sack trucks, rickshaws and a worm farm.

Indoor Resources: Tables and benches, wooden cubby and IPOD dock.

Literacy and Numeracy: Big books, floor puzzles, big timers and jumbo dominoes.

Intervention and Support Programs

4 Children accessed services from Speech Pathology, within DECD. All children from this group were part of 1:1 support programs and involved in small group work around targeted goals. These small groups included children with advanced language skills to act as models, promote social play and to develop positive relationships between individuals.

We also had 3 children receive support from both our DECD Special Educator and Psychologist. In partnership, the kindergarten team, Special Educator and Psychologist created individual learning and behaviour plans for these children which were shared and communicated about regularly with their families. All children transitioned to a mainstream school.

Report from Governing Council

2015 was another successful year that saw a myriad of activity around the center. As the second year of the single intake at kindergartens across the state, it was clear the staff had taken the opportunity to fine tune the programme from their experience and successes of last year.

The 2015 governing council had a good enrolment of members, however the attendance numbers did drop off during the year. The carryover of a number of key members provided great opportunities for discussion and organisation of fundraising events. This year the success of the 'Art Show' set a new bench mark, as the evening developed a fantastic atmosphere and record fundraising. The 'Monster Garage Sale' events and the chocolate sales at Karrara Kindergarten returned a suitable amount of income also. The fundraising events provided an excellent opportunity for Karrara Kindergarten to get involved, promote itself and engage within the wider community. Funding expenditure was largely dedicated toward the installation of the new higher fence around the perimeter of the site.

The governing council also had notable discussion and brainstorming around the best way to manage food allergies toward 2016. The successful proactive steps taken in 2015 were reviewed and fine-tuned in preparation.

By far the biggest change was when, part way through the year, our beloved Director took professional leave to assist at another site. This news was met with much sadness by the parent community, however there was relief that this position was covered by a director who had taught at the site previously and had built up an excellent rapport during that period. This placement enabled minimal disruption to the site though the transition period and throughout the close of the year. Later in the year brought confirmation that the director was to move to the new position permanently and the realization that our time of privilege and pleasure of Maddy's direction at our site had come to a close; though the impact and finger print which she leaves on the site through her hard work, dedication and love for the Karrara community will no doubt be present for many years to come. Needless to say our parent communities are very grateful for the 4.5 years of Maddy's directorship.

Personally I found my time on the governing council this year to be very informative as the director unpacked some of current the learning outcomes and goals. It was an excellent opportunity to build relationships with other parents and the staff alike. I felt that being involved in the governing council provided a chance for my ideas to be heard and be combined with other parent's views to make a positive difference to the Karrara Kindergarten both in 2015 and the years to come. I believe I speak on behalf of the council members when I say that it has been a delight to work with the highly organized and extremely capable staff at Karrara Kindergarten.

Regards
Gary Kupke
Chairperson, Governing Council, Karrara Kindergarten

Student Data

Enrolments

Total Enrolments 2013 - 2015

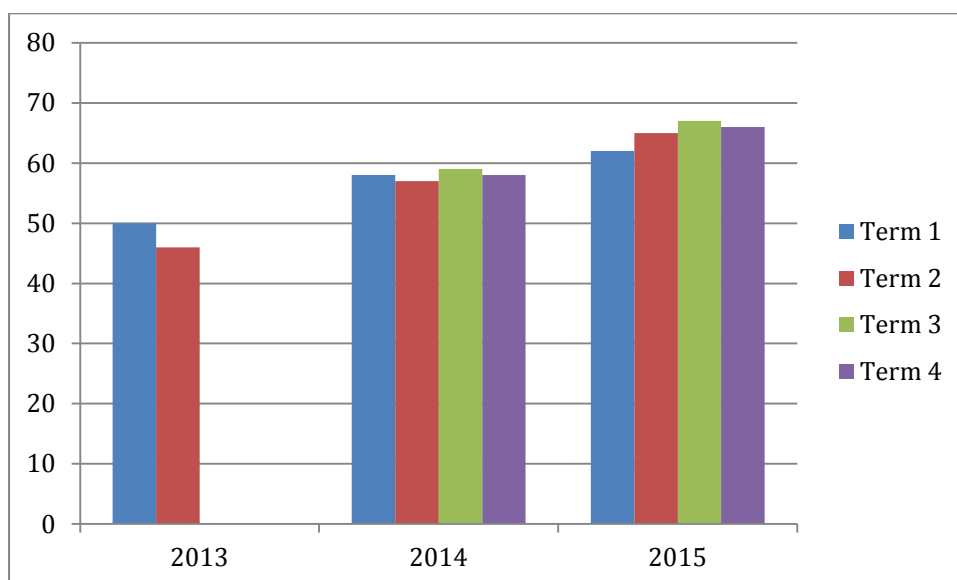


Table 1: Enrolments by Term

Enrolment by Term				
	Term 1	Term 2	Term 3	Term 4
2013	50	46		
2014	58	57	59	58
2015	62	65	67	66

We began this year with 62 children and increased our enrolments over the year. There were fluctuations in enrolments as children moved into and out of the area. In term 3 and 4 we also had a small number of children on Early Enrolment for additional needs. Our Transition children were not counted in 2015 data. This stable enrolment data is reflective of the impact of the Same First Day Policy which looks at establishing consistent enrolments and therefore (hopefully) the staffing entitlements can flow to those sites on a yearly basis.

Attendance

Attendance Percentages 2012 - 2014

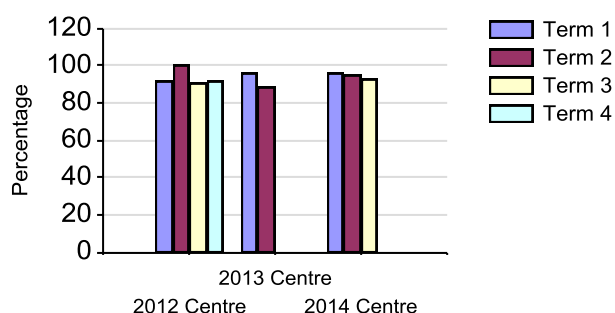


Table 2: Attendance Percentages 2012 - 2014

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	96.0	89.1	94.0	96.0
2014 Centre	96.6	94.7	93.2	95.0
2015 Centre				
2013 State	88.7	88.0		
2014 State	89.9	88.8	85.9	
2015 State				

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 2: Data for Term 3 and Term 4 2013 will not be reported. It is not comparable with previous years due to the transition to the Same First Day enrolment policy for preschools in 2013 creating a break in series.

Attendance continues to be a priority not just for supporting high quality learning, but also for creating a strong and vibrant kindergarten into the future. Our attendances are consistently above the average for the state.

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2012 - 2014

Feeder Schools				
Site number - Name	Type	2013	2014	2015
0222 - Aldinga Beach B-7 School	Govt.		2.0	
0637 - Brighton Primary School	Govt.		2.0	
0640 - Hallett Cove School	Govt.	3.6	16.0	6.0
0668 - Paringa Park Primary School	Govt.			
0720 - Clarendon Primary School	Govt.		2.0	
1053 - Hallett Cove East Primary School	Govt.	71.4	48.0	62.0
1056 - Woodend Primary School	Govt.		2.0	
1537 - Sheidow Park Primary School	Govt.	3.6		2.0
8016 - Southern Montessori School	Non-Govt.		2.0	
8220 - St Mary's Memorial School	Non-Govt.		2.0	2.0
8284 - Our Saviour Lutheran School	Non-Govt.	3.6		
8311 - St Aloysius College	Non-Govt.			
8387 - Sunrise Chrstn Schl Mrn Campus	Non-Govt.		4.0	
8418 - Sthn Vales Christian Community Sch	Non-Govt.			
8456 - St Martin de Porres School	Non-Govt.	10.7	14.0	26.0
9007 - St Peter's Woodlands Grammar School	Non-Govt.		2.0	2.0
9009 - St Teresa's School - Brighton	Non-Govt.	3.6	2.0	
9014 - St John the Apostle Catholic School	Non-Govt.	3.6		
9085 - Christ the King School	Non-Govt.		2.0	
9402 - Sunrise Christian School	Non-Govt.			
Total		100.1	100.0	

Hallett Cove East Primary School continues to be our main feeder school and we promote this school within our community. The next largest group attended St Martin de Porres Catholic School and was followed by Hallett Cove R-12. Individuals who transition to other non-feeder schools have chosen our kindergarten for its physical appeal, welcoming feel and the flexibility we offer for choosing sessions.

Client Opinion

This year we surveyed the families in a variety of ways including the DECD Parent Opinion Survey. We had a good response with 49 out of 66 being returned. Below is a summary of the results. In addition, we surveyed families about specific learning outcomes and through children's Individual Learning Plans 1 and 2 which required adult feedback and suggestions. Throughout the year we recorded any anecdotal feedback, both positive and negative, and acted on this.

Things the Parent Opinion Surveys conveyed that are done well at Hallett Cove Karrara Kindergarten include:

Teaching and learning:

Quality of teaching at Karrara is excellent! The range of learning activities, variety of experiences and skills gained is fantastic.

Karrara Kindergarten is such an asset to our community. It is a well structured, well run kindergarten with exceptional educators that truly care about our children. I feel very blessed that our child had the opportunity to attend this outstanding kindergarten.

Teachers go above and beyond to engage with my child and all children. The teachers are knowledgeable and confident in teaching, ensuring all children are valued, accepted and noticed. We could not have asked for better.

The kindy has an excellent quality of teaching and nurturing children. They really make an effort to know each and every child and help them grow and excel.

Student support:

The kindy provides great support and nurture.

The teachers know my child, their strengths and weaknesses and how best to communicate and treat him. They are very good at communicating with me.

The teachers are always striving to support children with any issues they may have. They are helpful and friendly making each child calm and have a sense of security.

The teachers are always approachable if there is a concern to discuss about my child and the issue is addressed immediately.

Relationships and communication:

I have had very strong communication and relationship with the preschool. Staff were always able to answer any concerns about my child and assist in developing any areas of concern. I trusted the staff a lot.

The teachers are amazing, organised, professional, fun, open to the individual child and what is best for them (the child).

All teachers are very welcoming and enjoy getting to know parents and families.

The teachers would often provide me with information about how my child is going at kindy and the things she is enjoying most. I appreciated this informal feedback.

Leadership and staff:

It is the leadership and teachers that make a positive, safe, wonderful learning environment and we have been blessed this year at Karrara Kindy to have such a well organised and caring group of educators.

Even though there was a change of director mid-year, I found the continuation of learning smooth and we love what Molly has added to the kindy.

Karrara is an outstanding kindergarten and I would recommend it to anyone. The teachers were amazing, caring, embracing and professional. We are so happy we chose Karrara and are very sad to be leaving it.

Things the parent surveys conveyed that could be improved: some have been acted on already.

- The preschool seeks parents opinions about educational programs
- The preschool includes parents and community in decision making (outside of the Governing Council).

Financial Statement

This can be presented on request to the Director.