Children engaging in rich open ended learning opportunities. Problem Solving, Creating, Exploring, Hypothesising and Predicting are ways in which children learn.
Preschool Name: Trott Park Kindergarten
Preschool Number: 3686
Preschool Director: Maura O’Donnell
Region: Marion Coast Partnership

Preschool Teachers 2015: Rachel Turnbull, Jenny Kustermann and Melissa Landridgan.
Early Childhood Worker 2015: Naila Khan, Tanya Vaught and Jodie Suisted

Trott Park Kindergarten has strong connections with its local community. The Centre is located in the Southern Suburbs of Adelaide in the Marion council constituency. Whilst Trott Park and Sheidow Park are established areas there has been major population growth in recent years due to substantial housing development and urban sprawl. In 2015 the children attending were predominantly born in Australia having parents of European and Asian descent. The majority of families tend to be two parent homes with one parent working full time and another working part time. Many children are cared for by grandparents and some children access child care on the days they do not attend Kindergarten. A small group of children access family day care.

Trott Park Kindergarten has three main feeder schools; Sheidow Park Primary School, St. Martin de Porres Catholic School and Woodend Primary School. A small number of children accessed schools in Hallett Cove and other independent schools. There continues to be a strong commitment by Educators to providing quality transition programs to school for all children.

Quality Improvement Plan: The Rubric below shows our Improvement Priorities over a 3 year cycle of Improvement Planning from 2013 to 2016. The initial improvement plans were implemented using DIAF (DECD Improvement and Accountability Framework) level 2 scan and level 4 rubric in conjunction with Educator and parent surveys, 3R’s Active Learning Environment Scale, Individual Learning Plans and Statement of learning data which is informed by the National Early Years Learning Framework (EYLF) learning outcomes. In 2015 we continued to implement many changes as part of our site review process using the 7 areas of the National Quality Standards (NQS).

<table>
<thead>
<tr>
<th>Science – Lead teacher</th>
<th>Oral literacy</th>
<th>Literacy and Numeracy</th>
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</thead>
<tbody>
<tr>
<td>Focus on problem solving skills and linking science to literacy and numeracy learning outcomes</td>
<td>Visual and Performing Arts</td>
<td>Key teachers (learning outcomes and families)</td>
</tr>
<tr>
<td>Results plus expectations</td>
<td>Phonological awareness</td>
<td>Parent workshops</td>
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<td>Oral language groups</td>
<td>Focus on Executive Functions</td>
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<td>Growth Mind Sets</td>
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<tr>
<td>Focus on Learning Pedagogical shift Professional Standards Professional Development Building educator capacity</td>
<td>Improvement Priorities 2014 -2016 National Quality Standards</td>
<td>Making Data Count-Target data, Multiple measures of data quantitative/perception data, PD data</td>
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<td>DEC 6 strategic directions Marion Coast Partnership Plan</td>
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<td></td>
<td>Early Years Partnership Plan</td>
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<td>Results plus</td>
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<tr>
<td>Diversity Celebrating differences Japanese program – Lead teacher</td>
<td>Engagement and Well Being</td>
<td>EYLF Preschool indicators</td>
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<td>Transition into and out of Kindy</td>
<td>Assessment for learning DECD policy</td>
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<td></td>
<td>Strong engaged community and partnership in learning PLC’s</td>
<td>5 Outcome links to literacy numeracy science and wellbeing</td>
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<td>Engagement scale (3 R’s)</td>
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<td>Gross motor program</td>
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<td>Kindergym program</td>
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<td>Fine motor program</td>
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<td></td>
<td>Sensory program</td>
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Key Actions: At the end of 2014 we engaged in our annual review cycle using the national quality standards and we again reviewed these early in 2015 when we had met the new families and children. We formulated a new site inquiry question which would be the foundation of our work for the 2015. One of our ongoing goals was to continue to improve the delivery of transition programs both in and out of Kindy and this included looking at the DECD Transition to school paper. Our other key agenda was to continue to improve literacy and numeracy learning outcomes and children’s ability to problem solve with a focus on understanding executive functions and growth mind sets and formulating a process to extend this learning to home. As part of DECD Partnership Plan and results plus we focused specifically on the 4 expectations A. Track and monitor every learner’s growth B. Have a numeracy and literacy improvement cycle C. enact changes in pedagogical practice D. Identify and enact clear intervention processes) as part of our improvement in Quality area 1.1.1, 1.1.4, 1.2.1 and 1.2.3. As an educator team we believe that the key for us to continued improvement was to continue to establish high quality and meaningful relationships with families and children and to foster a strong sense of belonging where they felt safe to engage in learning. Our partnership with families and our community continues to underpin everything we do and we are committed as a team to making families feel welcome and to encouraging them to be actively involved in the learning at Kindergarten and in linking this learning to home.

Site actions:

- We collaboratively engaged all stakeholders in the process and we again used the RRR Active Learning Environment Scale as a tool to evaluate our individual and site pedagogy and practice.
- We used data on children’s progress towards ILP goals in outcome 4 and 5 and the engagement scale as a measure of the impact of our improvements.
- We accessed PD in the preschool indicators and began to use the indicators as a tool for assessment for learning and reporting linked to EYLF outcome 4 and 5.
- 100% of educators completed the AITSL Scan and committed to working towards moving one career stage during 2015 in 3 identified areas.
Professional development in ICT and providing an Aboriginal focus curriculum were identified from the scan results. ICT PD was accessed by 100% of educators during 2015.

The team participated in succession training with the director around the 4 expectations of results plus and plans to start the process of meeting the expectations were formulated.

The first step was an audit of Professional Development needs linked to the expectations and our strategies. Identified was the need for PD in understanding executive functions and growth mind sets. This PD was available through partnership and results plus and was accessed by 100% of educators, through succession PD, reading or attendance at meetings.

Educator expertise was utilised to improve individual educator pedagogy and knowledge.

We shared the learning with our families through a variety of media such as face to face meetings, on the information board, as part of the program and via email.

We continued to review the effectiveness of our teacher content knowledge in planning a program which caters to the interests, needs, skills and abilities of all children from age 3 plus to 5 plus.

Educators began to develop a better more comprehensive understanding of executive functions and the pedagogy behind growth mind sets and started to utilise this knowledge as a tool to support children’s learning.

Educators became more skilled in using a wider range of questioning which were responsive to all children’s levels of understanding and knowledge and extended and challenged their learning.

Our Assessment for Learning and Engagement for Learning data sources included: Preliminary Profiles which again 100% of families completed, data from family and child completed culture posters, data from initial parent interviews, collaboration and observations by educator team, program planning and evaluation, child work samples, digital photography, photo child stories, child voice surveys, educator, child, parent and science surveys in term 1 and term 4. Individual Learning Plan’s (100% of children have an ILP and 100% of families attended interviews to input into their child’s plan) and finally individual children’s Statement of Learning.

We drew on the positive transition program with Sheidow Park and both Junior Primary teachers and parent feedback to not only look at additional ways to improve the continuity of transition but to utilise these strategies for improving transition to all feeder schools.

**Our Science Data**

**Problem solving through Science:**

**Goal 1:** To expose children to a scientific vocabulary.

**Goal 2:** For children to understand the concept of the word ‘experiment’ and enact its meaning in their everyday lives i.e. wonder about something, want to find an answer, have a guess (make a prediction - we use that word all year), try it out and check what happened (the result).

**Goal 3:** To facilitate connecting the curriculum between kindergarten and home, which we believe plays a major part in enhancing children’s depth and quality of learning.

**Science survey data: linked to oral literacy/numeracy and problem solving and sharing the learning at home:**

**The impact of the Site Science program was surveyed:**

42 surveys were returned from the 65 distributed.

100% of children utilise scientific words at home.

100% of families reported their children used scientific words at home. 93% used the word experiment. 81% used 3 or more and 79% talked about and shared at least 4 of the 6 experiments listed in the survey at home.
Feedback from Parents on the Science program

"R comes home excited about what she has learnt and we do the take home experiments as a family"

"Thank you for including such engaging topics in the program"

"Fantastic program. My daughter loves it and wants to be a scientist"

"It's a fantastic program that bring them into the world of science"

"C has really enjoyed science. It is one of the main reasons she loves to come to kindy on Fridays and always brings the experiments home after kindy"

"O loves science. It has been one of the main confidence builders for him"

"J loved taking part in the science experiments and couldn’t wait to share what he did at home"

Areas on our Quality Improvement plan and Action Plan for improvement in documentation of learning and quality learning connections with families and feeder schools:

Collate new child enrolment family emails early i.e. Term 1 of year prior to kindy start to enable information sharing on a wide variety of topics such as community services, parent courses etc.

Liaise with local child care centres re children who are eligible to start Kindy.

Include permission to liaise with any other identified services on the preliminary enrolment and parent signature.

Liaise in term 3 with Southern primary health re eligible child enrolments who were receiving speech and meet the criteria for early entry (if available) and also to start the referral process to DECD.

Continued improvement of High Quality teaching which is driven by shared pedagogical understandings drives our differentiated curriculum and steps towards positive improvement change in pedagogical practice which enhances children’s critical and creative thinking skills and resilience.

Re visit AITSL scan look at 4, 5, and 6 with the team and Identify further professional development

Continued Key teachers supported by ECW aligned to specific EYLF learning outcome and linking outcomes to numeracy, literacy and science learning at Kindy.

Continued Key teacher aligned to specific groups of children this included responsibility for assessment for learning, documentation of learning, parent interviews, ILP’s, evaluations, digital photography, child voice, child voice stories, portfolios and Statement of learning.


Continued programming focused on children’s interests and passions using data from preliminary profiles and culture posters and educators documentation of weekly observations of children’s interests, areas to extend and strengthen.

Continued focus on community events and the performing arts concerts each term, family beach day, Breakfast at Kindy etc.
Term 2 meetings with local feeder schools to establish quality transition programs this included:

**With Sheidow Park Primary School**
School visits supported by Kindy teachers
School tours
Classroom visits to Kindy
Kindergym at school for all children supported by Kindy ECW and school teachers
Teacher swaps on alternate Fridays
Teacher information sharing time and Kindy aligning groups of children to reception teachers based on needs, friendships and gender
Key Kindy teacher supporting school transition visits
Classroom teacher assisting with design of ‘Statement of Learning’

**With Woodend Primary School**
Ongoing discussions and meetings with Deputy principal re child class allocation
Teacher swaps
Placement of Trott Park Kindy children with this teacher
Key Kindy teacher supporting school transition visits

**With St. Martin de Porres**
Ongoing discussion with lead reception teacher
Key Kindy teacher supported school transition visits
Sharing time
Allocation of children to reception classes by Kindy teachers

**Progress towards targets:**
Data in the parent opinion survey educational program section and in science specific surveys demonstrated continued high level of community satisfaction with the quality of the learning program. This was also evident in the high number of parents who chose to enroll their child in the Kindy for 2016 based on quality recommendations from within the existing community. The Kindy had over 120 enquiries for the 66 positions available at the Kindy. Additional comments by parents were highly positive in the survey and in the parent voice section of their child’s ‘Statement of Learning.’ Teachers and ECW’s continued to work collaboratively to complete the site action plan goals and in doing so there were many cohesive learning experiences which continued to build on existing capabilities. The early years grant was utilised for succession professional development on site and this has seen many improvements in teacher content knowledge and the effectiveness of teaching strategies. This funding was also utilised to add to our numeracy resource book.

The parent/child learning challenges did not happen as often as we would like and this is a priority for 2016. Ongoing weekly information on the learning at Kindy being shared with home continues to be highly utilised by families and many families requested that both dad’s and in some cases grandparents or additional caregivers were included in the email group so they too could continue the conversations and learning. Many families reported that they pre read the stories for our book based learning with their children or access them via youtube. Sheidow Park Primary School has given very positive feedback on the transition program and the impact of our strategies on children’s wellbeing and engagement in school life. We continued with teacher swaps and ongoing visits to the school. The kindy has made strong connections with Woodend and this year the JP teacher participated in teacher swaps in term 4 assisting the children with connections to school.

**Future Improvement Priorities 2016 driven by progress:**

1. **Pedagogy and Educator Capacity**
   - Continue to utilise the professional learning opportunities in Mathematical thinking and numeracy offered via the sites participation in the DECD Marion Coast Partnership
   - Utilise new data from the professional standards scan (4,5,6) by all educators to facilitate meaningful professional conversations and development and improve the quality of teaching.
   - Implement positive improvement change in pedagogical practice which enhances children’s critical and creative thinking skills and resilience. Educator team to critically evaluating EYLF Practices.
   - Continued work with Deb Lasscock at partnership and PLC with Woodend Primary School and Children’s Centre (Transition, Executive functions and the links between EYLF, the indicators and the Australian Curriculum).
   - Continued Professional development in Growth Mind Sets and Executive Functions as a numeracy and literacy building block. ‘Stop and Think’ wheel displayed in prominent places at Kindy and shared with families.
   - Explore ‘wait time’ and ‘ask not tell’
2. **Curriculum program and learning**

- Implement the use of the preschool indicators (share with families at parent interviews and link to Australian Standards).
- Teacher swaps to science program (continued succession training).
- GAOL: QA 1 (ongoing improvement priorities)
  
  Each child's learning and development is assessed as part of an ongoing cycle. Critical reflection on children's learning (as individuals and in groups) is regularly used to implement and inform the program. The documentation on each child's program and progress is available to families. There is rich documentation of child voice in our recording, evaluation, planning and recording processes.
  
  Draft all assessment for learning documents to include child voice.

- Improve the quality of our numeracy and literacy improvement cycle which includes:
  
  - Utilising the positive benefits of a science specific key teacher to curriculum area learning. Implement this strategy for numeracy and literacy including the EYLF 5 learning outcomes.
  
  - Analyse, review and improve the documented evidence of how we track, monitor and respond to each child's growth in numeracy and literacy achievement and engagement.
  
  - Documented evidence of individual child's progress to be shared 4 times a year with families.

1. Parent interview feedback – meeting to include information on assessment for learning strategies and linking the learning the home. Emphasis on the importance of parent's engagement in learning with their child.

2. Individual learning plan including parent input - followed by ongoing informal discussions and emailed evaluation summaries. Share Executive Function, Growth mind Sets and Indicators at meetings.

3. Individual Plan evaluation - and ongoing sharing via email, in program book and a commitment by all educators to working towards each child's smart goals.

4. Statement of learning which includes parent's evaluation/feedback.

- Incorporate child voice and community feedback about learning into our teaching practice.

- Improve learning outcomes for all learners and this is evident in Data i.e. individual learning plans/statement of learning, parent surveys and JP teachers reports (map learning to school).

- Improve our targeted intervention processes and our responses to learner needs i.e. strengthen, extend and continue with processes in place for planning for a differentiated curriculum based on our assessment for learning strategies.

Continue with our specialised programs:

- Critical and creative thinking skills
- Science linked to numeracy and literacy learning.
- Japanese
- Gross and fine motor program (including Kindergym in term 1, 3 and 4)
- Performing arts (oral literacy) concerts each term
- Continue with termly community events such as:
  
  - Beach excursion
  
  - Breakfast at Kindy

3. **Families and learning**

- Improve the way in which we share the learning at Kindy with families. Devise a site action plan and liaise with families.

- Include child voice in the preliminary profile and ILP.

- Explore ways to involve both parents in the learning at Kindy.

- Parent information sessions on site.

4. **Transition in and out of Kindy**

- Continue to explore options to improve transition processes into Kindy from parent feedback in 2016.

- Utilise the positive outcomes of our 2015 transition program to Sheidow Park Primary School

- Implement strategies where Kindy teachers can input into planning school transition activities to ensure continuity of learning and opportunities for success and easy transfer. (PLC)

- Devise a format to map the learning in literacy and numeracy to school.

- Continue with teacher swaps and de-privatising of practice.
## Client Opinion 2.5 Parent Opinion Survey Table

<table>
<thead>
<tr>
<th>Year</th>
<th>Customer Responsiveness</th>
<th>Health, Safety, Nutrition</th>
<th>Knowledge of Child</th>
<th>Program</th>
<th>Staff</th>
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</thead>
<tbody>
<tr>
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<td>5.99</td>
<td>6</td>
<td>5.97</td>
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<td>5.95</td>
<td>5.95</td>
<td>5.95</td>
</tr>
<tr>
<td>2013</td>
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<td>6</td>
<td>6</td>
<td>6</td>
<td>5.95</td>
</tr>
<tr>
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<td>6</td>
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<tr>
<td>2015</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>5.99</td>
</tr>
</tbody>
</table>

### Scale Score Summary

![Scale Score Summary Diagram](image-url)
Parents comments of the parent opinion survey:

The staff have provided excellent care for all 3 of my kids, over the years thanks. My son has grown and become more confident since attending kindy, with the support of all the lovely teachers.

Absolutely beautiful Kindy. Thank you so much. It was very well thought out and contained lots of content that my child found interesting and I felt like I was always informed and given lots of chances to be involved. The transition visits to Sheidow Park have been great.

The kindy has an extremely high standard in early childhood education and I rate it 10 out of 10.

I’ve had 2 children going through this Kindy and it is in my opinion one of the best Kindy’s around. The team is awesome.

Very happy with the quality of the program. The highest quality. The staff show great commitment to students going above and beyond the call of duty. Wonderful Kindy experience. Clearly see the staff work great as a team. All very nurturing and communication excellent. Can’t wait for my youngest to attend Kindy. Entertaining, informative, educational and fun. Supportive and safe. My son enjoyed kindy and loved going. The teachers were always approachable, supportive and positive towards my son.

Excellent, TPK has been an extremely positive environment for all 3 of my kids over the years.

I have been extremely happy with everything at this Kindy since we first stepped foot here. Amazing, thank you for everything. Could not have asked for a better Kindy experience for Mitchell he loves it here and will miss you all very much.

It has been excellent! The staff have been wonderful!

Brilliant community Kindy. The staff are wonderful and very capable. The diversity and depth of the program is fantastic and of a high quality.

My child is constantly singing and talking about things learnt at Kindy. This is an awesome kindy with a fantastic Science and Japanese program for the kids. I hope other kindy’s will use Trott Park as an example in how to teach Science and culture diversity.
We could not have hoped for a better kindy year. Our child learnt so much and told us about so many things both academically and socially. The staff are a great team who care of every child’s needs and it is clear they enjoy their job and work. Thanks to you all for your fantastic work!

Thank you for making our family feel welcome as well as allowing our daughter’s first year of education to be so positive and happy experience.

We would recommend TPK to our family and friends. We were very impressed with the quality of teaching.

Everything provided seems to be well organised, planned and resourced. Communication to parents each week regarding the planned program is exceptional and appreciated. The science and Japanese has been a terrific extension to the program. Term concerts have been brilliant and allowed each child to have a special part it is to see that all staff contribute and work extremely well together, as well as understand the children’s needs and capability. We have been absolutely delighted with the program, environment and leanings.

Amazing Kindy. Everyone goes above and beyond in every aspect.

I think the program is of high quality. I am sad my child will be leaving Kindy as the Kindy is so nurturing and the teachers so lovely.

Thank you for setting my child up for a rewarding and successful learning journey.

This year the parent opinion survey was emailed to all families accessing Kindy. 33 surveys were anonymously returned. The responses were very rewarding for educators.

**Intervention and Support Programs**

Early intervention strategies including liaising with GP plus, southern primary health, local community and DECD speech pathologist ensured that children meeting the criteria accessed Early Entry in term 3, 2014 and therefore 6 children had established speech and language programs in place for their eligible year. At the beginning of 2015 the educator team as part of their assessment for learning strategies identified additional children to be screened for speech, language and behaviour. In collaboration with parents an additional 8 children were referred to speech, language, preschool support and two children were referred for a CAT assessment. The site ECW ran the speech and language program for these children. Speech communication and goal books were established between Kindy and home. In 2015 through the same strategies 6 children accessed early entry in term 3 for speech and language.

The intervention programs were highly successful and in term 3 of 2015 a comprehensive ILP and NEP day occurred at Sheidow Park School to share information about the children and to formulate a supported transition program. Children with higher order thinking skills were also identified early and in collaboration with their families many strategies were put in place to extend and challenge them in their learning journey. We continued to run a fine and gross motor group to strengthen this area of development for many children. This included children accessing Kindergym in term 3 and 4. The educator team worked in collaboration with families, a range of support services such as DECD and private speech pathologists, DECD psychologists, disability services, CYH, occupational therapists and medical practitioners to formulate quality intervention programs and keep families informed of the options available to them such as NDIS etc. Regular meetings were conducted with feeder schools to facilitate smooth transition programs. Preschool support hours were also aligned to school transition visits. The educator team also had a strong focus on all children’s learning needs and provided a program which maximised opportunities for children to lead their own learning through strengthening and extending existing skills. The site focus on problem solving and extension and challenging of learners at the higher end was also evident in data from both child and parent surveys.
Quality Area 2: Children’s health and safety

In order to meet the standards there continues to be an ongoing site review which targets all centre policies and procedures and all educators updated their mandated training and have a comprehensive knowledge of their roles and responsibilities.

Future Improvement Priorities driven by progress:
Review of the physical factors which inhibit adequate supervision at all times. Ensure all new educators are clearly aware of their roles and responsibilities in responding to children at risk. Professional development in responding to child abuse for GC and all volunteers.

Quality Area 3: Physical Environment

In 2015 the Kindy outdoor area was upgraded this included the inclusion of a nature play garden and the planting of a range of indigenous plants which are sustainable and require little water. A veggie patch was also planted and the children take an active role in caring for both the nature play area and the patch. A mud kitchen was also installed and this has provided for hours of sensory play for children. We had a working bee and 20 parents attended and assisted with this project which is ongoing for 2016. A new shed was also installed in 2016 which gave the kindy more storage for big muscle equipment.

Future Improvement Priorities driven by progress this is ongoing from 2013 due to cost factors:

- Continued improvement to Indoor and outdoor area which encourages engagement by all children. This has been addressed in 2015 but there are still many areas for improvement.
- All educators, children and families take an active role in taking care of the kindy environment and understand and contribute to a sustainable future.

2016
Establish ‘sustainable futures subcommittee’ with educator delegate. Source solar panels. Information to families via email wherever possible reducing the use of paper. Establish and implement a program for learning and engagement in nature play and sustainable futures. Budget line for increased targeted resources i.e. worm farm, recycling station and reinstate a more user friendly compost system. Continued growth of nature play area and planting of fruit and vegetables and incorporate into program for cooking etc.

Quality Area 4: Staffing Arrangements

The Director continues to work with the educator team to ensure there is a clear understanding and acceptance of appropriate professional standards and all employees are familiar with the Code of Ethics, the State Government Code of Conduct and the Professional Standards for teachers. In 2015 the key teachers again participated in some Marion Coast Partnership meetings and there was a focus on continuing to build teacher and ECW capacity through various strategies and to ensure all educators are multi skilled and can accept new challenges within the scope of their professional roles and responsibilities. There is a site procedure for the inclusion of review of professional standards and the above via performance management and they are also included in the site induction folder.

Quality Area 7: Leadership and Service Management

With the implications of the Same First Day in 2014 it was necessary to investigate the way in which the kindergarten is governed to ensure appropriate governance arrangements are in place to manage the service. Some areas to look at were screening by DCSI unit, RAN training of GC and regular volunteers and when to have GC meetings given the two groupings of children.
Progress towards targets:
At the term 3 parent information night detailed information on Governance and volunteering and the DECD policy requirements was shared with families. All families were given the DCSI child related screen forms at the information night and the forms were regularly emailed to families. Many families returned the forms for processing at their child’s transition visit in term 4, 2014. These strategies resulted in 100% of GC members having clearance by week 6, term 1, 2015. Many volunteers were also screened and therefore could assist in a volunteer capacity at Kindergarten.
The director liaised with the primary school principals in our partnership group re the possible inclusion of Kindy parents in RAN training and many parents have accessed this training in term 1, 2015. This has been another example of the positive benefits of belonging to a partnership group.

Future Improvement Priorities driven by progress:
Improve the quality of self and site review processes and documentation.
Improve the processes which are in place to ensure that all grievances and complaints are addressed, investigated and documented. Ensure service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

Report from two parent representatives and approved by the Chairperson of the Governing of the Kindergarten Community

Our initial search for a local Kindergarten for our two children, one starting in (2015) and one in (2016), commenced with asking friends for suggestions as to ‘good Kindy’s’ in our local area. One friend (who had a background as a Childcare worker) suggested Trott Park Kindergarten, as she had heard it had a very good reputation.
Encouraged by this, I rang Trott Park Kindy and received a welcoming response from the Director Maura, an outline of Kindy services/available days and what information was required for enrolment. I was also advised of an upcoming information session that we were welcome to attend. The information session was very comprehensive, and we were introduced to all the Kindy staff and their roles. They also outlined the National Quality Framework in detail, and various resource handouts were available to take home for our reference. All staff were very welcoming and happy to spend significant time meeting parents/caregivers and discussing queries. We ended up spending almost 1 ½ hours there and were very impressed not only with the overall Kindy physical environment, but also staff knowledge and obvious commitment to their role as early childhood educators. In particular, we were very impressed that this Kindy offered a Science and Japanese program to expand the curriculum. The Science program we found was well thought out, very well delivered with an amazingly well researched program which was delivered in a fun, informative and interactive way (thanks Jenny). With fortnightly experiments our daughter became very interested in Science and we were required to conduct experiments at home on the weekend after Friday Science. Our daughter (and now our son) have been exposed to basic scientific concepts at Trott Park Kindy and we feel we can’t emphasise that this fabulous learning should by adopted by schools and merging it in with their curriculum to teach from the early reception stages onwards.
The communication with the Kindy has been outstanding. In just one Kindy year we received over 250 emails from the director with weekly updates on “learning goals for the week”, news on excursions, any outbreaks of serious illness, meetings, kindy events, individual child learning goals and the lists goes on. As concerned parents of two children we are keenly interested in their learning experiences and goals and Maura (Trott Park Kindy’s Director) has more than exceeded any expectations we had in regards to communication and knowing what the Kindy was doing and what our children were learning about (and how we could support that learning experience at home). It has been rewarding to note that this very agenda was a major improvement priority for the Kindy and that the kindly certainly achieved their goal.
Our son also attended a ‘Kindy Preparation’ program with GP Plus Marion (in 2015 - prior to his Kindy year). Both the staff and other participants could not believe the level of support and interaction received by Trott Park Kindy children and parents (when our Kindy experiences to date were discussed). They were all amazed. On behalf of the community we would like to thank Maura and the Trott Park Kindy team for providing such a comprehensive, rewarding and enjoyable experience for children. We are SO GLAD we chose this Kindy – one of the best decisions we have ever made!
Student Data

Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2013 - 2015

Table 1: Enrolments by Term

<table>
<thead>
<tr>
<th>Year</th>
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<td>2015</td>
<td>64</td>
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<td>68</td>
<td></td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term.
Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

Attendance

Figure 2: Attendance by Term

Attendance Percentages 2013 - 2015
Table 2: Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Attendance Percentage</th>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Centre</td>
<td>93.8</td>
<td>94.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>93.3</td>
<td>93.5</td>
<td>90.5</td>
<td>90.6</td>
<td></td>
</tr>
<tr>
<td>2015 Centre</td>
<td>92.2</td>
<td>95.3</td>
<td>91.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
<td></td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</td>
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</tr>
</tbody>
</table>

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.

Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Site number - Name</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0251 - McLaren Vale Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>0640 - Hallett Cove School</td>
<td>Govt.</td>
<td>3.9</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1053 - Hallett Cove East Primary School</td>
<td>Govt.</td>
<td>5.9</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1056 - Woodend Primary School</td>
<td>Govt.</td>
<td>23.5</td>
<td>19.1</td>
<td>9.7</td>
</tr>
<tr>
<td></td>
<td>1537 - Sheidow Park Primary School</td>
<td>Govt.</td>
<td>45.1</td>
<td>50.8</td>
<td>56.9</td>
</tr>
<tr>
<td></td>
<td>1776 - Woodcroft Primary School</td>
<td>Govt.</td>
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<td></td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>8014 - Woodcroft College Inc</td>
<td>Non-Govt.</td>
<td>2.0</td>
<td>1.6</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>8284 - Our Saviour Lutheran School</td>
<td>Non-Govt.</td>
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<td></td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>8405 - Emmaus Christian College</td>
<td>Non-Govt.</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>8418 - Southern Vales Christian College</td>
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<td></td>
<td></td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>8456 - St Martin de Porres School</td>
<td>Non-Govt.</td>
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<td>25.4</td>
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<tr>
<td></td>
<td>9009 - St Teresa’s School - Brighton</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>1.4</td>
</tr>
<tr>
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<td>9074 - Stella Maris Parish School</td>
<td>Non-Govt.</td>
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</tr>
<tr>
<td></td>
<td>9124 - Antonio Catholic School</td>
<td>Non-Govt.</td>
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<td>1.6</td>
<td>1.4</td>
</tr>
<tr>
<td></td>
<td>9402 - Sunrise Christian School</td>
<td>Non-Govt.</td>
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</tr>
<tr>
<td></td>
<td>9755 - Emmaus Catholic School</td>
<td>Non-Govt.</td>
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<td></td>
<td>1.4</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td>100.1</td>
<td>100.1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%. Source: Term 3 Preschool Data Collection, Data Management and Information Systems.
Financial Statement