



Trott Park Kindergarten 2017 Annual Report to the Community



Trott Park Kindergarten Preschool Number: 3686

Partnership: Marion Coast

Name of Preschool Director:

Maura O'Donnell

Name of Governing Council Chair:

Catherine Smith and Julie Cudbertson

Date of Endorsement:

Context and Highlights

Trott Park Kindergarten (TPK) is located in the Southern Suburbs of Adelaide in the Marion council constituency. It is a stand alone Kindy owned by the Department for Education and Child Development (DECD) and a member of the DECD Marion Coast Partnership. The centre is 20 kilometres from the Adelaide GPO and has a block of convenient shops located next door. There are two large indoor learning areas which are utilised to create an engaging learning environment for all children. A sensory quiet area was established in 2017. There is an expansive shaded outdoor area containing a variety of trees and vegetation which provides many opportunities for children to engage in nature play.

Highlights From GC

In 2017 the Director was nominated by the community for an education award and a team site STEM application was submitted.

What a fantastic year it was at TPK! The Kindy has a lovely garden and amazing learning activities are set up every single day. Staff are so welcoming, friendly, knowledgeable and hard working. They get to know every single child and family so well and make you feel at home.

Transition to Kindy was excellent with parent information sessions and children play transition visits to get to know their environment, teachers and other children.

Once the Kindy year commenced we were so impressed by the communication and the level of detail of all the information we received. Every week we got sent an email with "Learning of the week" and any important dates and events. We also received emails at various times during the week with any concerns, updates and Maura was always keeping parents up to date with what was happening. Maura and all of the educators could be contacted via email at any time of the day or night, with prompt replies. Educators shared their planning and reporting using EYLF and IPNL and also had in depth planning shared with parents every term.

Science and Japanese on Fridays is excellent. My son was so excited to share his learning. It's an excellent transition of learning to school. Children even had the opportunity to demonstrate their learning in a school science expo.

Each child had individual learning goals that were made in collaboration with their key teacher, parents and the child. Parent/teacher interviews and reports were very informative. At the end of the Kindy year we received the most beautiful portfolio as well as a USB with photos of our child's time at Kindy to look back on in future years.

Report from the Governing Council

continued...

Each term there were many different educational events and excursions Some of these included:

Gym, Beach excursion, An Indigenous performer, Puppet theatre, Healthy Brekki and lunch days, Visits from all the community services, Book Week parade, Yo Diddle Diddle excursion, Disco, Japanese lunch box day, Musical Muscles, Scientific Bubble Show and an African Drummer.

The Kindy focus on oral literacy and the performing arts was consolidated each term with concert. Each child had a turn performing in one of the 4 plays and all children shared their songs with the audience. A community BBQ followed which provided. It was a very proud moment as a parent to see your child performing with their peers sharing all of their learning.

Governing council was an excellent way to help with making decisions about the running of the Kindy in a friendly and welcoming setting. I would definitely recommend joining governing council.

The team worked collaboratively with local schools and provided seamless, supported, informative transition to school.

If you are looking for an A+ Kindy to send your child, TPK is your pick. It was excellent from start to finish. When I speak to other parents of children who didn't attend TPK they were all amazed by the level of learning and care given to all of the children. All of the staff are wonderful with the children and look after all of their learning needs as well as their social and emotional needs perfectly. With the organisation that Maura as Director provides together with the educators they are the perfect team to provide your child with the most brilliant kindergarten experience. On behalf of all the parents of 2017 we would like to thank all of the staff at TPK for going above and beyond the expectations. Personally I'm very happy that I still have 2 more children to go through TPK as nowhere else could compare.

Quality Improvement Planning

QA 1:

In 2016/17 we devised a more comprehensive improvement planning cycle for all children. We engaged with stage one of the DECD Learning Design, Assessment and Moderation Strategy. We reflected collaboratively on our site pedagogy and practice and our learning plans. Our goal was to review each child's learning in numeracy and literacy twice a year by their key teacher and parent and twice a year in collaboration with the team. As part of this moderation we looked at how children's interests and ideas enhanced learning opportunities and engagement in all areas but more specifically numeracy/literacy and problem solving skills and we continued our work on positive, effective improvement change in pedagogical practice to improved engagement and learning outcomes for all children. We continue to further review and refine established systems. This is ongoing work for 2018 and we intend to explore strategies to more comprehensively link the learning in numeracy and literacy from Kindy to home and specifically, share the aspects of developing a growth mind set, executive functions and resilience with families. A key focus in 2018 will be oral literacy and listening skills. As part of the site submission for an educational award we looked at our already established STEM focus and in 2018 this will be an improvement area and we intend to liaise with schools again and make the learning more visible and engaging to the community.

The Early Years Learning Framework practice underpins our pedagogy and is used to develop a high quality program. Reflect, Respect, Relate resource is used as a tool to collect data to measure the quality of the interactions between educators and children, educator's pedagogy, children's well-being and children's involvement. During 2017 the site improvement focus on Numeracy and Science continued and educator expertise was utilised to improve individual educator pedagogy and knowledge. All educators developed common understandings and excellent content knowledge and regularly shared their learning. There exists a strong consistency of practice. Each year we evaluated our routines and how we organise and modify learning to meet the context of learners.

We have made improvements to how we record child voice in our program. We continue to work on strategies to ensure 'child voice' is more visible in (our documented) curriculum decision making, planning and outcomes

QA 3:

We continued with our site physical upgrades including extending our nature play learning areas. The office space was upgraded and a sensory area for children was established including the purchase of a range of resources.

Work with our local volunteer group has seen the addition of a boat and jeep to the play area and the cubby house has been upgraded. We continued the development of our aboriginal cultural area with more planting of indigenous plants.

The site have liaised with DECD facilities and an application for corporate funding to install ducted heating has been actioned.

QA 6:

We continue to improve how we support families in their parenting role. This has included both parents and caregivers in our kKindy email distribution list and plans to establish dad's session at Kindy. Parent interviews are offered in out of Kindy hours to ensure where requested both parents and/or caregivers can attend.

We continued our work in improving the continuity of learning and transitions for each child both into Kindy and on to school. Strategies such as parents signing for transfer of information from Child Care to Kindy have been very effective for forward planning and the grouping of children at Kindy by school choice has enabled the team to support and participate in ongoing orientation and transition visits to feeder schools.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	64	64	68	66
2016	66	66	67	67
2017	67	66	66	66

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

There is continuous growth in the number of families completing preliminary enrolments for their children in TPK. By the first of August the wait list for 2017 enrolments was in excess of the 66 capacity places and the director worked with local Kindy's to ensure all children had access to Kindy. Feedback from families on their reasons for choosing the Kindy remain very positive including recommendations from the local community including families and teachers in local schools, preference for grouping of children by school choice and the quality of transition programs and interest in our specialised programs and our web site information. In 2016 the site implemented the DECD local Kindy catchment policy alongside the DECD preschool enrolment policy and the site priority of access policy. The site currently has 52 preliminary enrolments for 2019.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	94.0%	96.5%	92.9%	97.3%
2016 Centre	93.4%	95.0%	93.0%	91.2%
2017 Centre	96.4%	90.9%	84.4%	
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

The educators at TPK continue to work in collaboration with the GC and the community to promote lifelong learning through responsibility and attendance. The ongoing strategies continue to include: grouping of children by school choice, full day Kindy with a quality lunch program, utilising universal access funding to offer a Science, Japanese and Gross Motor program and a Key teacher family allocation to facilitate quality relationships. Prior to 2014 attendance was in the 80% range. It now sits in the 90% however it has been noted that attendance has dropped by 6% in term 2 and by 9% in term 3. Factors contributing to this include family holidays when it is cheaper, families visiting their country of origin, general illness and a few at risk children who did not attend regularly. We continue to support families to access Kindy and also have liaised with the ICT support team re documentation of pupil free days.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0251 - McLaren Vale Primary School	1.4%	0.0%	0.0%
0640 - Hallett Cove School	0.0%	0.0%	1.6%
1056 - Woodend Primary School	9.7%	23.9%	20.3%
1537 - Sheidow Park Primary School	56.9%	56.7%	50.0%
1776 - Woodcroft Primary School	1.4%	0.0%	0.0%
8014 - Woodcroft College Inc	1.4%	3.0%	0.0%
8284 - Our Saviour Lutheran School	1.4%	0.0%	0.0%
8390 - Prescott College Southern	0.0%	1.5%	0.0%
8405 - Emmaus Christian College	1.4%	0.0%	0.0%
8418 - Southern Vales Christian College	1.4%	0.0%	0.0%
8456 - St Martin de Porres School	20.8%	13.4%	26.6%
9009 - St Teresa's School - Brighton	1.4%	0.0%	0.0%
9063 - St John the Baptist Catholic School	0.0%	0.0%	1.6%
9115 - Prescott Primary Northern	0.0%	1.5%	0.0%
9124 - Antonio Catholic School	1.4%	0.0%	0.0%
9755 - Emmaus Catholic School	1.4%	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

Half of the children enrolled in 2017 attended Sheidow Park Primary School and accessed Kindy on Monday/Wednesday and alternate Fridays. Whilst we have established quality relationships with the school we continue to look at ways to improve not only orientation to school but also to establish seamless transition programs. In 2018 in addition to our established program we will be implementing a buddy program with a year 1/2. Woodend Primary School and St Martin de Porres continue to be our two main other feeder schools. We have quality established links also with both these schools but continue work on strategies for improvement.

Client Opinion Summary

A wonderful learning environment where my child has been encouraged and inspired constantly and at her own pace. Fantastic Kindy thoroughly recommend it to anyone. Fantastic supportive staff.

As a grandparent I have found the service highly valuable. The staff are extremely nurturing of the children. Excellent program I love the variety of activities and learning opportunities. It's a wonderful service. Continue the excellent work you all do.

We have been blown away with our little man's first year of formal education. Such a professional, friendly environment. The way you cater for a range of abilities is above expectations. My son was extended and nurtured. The transition program and links you have with the local schools is fantastic. Makes for a very smooth introduction to school for both kids and parents. We can't speak any more highly of your kindy. Thank you for a truly fabulous year.

I am beyond impressed I would go as far as to send a child to the centre even if I didn't intend to attend a local school. I don't have any suggestions - I feel your are excellent at meeting my child's needs.

Could not rate the care and safety of my child at the centre higher. It is perfect.

Speech therapy programs are very effective and individualised to each child

Educators are very passionate about children's learning.

It has exceeded our expectations by far. Our friends and family often comment about how surprised they are with the things our daughter is learning such as Japanese, Science, numbers, writing, patterns. We are very happy and feel confident she is going to be 100% ready for school because of the program and the exceptional teachers at TPK.

Our daughter who previously struggled emotionally in other settings felt safe and happy from day one. She has thrived which we credit to the structure, learning, routines and wonderful educators.

DECD Relevant History Screening

Financial Statement

	Funding Source	Amount
1	Grants: State	426750.81
2	Grants: Commonwealth	0
3	Parent Contributions	32944.75
4	Other	511.85

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	<p>Pupil Free Days and Collaborative learning grants - Critical Reflection LDAMS 6 sessions on Critical reflection on pedagogy and children's progress.</p> <p>Aim: collaborative moderation/assessment for learning processes within the context of the Early Years Learning Framework and IPNL planning cycle.</p> <p>Reflection on what we know and understand about reflective practice</p> <p>The capable numerate and literate child</p>	<p>Consistency of practice and shared pedagogical beliefs exist.</p> <p>Learning is moderated 4 times a year progress is tracked reviewed and forward planning occurs.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)	<p>Analysis of numeracy and literacy learning going deeper (plan, do, review)</p> <p>Literacy Grant and Kindy funds - PLC and PD for team including leadership days.</p> <p>Outcome - improved numeracy and literacy learning evidence in feedback and SOL's.</p>	
Improved outcomes for children with disabilities	<p>Regular SRT's. SS funds and early intervention grants were utilised to ensure:</p> <p>Early identification of children at risk, establish and review individualised and group intervention programs, ILP or NEP's established early and goals reviewed to forward plan. Program linked to home to enable continuity of learning. Transition to school meetings in term 3 and learning goals for school. Child youth health service information included in individualised plans and reviewed.</p>	<p>10 children were included in the PS intervention program and Transition to school meetings occurred in term 3/4. Oral literacy and fine motor group established - home kits.</p>
Improved outcomes for children with additional language or dialect	<p>The site accessed bilingual support (included the site ECW re registering with BLS). Support for 2 AL chn was used to support a cohort of children. EYLF and programs to support diversity are embedded in the program. Each year children make culture posters at home which are shared with the group and inform future learning.</p> <p>Days of various cultural significance are shared with children and families.</p>	<p>The ESL language learning group and cultural language sharing was embedded in the daily program. Children referred were using English in play with their peers.</p>

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