



Kurralta Park Community Kindergarten 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Kurralta Park Community Kindergarten Preschool Number: 5626

Partnership: West Torrens

Name of Preschool Director:

KERRY STRUGNELL

Name of Governing Council Chair:

ZOE YATES

Date of Endorsement:

20/02/2017

Context and Highlights

The kindergarten is situated in an inner city, semi-industrial area with a broad mix of old and new, small and large dwellings that remain affordable to rent or buy. This attracts a broad range of families to the area including growing numbers of families recently arrived from overseas ...mainly from the Middle East, Indian Subcontinent and Asia, where families are trying to forge new connections within a social environment and may be working, looking for work or studying. There are also strong connections to past generations and cultural influxes. The current building is fairly modern, spacious inside and out, well presented and maintained and very well resourced. The site is owned by the West Torrens Council and leased by DECD ...both of which have responsibility to develop and maintain the site and services. It is a full time kindergarten (Monday-Friday) with an Occasional Care program for 2yrs- 4.5 year olds. The 2016 year began with the same core staff team since 2013 and 62 children in term 1 -increasing to 72. Kerry Strugnell continued as Director which consolidated high level leadership, motivation and intentional focus for the Governing Council, families, staff team and wider community. During the past four years, the centre has redefined itself as an interactive and positive early childhood site – providing quality programs and high quality curriculum to the local community and beyond. The 2016 parent opinion surveys and staff surveys clearly indicate these outcomes.

Highlights included:-

Staff began to explore additional ways to utilize the natural outdoor learning environment and play spaces to gradually eliminate plastic play equipment. The outdoor development project began in 2015 - to be completed in 2017 (funding permitted). The sandpit was extended to include a creek and water-way play area, new swings were purchased, vegetable gardens and mud kitchen built and paving for undercover learning completed. Children are exploring, risk taking and enjoying the changes to the outdoor area. Numeracy and literacy is more evident in the outdoor environment, documented by staff with a whole team approach - both indoors and outdoors - to strengthen the staff team and partnerships with feeder schools within the West Torrens Partnership.

The Director (Kerry) was a finalist in two categories in the SA Excellence Public Education Awards and a culture of collaboration and wellbeing was strongly evident in this years DECD psychological staff survey.

Report from the Governing Council

A sincere thanks to all council members for your time, enthusiasm and dedication. In taking time from family and work commitments, each member brought a positive contribution to the meetings and it is very much appreciated by everyone. KPCK welcomed returning and new families into 2016 and saw a productive and enjoyable year with enrollments strong and staffing adaptations to accommodate the evolving needs of the children throughout the year. Through the campaigning of Kerry (Director) and the leadership team, grants for various projects were secured and significant outdoor development works undertaken to enrich the play and learning environment for current and future families. The Governing Council has worked together with the staff to provide a team approach to decision making and planning, finances and curriculum, as well as our ongoing campaign to improve road safety particularly with regards to the Kindy crossing on Barwell Avenue. Again the road safety issue has been one that both staff, governing council and families have raised within the Kindergarten community and this year with parliament, local council and the media. Unfortunately another year has seen little progress although hopefully a little more awareness, building on the momentum of previous years. Teacher, Jeanette introduced the Jump and Crash program inspired by KidSense Occupational Therapy. An important part of the governing council role includes fundraising for ongoing improvements and resources for the children attending, as well as providing opportunities to build social capital and a sense of community. The 2016 council has left the Kindy in a strong position with planning in place for the new year and both new and returning members ready to continue supporting this diverse and enriching community and a special thanks to Jessica for her tireless organized fundraising efforts.

Quality Improvement Planning

Quality Area 1 : (Educational Program and Practice)

The contributions of families and children from other cultures and learning made visible via folders, displays, slide shows, newsletters and QIP: the purchase of equipment for indoor and outdoor playing, using the interactive white board, I Pad's, photos and learning stories to document children's learning and be readily accessible to parents, provide interviews to 100% parents by mid term 3; streamline record keeping for individual children as they transition from occasional care to kindergarten to school – thus providing more efficient processes for data collection and reporting occurred in 2016. Curriculum highlights included Harmony Day, Diwali week, Adelaide Zoo visit and Aboriginal performers. A fabulous end-of-year-picnic, Christmas celebrations and concert attended by over 150 families. The center's infamous "Schoolie Squash" to farewell the children to school was enjoyed by many. The "Statement of Learning" format reported individual child development against the Numeracy and Literacy indicators in 2016. This was also tweaked to include information for parents and schools on the Protective Behaviors curriculum. The family boards and the current learning folders are highly valued and will continue in 2017.

Bilingual Support: The biggest group of children has consistently been those speaking Punjabi, Hindi, Malayalam and Bengali with additional languages of Indonesian, Farsi and Mandarin. DECD funding does not allow for all children to be supported adequately but we do our best with the staffing resources we have.

Quality Area 2: (Children's Health and Safety)

This is a strong area within the centre. However, with 62 children beginning at the same time (and up to 72 children throughout the year), staffs need to reinforce the safety procedures, sun smart, emergency evacuation, hygiene practices and procedures with the new children daily. This is exceptionally demanding on the staff team as children have no role models to copy. In previous years older children were such role models. The other complexity is the high number of children who do not speak English (54%) and have difficulty following routines and understanding these practices. As history repeats itself – term 1 is intense for the staff and children and extra staffing and funding (bilingual and preschool support) is required to assist the children and families. However, as the year progresses, the children's understanding of health and safety improve and daily routines and procedures become easier to manage. Early intervention is the key to these successes. Archiving procedures and policies will be reviewed in 2017

Quality Area 4: (Staffing Arrangements)

All staff (including regular relief staff) are invited to attend site pupil free days to be informed of priorities and DECD and WT Partnership initiatives, which are recorded and distributed accordingly eg via the staff reading folder and/or staff minutes. Each term a curriculum overview is distributed to staff (and families) and there are numerous opportunities to share ideas during the weekly staff meetings. Harmonious and diligent teamwork continued to be a high priority in 2016 to further support a collaborative working culture. Core staff and some support staff had two performance review meetings with the Director in terms 2 and 4 and feedback was provided (written or verbal) to complement the site and individual personal goals. The goal for consistency of staffing continues to build stability, trust and positive relationships with each other. Staff feedback and psychological surveys clearly demonstrate growth and improvement throughout the year - a very pleasing outcome. 2017 will see 4 new staff inducted in Finance, O/care, PSS and Bilingual support.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	60	66	71	70
2015	59	65	68	66
2016	62	71	63	

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

Enrollments continue to be stable and consistent with previous years. The Kindergarten enrollment pattern varies from term to term due to the transient nature of the families who attend the centre on study or work visas for certain periods of time. Each term there are new children enrolling in the Kindergarten program as other children leave to begin school in the New Arrivals class (primarily at Richmond Primary School). This year 11 children began their schooling in such classes leaving on their 5th birthday and 2 children began private schools in term 3. It has been a pattern of the centre for several children to finish their time at Kindergarten early in term 4 (5 in 2016) as they return home for their annual overseas family visits. Occasional care enrollments are steady and consistent from year to year with 8 children attending each session and a waiting list in place -due to the demand of the service. In 2016, 43 children were on the wait list for o/care and 65 children enrolled.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	91.7%	86.4%	78.9%	77.1%
2015 Centre	84.7%	81.5%	80.9%	78.8%
2016 Centre	88.7%	85.9%	85.7%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.7%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

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.

Attendance Comment

The attendance pattern is consistent with families who return overseas for family visits - particularly in term 4 and at the beginning of the year as they haven't returned to Australia from the previous holiday year. If children are not sick and resident in Adelaide - they will attend the kindergarten on a regular basis. Historically KPCK is below the state attendance average - due to the transient nature of families attending- who are primarily on study/work visas and families enrolling after the data collection date. Several children attend childcare and KPCK and utilize the universal access 15 hours/week between both sites - this effects the attendance data. Due to many families having connections with overseas - often children leave Australia for several weeks to attend to the needs of overseas family members before returning to kindergarten.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0106 - Cowandilla Primary School	3.8%	3.2%	1.6%
0120 - Gilles Street Primary School	0.0%	0.0%	1.6%
0171 - Happy Valley Primary School	0.0%	0.0%	1.6%
0231 - Lockleys Primary School	1.9%	0.0%	1.6%
0346 - Plympton Primary School	24.5%	19.4%	22.6%
0381 - Richmond Primary School	35.9%	37.1%	46.8%
0391 - St Leonards Primary School	0.0%	0.0%	3.2%
0548 - Black Forest Primary School	3.8%	6.5%	3.2%
0647 - Linden Park Primary School	0.0%	0.0%	1.6%
0658 - Forbes Primary School	0.0%	1.6%	0.0%
0719 - Clare Primary School	0.0%	1.6%	0.0%
0907 - William Light R-12 School	5.7%	1.6%	3.2%
0911 - Lockleys North Primary School	0.0%	1.6%	0.0%
0933 - Warradale Primary School	1.9%	0.0%	0.0%
0996 - Kidman Park Primary School	0.0%	1.6%	0.0%
1004 - West Beach Primary School	0.0%	0.0%	1.6%
1017 - Glenelg Primary School	0.0%	1.6%	0.0%
1022 - Grange Primary School	1.9%	0.0%	0.0%
6342 - St George College: Junior School	1.9%	0.0%	0.0%
8039 - Saint Spyridon College	0.0%	3.2%	0.0%
8311 - St Aloysius College	1.9%	0.0%	1.6%
8405 - Emmaus Christian College	1.9%	1.6%	1.6%
8413 - Kirinari Community School Inc	0.0%	1.6%	0.0%
9011 - St John Bosco School	1.9%	0.0%	0.0%
9029 - Our Lady of Grace School	1.9%	0.0%	0.0%
9030 - St Thomas' School	1.9%	0.0%	0.0%
9063 - St John the Baptist Catholic School	3.8%	4.8%	1.6%
9065 - Rosary School	0.0%	0.0%	1.6%
9066 - Tenison Woods Catholic School	5.7%	12.9%	4.8%
Total	100%	100%	100%

Destination Schools Comment

In 2016 - the centre saw an increase in different schools as families moved out of rental accommodation to purchase their own home or they left the area due to work/study opportunities. Kurralta Park Community Kindergarten has historically always had a large catchment area due to neighboring kindergartens being at full capacity and KPCK being able to enroll these families. There has been an increase in enrollments in public education schools in 2015 and 2016 - primarily at Richmond Primary and Plympton Primary - possibly due to the marketing of public education from the kindergarten and the strong partnership the kindergarten and schools have.

Client Opinion Summary

Parent Comments

Quality of Teaching and Learning

Such a great team of dedicated teachers giving their best.

The teachers make learning lots of fun for the children. They do lots of activities every day to make sure the children are involved...

Support of Learning

The teachers have expectations about the kids behavior and social skills that I have not seen in childcare. This is great preparation for school.

The children all seem to behave well at Kindy and show respect to their teachers using manners. At the same time the children are all enjoying their time, always trying new activities and given encouragement as they learn and play.

Relationships and Communication

The Kindy has folders with the kids work etc in it, but the best updates on progress are hearing the little snippets from the teachers on what my child has done that day. Doesn't have to be everyday, but this face to face communication is most valued.

The Kindy has a great welcoming atmosphere. The staff are so friendly, always approachable and give constant updates about our child's progresstheir work gets displayed. We have child/parent interviews for updates too.

Leadership and Decision Making

The Kindy seeks parent input to be involved in activities and also on Governing Council, but not on all educational activities. This is how I expect it to be -the teachers should set the educational program - not the parents.

The leadership is fantastic - Everyone works well together, parents are always well informed. Kerry is a wonderful Director, the staff are fabulous. I would proudly recommend KPCK to anyone.

DECD Relevant History Screening

All staff employed have up-to-date screening required to be employed. Any volunteers, work experience students, university students and workers on site eg maintenance repairs - also have the appropriate screening checks. Records of history screening is kept on file in the centre. Staff are notified in due course if history screening is need to be updated and this is completed in ample time.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$425,904.81
2	Grants: Commonwealth	\$59,036.26
3	Parent Contributions	\$39,215.50
4	Other	\$23,566.49

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 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	DECD funding and site funding was used for staff to attend 3 numeracy/maths workshops with Lisa Jane O'Connor to enable the whole staff team to plan, do and review. A literacy and numeracy area was established in the centre with a curriculum focus in terms 2 & term 3 enabling opportunity for understanding and growth from staff and children. Displays of photos, written observations, learning stories and "maths language" was clearly evident for parents to notice and discuss with staff and their child. Families were encouraged to use the maths equipment and staff modeled "mathematical language" in small groups and during children's play.	Staff showcased the learning for early years educators in West Torrens Partnership. Children's numeric and literate knowledge and understandings improved along with English.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Nine children required support for speech and language and global delays. As the kindergarten consolidated the enrollment of children into two groups (Mon/Wed or Tues/Thurs) it was necessary to have support staff for both groups. Consistency of support staff was maintained by providing intervention throughout the week and with the same support workers. The support hours were for 18-22 hours each term. ILP's were written for each child and school transition support was provided for children.	Three children commence school unsupported - schools will provide some support. Two children were verified for support. The remaining 4 children enrolled in private schools.
Improved outcomes for children with additional language or dialect	39 children enrolled at KPCK in 2016 presented with English as a second language. Bilingual funding enabled the employment of 3 bilingual workers for 12 months to provide support to children with 15 different languages. Providing more funding in terms 1 and 2 pays dividends to support children's learning and intervention in the early stages of language development. Where no support worker was available - parents would support the program eg Indonesian.	By term three, a high % of bilingual children are conversing in their own language and in English and are confidently interacting fully in the preschool program.

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