



Unley Kindergarten

2019 annual report to the community



Government
of South Australia

Department for Education

Unley Kindergarten number: 4691

Partnership: Greenhill South

Name of preschool director:

Jodie Grimm

Name of preschool management committee chair:

Fiona Firth

Date of endorsement:

26.11.2019

Context and highlights

Unley kindergarten operates in a converted villa which provides children with a homely feel. The grounds are well maintained including butterfly gardens and nature play-spaces. The centre is leased from the Unley Council.

We are a Stand-alone Kindergarten and programs operating at the preschool include sessional Kindergarten for eligible children, Bilingual Support and Preschool Support for children identified with special rights.

There continues to be a high demand of families in local area and the wider community who wish to enrol their child in our kindergarten. We are currently operating at capacity with 22 children enrolled in each session.

Our Staff Profile includes a Director who is employed 1.0 FTE , a Permanent Teacher employed as 1.0 FTE and a casual Teacher employed as 0.4 FTE. Each member of staff develops a personal Performance Development Plan and engages in Performance Development Conversations with their Line manager twice per year.

Allied health and other support services are accessible through the Department for Education on a needs basis.

Our Kindergarten belongs to the Green-hill South Partnership of schools and preschools. We work closely with Unley Primary School which is our main feeder school.

2019 has brought change to the kindergarten with a new Director appointed. This has led to a review of the site's Philosophy Statement and provided the opportunity for staff to establish positive relationships based on mutual understandings and common goals. We share a strong vision for the kindergarten moving forward. As a community we have celebrated and embraced the diverse nature of Unley Kindergarten by inviting children and their families to share their cultural heritage.

A strong focus has been placed on strengthening the relationships and connections within our local community. We have strong partnerships with local Child Care services and Unley Primary School and this supports children and their families at transition points.

We have engaged with our local community by displaying our Art Work at the Local Library and establishing a Butterfly Garden through a community grant. We have worked collaboratively with the Governing Council on a number of events including our Annual Art Show and Sports Day. The parent information session on Executive Functioning in the Early Years was another joint initiative and was shared with families of Unley Primary School.

Report from the preschool management committee

Our Governing Council was a small, but effective team who met twice per term to work on our fundraising goals, plan events, review the Quality Improvement Plan and other policies and provide feedback and input into the teaching curriculum.

We have had a successful year of fundraising with over \$5,000 raised. Each term we had a fundraising goal of a new piece of learning equipment to give our fundraising efforts meaning. Our fundraising activities included wine and olive oil sales to current and future kindy families, the Art Show which included a pancake breakfast and raffle, and the Whacky Weather Games Sports Day child sponsorships and morning tea sales.

Using the Parent in Education grant, we hosted a Parent Information Evening at Unley Primary School, including the current reception families. Our topic was "Executive Functioning in the Early Years", which was presented by Nicole Eglinton, Principal Audiologist at Little Ears/Little Speech and Madhavi Nawana-Parker from Positive Minds Australia. The event was well attended and provided some valuable information to parents in preparing our children for their early primary years.

We brought a social element into the Kindy this year with the Governing Council hosting a Term 2 and Term 4 parent's drinks night, giving parents across both the Monday/Tuesday and Wednesday/Thursday groups a chance to get to know each other in the lead up to our children starting primary school next year. Many parents commented that this was a great forum to do this and we hope to see this continue next year.

My thanks to the Governing Council members of 2019, and Unley Kindergarten staff. It has been a wonderful year to be involved with the Unley Kindergarten, and a pleasure working with you all.

Fiona Firth — Chairperson 2019

Quality improvement planning

The Quality Improvement Plan for 2019 entailed three inquiry questions for our staff team to work through collaboratively throughout the year with the support of our Governing Council.

Quality Area 1 - Educational Program and Practice

"How can we support children to develop more complex thinking skills for deeper learning?"

As a staff team we have worked with our Site Speech Pathologist and attended a Conference on Pretend Play. We now have a deeper understanding of how to scaffold and assess the complexities of pretend play and how they relate to children's abstract thinking skills.

Quality Area 6 - Collaborative Partnership with families and communities

"How can we engage with the Unley community through children's learning at the kindergarten?"

We have displayed art work in the Unley Library, shared learning with Unley Primary School children in Tommy's Garden, participated in Book Week celebrations with local child care services and facilitated a parent information session on Executive Functioning for both kindergarten and school families.

Quality Area 5 - Relationships with children

"How can we better support the well-being of our learners?"

We have embedded the Zones of Regulation to support children in identifying and articulating their emotions. We have engaged an Occupational Therapist to review our practices and audit our resources - in light of children's sensory processing skills and ability to self-regulate, in order to provide feedback and recommendations.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	38	42	42	42
2017	44	44	43	44
2018	44	44	41	41
2019	44	44	42	42

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

We started the year at our enrolment capacity with 44 children enrolled.

One family chose to withdraw at the beginning of Term 1 to postpone their child's year of kindergarten.

Another two families moved houses and transferred to a local kindergarten - one interstate.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	91.3%	92.6%	80.6%	87.5%
2017 centre	90.9%	92.8%	82.7%	93.8%
2018 centre	90.2%	90.9%	79.8%	89.4%
2019 centre	92.0%	90.4%	90.6%	
2016 state	91.1%	89.0%	87.2%	87.5%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's 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 data indicates that our kindergarten has an above average attendance rate as compared with the State. Across the year, in each Term, our percentage is greater than that of the States.

There is a slight decline in attendance recorded during Terms 2 and 3 and this is due to many of our families taking extended holidays to travel overseas.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
1063 - Highgate School	0.0%	7.0%	0.0%	0.0%
8266 - Mercedes College	0.0%	5.0%	0.0%	0.0%
328 - Parkside Primary School	0.0%	0.0%	0.0%	7.5%
447 - Unley Primary School	86.0%	80.0%	100.0%	82.5%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

Our data continues to reflect Unley Primary School as our main feeder school with majority of our families enrolling their children there.

That being said, there is a small decline in children transitioning to Unley Primary School in 2020 and this could be due to families moving houses or opting a private school education.

In 2020 there is a small percentage of families transitioning to Parkside Primary School which is a Partnership School within Green Hill South.

Client opinion summary

We asked our families to complete an online survey as one component for reviewing our Site Philosophy Statement. We had 5 respondents and their comments can be read below.

What do you value about Unley Kindergarten?

Nature play, freedom within boundaries, wonderful support of the staff, and just the most welcoming fantastic kindergarten.

Dedicated, caring and nurturing teachers. Lots of interesting dedicated play/learning spaces. Friday nature play sessions.

Focus on outdoor play, genuine interest in the individual child, friendly families, sense of community.

The focus on the individual children and their needs and shaping their learning around their interests.

Everything. Would like to see more developed with the nature play opportunity as we value this immensely and can see our child grow so much because of the experience.

What would the ideal kindergarten be like?

Like Unley as it is! Friendly, supportive, caring, encouraging and challenging.

Nurturing, educational, fun, a relaxed atmosphere, a space that feels safe, promoting kind, caring, respectful and considerate children/behaviour. A place that embraces nature and the environment.

A place of sharing, learning and building community and connection.

Lots of outdoor play, animals, nature, interaction with diverse groups of children and learning how to be kind and caring.

Basically like what Unley Kindy has to offer. Implementing more nature play based activities.

Relevant history screening

All teaching staff (including relief staff) have relevant clearances pertaining to the Teachers Registration Board.

Early Childhood Workers (ECW) provided their Authority to Work documents which are obtained through the Department for Education.

Each member of the Governing Council had a child enrolled at the kindergarten and therefore were not required to provide a History Screening.

Third Party Providers e.g. Green Hill Living who provides our Garden Program, provided a copy of their History Screening.

Copies of History Screenings are filed on site.

Financial statement

	Funding Source	Amount
1.	Grants: State	\$375 344.89
2.	Grants: Commonwealth	NA
3.	Parent Contributions	\$39 250.00
4.	Other	\$5 316.73

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	<p>Small Groups</p> <p>Educators planned and implemented explicit teaching for all children within the context of a small group in order to carefully scaffold learning for children.</p>	<p>Every child was provided with explicit teaching in the areas of literacy and numeracy to develop skills and concept knowledge.</p>
Improved ECD and parenting outcomes (children's centres only)	<p>Not Applicable.</p>	
Improved outcomes for children with disabilities	<p>Preschool Support</p> <p>Assessments from allied health providers were used to develop an Individual Learning Plan which informed a Preschool Support program. SMARTAR goals were monitored and reviewed accordingly. Each child had a book with their learning recorded in it throughout the year.</p>	<p>Children received varying levels of teaching adjustments in order to work towards their individual learning goals.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>Bilingual Support</p> <p>An approved Bilingual Support Provider- with Mandarin language skills, was employed during 2 to support a non-english speaking child. This support assisted the child to gain confidence to actively participate in the preschool program and engage with educators and peers.</p>	<p>The support assisted the child to gain confidence to actively participate in the preschool program and engage with educators and peers</p>

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

