



Smithfield Plains Kindergarten 2017 Annual Report to the Community



Government
of South Australia

Department for Education
and Child Development

Smithfield Plains Kindergarten Preschool Number: 2673

Partnership: Peachey

Name of Preschool Director:

Margie Doyle

Name of Governing Council Chair:

Kellie Castle

Date of Endorsement:

15/12/2017

Context and Highlights

SPK continues to go from strength to strength. Receiving EXCEEDING for our Assessment & Rating has to be a highlight. Staff & families worked extremely hard to meet this standard.

We continue to hear from parents how they either did not know we existed / were open or have been referred by other sites who are at capacity / zoned. This highlights the fact that for many families we are not their first choice.

Having said that, an increasing number of families are "repeat customers" either siblings or friends who through word of mouth support us, especially those families of children with Special Rights or those needing an Individualised approach to their learning.

Having a diverse multicultural staff supports our reputation as a Kindy that values strong reciprocal relationships with all stakeholders with whom we work with. Having such a CALD staff team is able to support, not only our learning, but that of our cohort of children & families. Over 50% of our enrolments identify as African, about 15% as ATSI, 10% as another culture other than English. A real United Nations!

Families regularly comment on how much they value our flexibility, especially around session times, that not only suit the child and their learning but family commitments such as study, work, public transport etc.

Report from the Governing Council

Having been involved with Smithfield Plains Kindy since my oldest gained early entry in 2014. Having now had 2 children go to SPK and our 3rd will start pre entry later in 2018.

I value a play based Kindy that was natural minded and aligned with my parenting values and respected the children in their care. I found that in Smithfield Plains Kindy.

I love that the Kindy is full of natural play and play equipment, I don't think there's anything at all plastic in the place, well, besides the cups. Even the swing is made from a tree. The way the kids are involved in their education and play is unlike any other Kindy I've seen, they are involved in risk assessments, they are involved in deciding what books to read, and so on.

I've watched Smithfield Plains grow from a small Kindy with plenty of room, now they nearing capacity all within a few short years.

Chair

Quality Improvement Planning

Receiving EXCEEDING in our Assessment & Rating early in 2017 show cased that we at SPK are meeting to a high level all the processes & procedures required by the Regulatory body & DECD, & that we are a valued service within our Community. Not content to relax, as a staff we continually reflected on how we could build upon this strong foundation.

We aligned our QIP with areas of the Peachey Partnership, Peachey Partnership Early Years & DECD priorities, while not losing sight of who we are.

We have trialled a Matrix that is being developed to allow educators to have a formative assessment tool to track & monitor children against the Literacy & Numeracy Indicators, EYLF & Dispositions from the RRR Involvement Scales. This has supported staff to build their understandings and capacity at using these resources. Another project that we felt would benefit the children & families of SPK with its high number of school destinations was the Transition to School project. Being involved in this project has allowed us to open up dialogue with our most popular feeder schools & gained valuable feedback about our children who transition to their schools.

Building staff capacity has also been a highlight through continued Partnership PLP's & Hubs for all staff. At a site level relevant professional Development is paid for or subsidised so all staff can attend as a team.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	58	69	74	80
2016	98	98	102	100
2017	87	94	100	106

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

Our enrolment numbers again grew steadily throughout the year, with increases each term.

Transiency was not a concern this year as limited movement occurred & when it did it could be attributed to "legitimate reasons".

Numbers for the start of 2018 appear to be slightly higher than this year, demonstrating a need for having SPK open.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	97.1%	93.8%	94.2%	92.5%
2016 Centre	93.7%	91.2%	89.7%	93.2%
2017 Centre	94.2%	91.9%	92.1%	
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

A strong commitment from staff to ensure they provide a quality and accessible program is maintained by:

- Listening to families about session times and days e.g. prefer no half days due to catching buses or walking.
- Offering 2 full days in Terms 1 & 4 with 3 full days in Terms 2 & 3.
- Flexibility around pattern of attendance e.g. what suits the family rather than this is what days you have to do.

This all contributes to high and regular attendance by children and families.

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0142 - Evanston Gardens Primary School	1.8%	0.0%	4.1%
0255 - Angle Vale Primary School	7.1%	3.3%	8.1%
0322 - One Tree Hill Primary School	0.0%	3.3%	1.4%
0395 - Sandy Creek Primary School	0.0%	0.0%	1.4%
0677 - Nicolson Avenue Primary School	0.0%	1.6%	0.0%
0825 - Elizabeth North Primary School	0.0%	1.6%	0.0%
0935 - Para Hills School P-7	0.0%	0.0%	1.4%
0943 - Elizabeth East Primary School	0.0%	1.6%	0.0%
0948 - Elizabeth Park Primary School	1.8%	0.0%	1.4%
1038 - South Downs Primary School	0.0%	0.0%	4.1%
1045 - Para Hills West Primary School	0.0%	0.0%	1.4%
1062 - Swallowcliffe School P-7	0.0%	1.6%	0.0%
1449 - Craigmore South Primary School	0.0%	3.3%	4.1%
1482 - Munno Para Primary School	12.5%	16.4%	8.1%
1848 - Golden Grove Primary School	1.8%	0.0%	0.0%
1854 - Blakeview Primary School	5.4%	3.3%	6.8%
1879 - Playford Primary School	0.0%	8.2%	1.4%
1900 - Mark Oliphant College (B-12)	17.9%	9.8%	10.8%
1901 - John Hartley School (B-7)	17.9%	21.3%	10.8%
5463 - Pinnacle College - Eliz East Campus	0.0%	0.0%	1.4%
8000 - Catherine McAuley School	3.6%	1.6%	0.0%
8033 - St Columba College	14.3%	8.2%	18.9%
8165 - Trinity College Blakeview School	3.6%	3.3%	0.0%
8202 - Trinity College Gawler River School	1.8%	0.0%	4.1%
8235 - St Brigid's Catholic Primary School	1.8%	0.0%	0.0%
8243 - Blakes Crossing Christian College	0.0%	1.6%	1.4%
8337 - Trinity College North School	0.0%	0.0%	1.4%
8423 - Hope Christian College	8.9%	4.9%	8.1%
9023 - St Thomas More School	0.0%	1.6%	0.0%
9115 - Prescott Primary Northern	0.0%	3.3%	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

Because so many of our local schools are at capacity we have started conversations with families in term 3 about school enrolment.

With so many of these schools at capacity, families are having to travel further afield or go private to obtain a school for their children.

This year we have been involved in a Well-being Project looking at transition to school. From this we have identified that we will need to address school enrolment conversations with our families from the start of 2018 to support families to get into a school, even if not their zoned school, at least one close to home.

After the data collection was collated it transpired that children accessed even more sites than those listed.

Client Opinion Summary

I think the parent comments speak volumes about what families think about their Kindy:

• Parent Comments - Quality of Teaching and Learning

- o I love Smithfield Plains Kindy and my children do too. The teachers and learning environment are amazing and exactly what I was looking for in a Kindy.
- o Nothing is forced on my child. He isn't taught through repetition, instead he's encouraged to want to learn through play and interactions.
- o Very good with multicultural kids.
- o Keep up the good work. Smithfield Plains is a wonderful Kindy. Very friendly and welcoming staff.
- o I cannot speak highly enough about the teachers and the way they run SPK. Absolutely love it.
- o Yes - play based not forced. Dedicated, enthusiastic & caring staff!
- o Smithfield Plains Kindy provides a high quality program, which is play based and reflects the children's current interests and needs. I am very happy with the quality and commitment of the teachers. My children have been very happy to go to Kindy.
- o Nope. Everyone is friendly, happy & easy to talk to :)

• Parent Comments - Support of Learning

- o Love that they are very much a hands on learning Kindy. It's exactly what my child needs and they have gone above and beyond to help my child.
- o Support at SPK is amazing. My child has received support every day at Kindy without fail.
- o Students are well supported in all areas; social, emotional, developmental etc.
- o My child enjoys coming to Kindy, with a variety of activities and challenges to experience. They also provide many open-ended materials for my child to explore and use her imagination and creativity which I believe is essential for her growth development. I believe she will have a wonderful advantage when starting school.
- o Our son gets support with speech therapy and has come a long way.
- o Smithfield Plains Kindy has excellent support systems in place which have helped my ASD child become confident and ready for school.

• Parent Comments - Relationships and Communication

- o They have helped my child converse.
- o Margie and team are very honest, upfront & have a great sense of humour. If I have any worries, I am comfortable in approaching the staff.
- o Especially Margie (Director) she does an amazing job :)
- o I always feel welcome at Kindy. There is always time from all of the teachers to have a chat about my child and anything else!
- o Staff are welcoming and inclusive. Communication 100%
- o I am very involved and welcomed at SPK and have excellent relationships with all staff.
- o I am very happy about the formal and informal day to day communication the teachers provide. They are very approachable and easy to talk to.
- o My child has developed wonderful relationships with her teachers, which she (and her family) will always remember and cherish during her Kindy year. I would recommend anyone Smithfield Plains Kindy, because of the wonderful, creative, caring and committed teachers that provide a high quality start to a child's education.

• Parent Comments - Leadership and Decision Making

- o Smithfield Plains Kindy is very well organised and are approachable. If I have had ideas or questions regarding my child's learning and education.
- o Management have been very supportive during my child's (ren's) time here, and are very kind, warm and fun to be around.
- o Management actively are involved in children's education, experiences, activities and act upon their ideas.
- o Smithfield Plains Kindy is very creative in the activities and experiences it offers the children which encourages lots of creativity, challenge and independence. Their program planning is also flexible to allow for children's ideas and current interests.
- o Everything at SPK is done as a team.
- o Margie the Kindy Director is amazing and she has a wonderful, diverse team to support her.
- o I think leadership at SPK is very inclusive and confident.
- o Margie & the team do an amazing job. As a parent. I am very happy with what I see.
- o I am on the governing council and am extremely happy with the leadership & decision making at SPK.

• Parent Comments - Other comments

- o I have been very privileged to be a part of Smithfield Plains Kindy, which I believe will give my child (ren) the best start to their education.
- o Our family love everything about SPK. Best Kindy out there!
- o Satisfied Parent :)
- o We feel very lucky as a family to have found SPK. We will be sad for the year to end.
- o I am always recommending SPK to my friends as I have thoroughly enjoyed our experience with them.
- o I love SPK and its staff. My children do too.

DECD Relevant History Screening

DCSI clearances are sighted for all employed staff.

Support is given where needed to obtain these e.g. our elderly great grandfather who gardens weekly or CALD family members looking for work within DECD e.g. mothers with a Cert. III or Diploma qualification.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$18,150.60
2	Grants: Commonwealth	
3	Parent Contributions	\$18,210.09
4	Other	

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>Extra staffing to support all children;</p> <ul style="list-style-type: none"> * bilingual * small group work <p>Resources such as books - Swahili Counting</p>	<p>As a site we have been involved in looking at a Matrix to support all children with improved Literacy & Numeracy outcomes. The Matrix combines the Indicators with the EYLF & RRR to support all staff to be able to notice & name the learning happening. Anecdotal feedback from families and a number of schools is that our children are transitioning on with strong Literacy, Numeracy & Well-being.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	<p>2017 saw us use a teacher to provide support work All of our flagged children were able to get into the best fit school setting for them.</p>	<p>Families are positive about how we are able to support them and their children meet their potential.</p>
Improved outcomes for children with additional language or dialect	<p>Buying in bilingual staff as part of our regular team over and above DECD Bilingual Support hours.</p>	<p>Bilingual support funding was acquired to support our children. With over 50% of our children identifying as CALD we also "bought" extra hours for the same Bilingual workers to increase their time and provide continuity for the children and families.</p>

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