



Modbury Kindergarten 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Modbury Kindergarten Preschool Number: 4634

Partnership: Modbury

Name of Preschool Director:

Nicole Otto

Name of Governing Council Chair:

Kate Nourse

Date of Endorsement:

Context and Highlights

Modbury Kindergarten has experienced a year of growth with a focus on learning environments full of wonder. While continuing to network within the community we have developed links with local agencies and have also enjoyed taking our learning further by walking around the local area.

Our focus on the Inquiry Approach or seeing children as researchers has enabled us to genuinely view each child as competent and capable with abilities far reaching. The ability for educators to intellectually challenge each child has resulted in learning that is developed through the children's questions and provocations. An example of this was when we discussed the book 'Henry and Amy,' by Stephen Michael King. The children were particularly interested in how both Henry and Amy, although very different, became firm friends and built a tree house to celebrate this. The children decided that they wanted to make a tree house and researched tree houses on the web. They then looked at the environment, designed their tree house and helped build it (including using saws to cut some branches). From here parents became involved, allowing an amazing tree house to be developed and built. By following the children's interests and questions this has allowed our community to become truly involved as well.

While walking around the local community the children were able to witness the beauty and change of seasons. We routinely walked to the almond orchard down the road from the Kindy. At one stage all of the almond trees were in blossom. The children took the opportunity to 'jot down' their ideas and thoughts on their peg boards (documenting their learning). Some took the opportunity to draw pictures of the blossoms others took part in dramatic play about invisible pirates hiding in the almond blossoms. All of the children took the opportunity to run through the orchard with the blossoms falling on them after a breeze. Some commented, "this is like being in a wedding and confetti is coming down." Others said, "I think this is what snow would be like."

Actually listening to the children's voices has been a huge focus especially in developing our program. They display very insightful and interesting theories that are expressed in a variety of different ways. Loris Malagucci the founding father of Reggio Emilia describes the 100 Languages of Children, where children display competencies and learning in a variety of ways from drawing and talking to responding to emotions in different ways.

Report from the Governing Council

The 2016 calendar year for Modbury Kindergarten was a great one! Many events contributed to a productive year, both for the Kindy and it's children.

We held some great fundraisers that helped towards resources. Some of these included Cadbury Chocolate fundraiser, the Twilight Kindy evening (which was lots of fun). The melamine plates that captured creative drawings from our children's imaginations, a moment in time to be cherished for years to come. The Special Person's Day which was a wonderful opportunity to bring together our community's extended family, and to meet those nearest and dearest to our children. Of course our wonderful End of Year performance has to be mentioned also.

There were also some wonderful excursions that the children went on - 'Little Sprouts Kitchen Garden', where the children learnt about fruit, vegetables and growing herbs. 'Emily Loves to Bounce,' theatre production. The Adelaide Metro bus trip to St Agnes station was lots of fun, especially going through the bus wash. The Cobbler Creek Playground was a great day out also.

Huge thanks to everyone who has contributed to our lovely Kindy. Without you, it wouldn't be the best. The Governing Council have helped to make ongoing progress for our Kindy. Biggest thank you goes to our wonderful Director, Teachers and Support Workers, who work tirelessly providing the very best start to our children's educational journey.

Quality Improvement Planning

There has been a huge shift in our pedagogical practices, as stated within Quality Area 1 as an Improvement Priority concerning Educational Program and Practice. In all ways this priority covers each of the Quality Areas. Over a number of our reflective practice and planning days, all educators spoke about what 'including the children's voice' involved in programming. As Educators we always spoke about how we view each child as competent and capable but in many ways this seemed tokenistic. We realised that we weren't actually including children's voice in everything we do. This was a hard conclusion to come to. As Educators we made a plan to address this including:

- Undertaking training and visiting other Sites of excellence. Focus on the Inquiry Approach – Children as Researchers.
- Developing groups of children (for research based learning) not based on abilities and needs. All children are competent and capable.
- Undertaking more walks within the community. The sense of belonging, safety and curiosity is developed. It's also where we see the biggest learning curve – some call it 'bush kindy.' We call ours 'learning at the park!'
- Asking lots of questions of all within the Kindy community and authentically listening.
- Recording and documenting the children's learning and encouraging them to document their learning as well.
- Developing learning spaces of wonder and inspiration.
- Developing the children's theories and provocations – allowing them to research their ideas further.

We also believed that this information should be disseminated within the community. Through Educators involvement in Early Childhood Organisation Workshops, a link was developed with Marilyn Hayward who came to speak at Modbury Kindy in an effort to develop professional learning communities. A Reception teacher attended from one of our public 'feeder schools,' and found it to be quite thought provoking commenting, "I used to see my job as teaching and giving the children information, now I know they come with knowledge and abilities. The teacher is the facilitator of that." Continuity of learning and transition has also been highlighted with the view changing from: 'going to school is where the 'real' learning happens to the view of the child as being competent and capable.'

This information was also shared with the educators at Hampstead Preschool with visits being undertaken by their staff to Modbury Kindergarten.

In this way the children are displaying that intellectual stretch and 'grit,' or persistence. They actively seek out learning opportunities and are always asking questions! When the Modbury Kindy educators look back at this and our 'light bulb' moments there is a sense of that which Marilyn Hayward describes as, 'wonderful uneasiness,' where we really questioned some of our practices and why we were doing them. To have the ability to really 'unpack,' our knowledge and understandings and take part in our own research has been inspiring.

We have also been given the opportunity to enter into the very special realm of the children's stories and for that to occur relationships have been a real focal point.

Community networking and involvement has been another huge priority so this approach has led to greater opportunities and chances for this to occur. The educators at Modbury Kindy feel that they are involved in something quite amazing and because of this we don't feel like we are putting out behavioural 'spot fires.' Parents have got on board and are surprised at the questions that the children are asking. From building upon their knowledge of bugs to undertaking walking excursions around the community there are a number of ways that parents have been involved.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	25	26	28	28
2015	39	36	38	39
2016	30	31	31	

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

Enrolment has stayed around 31-32 for the year allowing us to provide other services as well. Most of our enrolments are from people that live within the area but there are some whose grandparents and parents work within the area and sending their children to Modbury Kindy allows them easy access to a quality Kindy program.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	88.0%	88.5%	89.3%	85.7%
2015 Centre	92.3%	100.0%	97.4%	74.4%
2016 Centre	93.3%	93.5%	90.3%	
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

As mentioned previously our attendance has remained quite high. Parents value the program and have been involved as well. Parents look forward to coming into the Kindy to take part in a variety of activities. Our staffing capacity is 33 and we have had around 31-32 children attending each session. This did enable us to operate our Occasional Care in the first two terms and early-entry in terms 3 and 4. Transition is being held during our planning time for the first 5 weeks of term 4. We have tried to be strategic in allowing all families to access the service. Our attendance figures are excellent and an investment has been made for around 5 staff (including support staff) to be 'on the floor' each day. This allows the development of the children's ideas and thoughts at a much deeper level. It also affords us the opportunity to undertake 'learning opportunities' within the community.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0272 - Modbury School Preschool to Year 7	0.0%	2.8%	0.0%
0432 - Tea Tree Gully Primary School	3.7%	2.8%	0.0%
0533 - Wynn Vale R-7 School	0.0%	0.0%	3.1%
0665 - Hillcrest Primary School	0.0%	0.0%	3.1%
1051 - Ridgehaven Primary School	0.0%	5.6%	0.0%
1100 - Surrey Downs R-7 School	0.0%	0.0%	3.1%
1134 - East Para Primary School	14.8%	19.4%	0.0%
1210 - Modbury West School	11.1%	13.9%	18.8%
1430 - The Heights School	0.0%	8.3%	6.3%
1540 - Ardtornish Primary School	0.0%	0.0%	3.1%
1847 - Keithcot Farm Primary School	7.4%	5.6%	3.1%
1848 - Golden Grove Primary School	3.7%	2.8%	3.1%
1858 - Greenwith Primary School	3.7%	0.0%	0.0%
8006 - St Francis Xavier's Regionl Cath Sch	11.1%	8.3%	0.0%
8027 - Pedare Christian College:Junior Sch	3.7%	2.8%	6.3%
8296 - Rostrevor College	0.0%	2.8%	0.0%
8313 - St Dominic's Priory College	3.7%	0.0%	0.0%
8362 - St Mary's College	3.7%	0.0%	0.0%
8364 - St Paul's College	3.7%	2.8%	3.1%
8385 - Saint David's Parish School	7.4%	0.0%	6.3%
8419 - Good Shepherd Luth Sch - Para Vista	7.4%	5.6%	9.4%
8421 - King's Baptist Grammar School	0.0%	5.6%	18.8%
8423 - Hope Christian College	0.0%	0.0%	3.1%
8439 - Tyndale Christian School	0.0%	0.0%	3.1%
8454 - Pedare Christian College	3.7%	0.0%	0.0%
9040 - St Francis School	7.4%	0.0%	0.0%
9088 - St Pius X School	3.7%	2.8%	3.1%
9115 - Prescott Primary Northern	0.0%	5.6%	3.1%
9116 - St Paul Lutheran School	0.0%	2.8%	0.0%
Total	100%	100%	100%

Destination Schools Comment

Once again the sheer amount of 'Feeder Schools,' for each of our children has allowed a number of opportunities to develop continuity of learning and transition activities. This has included undertaking visits to and from the various schools and developing meetings for each child. Developing and promoting a 'professional learning community,' that allows for sharing of good practice and training and development. Staff are able to articulate and advocate for the strong programming and philosophical base of our learning environments and promote continuity of learning throughout the year.

Client Opinion Summary

Mostly agree or strongly agree within all of the areas. The comments were very complimentary and positive with regards to the learning program including:

"They make all parents and children (families) feel part of the Kindy community so all children are happy to be here and don't always realise they are learning. They make learning fun!"

"The teachers at this kindy treat the learning schedule with great respect. They take it seriously and go to great lengths to keep parents informed. Their teaching style is very enthusiastic, fun and enjoyable for the children. The teachers genuinely want to see the kids reach their potential and discover new things."

"This Kindy has exceeded my expectations."

Each year a continual focus has been on the development of community and this has been recognised by the amount of children now attending and the Kindy going to full time.

Overall within the following headings:

Quality of Teaching and Learning: future priorities include continual focus on Inquiry Approach and the ability to articulate the importance of play based learning.

Support of Learning: the ability to intellectually challenge each student is imperative. We are achieving in supporting children with additional needs.

Relationships and Communication: This is our strong point but need to build on the relationships so that each child and parent feels they are within a learning community.

Leadership and Decision Making: Sharing of leadership and responsibilities is occurring so a continual focus on this will be provided in 2017.

A constant focus on how we can display information about other services and how we can disseminate information about the variety of ways parents can become involved. This will continue throughout 2017.

DECD Relevant History Screening

Going 'online' to submit Police History Screenings has been a major development this year and has enabled more efficient practices to occur. All Governing Council members have Police Screenings and we have encouraged this to occur again in 2017 by discussing this during our Information Session/Night.

During our Safety Audit (in 2015) it was highlighted that an Excel program could be used to keep track of each screening and when they needed to be renewed or archived. This has continued to be used in 2016 as well.

Financial Statement

	Funding Source	Amount
1	Grants: State	attached
2	Grants: Commonwealth	attached
3	Parent Contributions	attached
4	Other	attached

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	Following on from the Results Plus workshops and the Modbury Partnerships priority on numeracy, further training has been undertaken with Lisa-Jane O'Connor surrounding mathematics and numeracy. The use of correct mathematical terminology and 'noticing', and documenting the children's learning have all been priorities and for all staff to be able to undertake this training and be on the same page was powerful. During our staff meetings, staff would discuss when Louis (for example) developed a catapult and how this involved many mathematical, scientific and technological skills	'Noticing', mathematics and numeracy and purposefully focusing on this has been the biggest improved outcome for us. Continuity of learning was also encouraged.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Modbury Kindy has received around 20 hours specialist services support a week. Our two support workers have been brilliant in implementing programs and working with all of the children. All of the children on speech support will not need support at school. Educators are also finding that we have been supporting families concerning application for NDIS, working with Families SA and with other Specialist Services.	An active involvement of private Specialist Services has been encouraged and regular meetings with DECD Support Services has proved beneficial. SMARTAR targets for NEP's.
Improved outcomes for children with additional language or dialect	We were lucky enough to have 3 hours bilingual preschool support per week for the first two terms. This funding was used in the crucial period where the children were making the transition into Kindy. Being able to converse with parents effectively and in developing that sense of belonging was crucial for us.	One of our parents has been supported to become a Bilingual Support Worker and is looking forward to starting work next year.

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