



# Stirling District Kindergarten 2016 Annual Report to the Community



Government  
of South Australia  
Department for Education  
and Child Development

Stirling District Kindergarten Preschool Number: 4661

Partnership: Mount Lofty

**Name of Preschool Director:**

Stirling District Kindergarten

**Name of Governing Council Chair:**

Ingrid Freriks

**Date of Endorsement:**

14.12.2016

## Context and Highlights

We began the year endeavouring to promote our goal of enhancing the literacy and numeracy in our nature based curriculum and Regio Emilia Philosophy. We set up an area that was actively programmed for and resourced with natural and commercial materials called our Numeracy area where we deliberately placed materials that we sourced and developed that would engage and extend the children's knowledge and skills in numeracy. We found that this offered the children a quiet corner in the centre that the children were continually engaged in a broad range of activities that allowed the children to sort, classify, measure, count and further developed their skills. It became a favourite area for some of our boys to develop and fine tune their knowledge successfully. This gave us a focus where we could reflect on their learning and knowledge and to be able to assess where they were on the Numeracy Continuum. We hope to further develop this area next year.

We further developed our focus on Literacy by trying to make it more visible in our programming with the children actively using literacy on their learning in both the outdoor and indoor environment. The children were always offered a wide range of different tools to enable them to do this. We found that the children by fourth term were always keen to make their own books, write stories, make signs and maps and expanding their knowledge and understandings of print and how we use it. We continued to work with the children on the elements of Executive function working on strategies for the children to develop their skills in areas of impulse control, inhibitory control, self regulation and team work. We observed that this became a conversation that the children would naturally have with others during the course of the day.

With our consistent and dedicated staff team lead by Gordon's enthusiasm and all staff working collaboratively together, reflecting, reviewing and fine tuning to develop quality programmes for the children in the centre.

In term 4 we were assessed by Australian Children's Education and Care Quality Authority. From this assessment we received 7 Exceeding ratings in the Quality Areas and 18 out of 18 Exceeding ratings in all of the standards. This is an outstanding result for any site to receive. We are so thrilled with the result and have been invited to participate in a specialist "Excellence" group for outstanding sites with DECD.

## Report from the Governing Council

The 2016 year began with an unprecedented influx of new children to Stirling District, to which I think any parent of Stirling District would attribute to the amazing staff and inspired direction by Gordon. Despite being a big group, the children were welcomed into the kindy with the personalised warmth, nurturing, kindness and care that all Stirling District parents have by now come to be familiar with, but which is anything but ordinary.

Within the compact grounds, the staff have managed to create an amazing new world for the children to explore each morning, with outer space, jungles, construction sites and all sorts of adventures greeting children as they arrive. The staff clearly put enormous thought and effort into continually changing stimulations and environments for the children, both inside the centre and out, which is always appreciated with wonder by parents and which is reflected in the diverse range of artworks, creations, questions and conversations brought home by the children.

As the year draws to a close, all of our children are benefiting from the community engagement that is always a part of the SDK kids' lives, as they head off on their transition visits from school bolstered by the confidence of having visited the local schools throughout the year, which makes this huge step so much less daunting.

As an SDK parent and governing committee chairperson, I cannot compliment Gordon, Pip, Angela and the team highly enough for an introduction to the education system that has been better than any of us could have hoped for.

## Quality Improvement Planning

1.2.3 That all children access the curriculum and that every child's voice is heard and helps influence the curriculum. Achievements: Data collection/Num continuum and indicators at the end of term has helped capture all the children's progress and interests/All staff reflected upon the progress and feels that they know each child and their needs and interests/Data collection showing growth clearly of each child's development and highlighting areas that need to be addressed/ Circle of Documentation where each child's and parent's voice is heard and influences the program.

2.2.2 All children to be involved in physical activity by applying natural materials and resources. Achievements: Staff reflected upon progress and waiting to hear from Bush School about attending a few sessions there/Children are using Natural resources first instead of plastic and not asking for certain plastic tools/ Parents donating natural resources to the kindy for the children to use/Natural material resources are embedded in the curriculum

3.2.1 Create a natural environment indoor and out, by reducing plastic equipment to a minimal and investing into wooden natural resources and equipment. Achievements: Parents starting to donate items and be part of the change process/the Children, Governing council, parents and staff decide to create a more natural outdoor structure that fits within our philosophy and more focussed Open Ended play/New structure completed and we received great feedback from the children, parents and community. A huge reduction in plastic resources around the kindy environment and an increase in natural resources and materials.

4.2.2 Educators reading early childhood articles/documents/photos from around Australia and around the world to enhance their own teaching strategies/environmental set ups/involvement with communities/challenge own beliefs and philosophies. Achievements- Use of the readings and article influencing the environmental set ups and learning opportunities/The staff have taken ownership of the facebook page and it has created great opportunities to discuss and challenge personal pedagogy and beliefs.

5.2.1 To create a culture that every child applies the executive function processes when problem solving and when in conflict with others. Achievements: the big intro to executive functions and smart board apps have been successful and the children are starting to display these attributes and discussing which level they are on/The parents are impressed with their children as they are taking their learning's home and discussing these processes/ It is also noticeable in their play and when they problem solve.

6.3.1 All children being part of the strong relationships with the community and having the opportunity to be part of these events. Achievements: data collected and reflected upon around which children accessed what excursions/Great response of change of dates for term 2 to help make sure each child access a couple of events in the term/Great feedback from families and children around the events and being able able to participate in them/Community events and excursions are part of our programming and curriculum and enhance the children's learning and dispositions.

7.2 To continue our culture of continuous improvement even with the extra number of children and increase of documentation. Achievements: we are extremely surprised how efficient we are working and documenting children's learning/Really happy with the set-up of the environment and how its working with the large numbers/The work load hasn't affected our strive of doing better/reflection and reviewing of our documentation processes this year we have found our processes to be manageable, purposeful and inform able.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	40	42	44	48
2015	67	67	67	67
2016	86	87	88	

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

As you can see from the above table that our enrolments have increased over the last three years due to high profile in the community. We are currently have the highest number of enrolments in the hills area.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	90.0%	92.9%	93.2%	91.7%
2015 Centre	92.5%	91.0%	92.5%	92.5%
2016 Centre	86.0%	90.8%	89.8%	
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 you can see from the above table, we had a good rate of attendance during the year. We would love 90% or above, but due to our families going on family holidays during the data attendance weeks, our data is a bit below the 90%.



## Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0107 - Crafers Primary School	47.2%	37.9%	25.7%
0176 - Heathfield Primary School	0.0%	1.7%	6.8%
0301 - Mylor Primary School	0.0%	1.7%	0.0%
0316 - Norton Summit Primary School	5.6%	0.0%	1.4%
0396 - Scott Creek Primary School	0.0%	0.0%	1.4%
0413 - Stirling East Primary School	19.4%	29.3%	31.1%
0448 - Upper Sturt Primary School	0.0%	5.2%	1.4%
0636 - Bridgewater Primary School	0.0%	0.0%	1.4%
0647 - Linden Park Primary School	0.0%	0.0%	1.4%
8007 - The Hills Christian Comm Sch -Verdun	0.0%	0.0%	1.4%
8072 - St Peter's College	2.8%	0.0%	0.0%
8374 - Pembroke School	0.0%	0.0%	1.4%
9079 - St Catherine's School	25.0%	24.1%	27.0%
Total	100%	100%	100%

## Destination Schools Comment

As you can see from the table above our site feeds into 13 schools (private and public). The majority go to Crafers Primary, Stirling East Primary and St Catherine's School.

## Client Opinion Summary

Data collected from the DECD Parent Opinion Survey:-

Quality of Teaching and Learning- the responses sat between the Strongly Agree and Agree in all of the 9 statements. In addition the parents wrote positive comments relating to the Quality of Teaching and Learning areas, for example "I am so impressed with the staff at Stirling District Kindergarten. They are so involved and creative.", "The staff at the kindy are constantly working together to add, change and evolve the education programme in response to the needs and interests of the children. This creates a rich learning experience for my daughter-she has developed such a love of learning from here"

Support of Learning- the responses sat between the Strongly Agree and Agree in all of the 9 statements. In addition we received a lovely statement "Staff at the kindy offer scaffolding and positive strategies for children to support their learning. My child has benefited from the 'slowing down your brain' strategy which helps control impulsive behaviours. This has been very helpful at home too"

Relationships and Communication- the responses sat between the Strongly Agree and Agree in all of the 9 statements. One of the comments we received from a parent was "The closed group Facebook page daily updates is a great window into my child's time at kindy. This is a great way to start conversation with my child about her day at kindy."

Leadership and Decision Making-the responses sat between the Strongly Agree and Agree in all of the 9 statements. In addition the parents commented, "Gordon is an amazing Director-We are very lucky to have someone so dedicated and passionate leading our kindy"

Other comments - "The staff supporting the children are incredible, I wouldn't hesitate to recommend our kindy to anyone", "I am convinced that my child is attending an exceptional kindy...", "This kindy is indeed a special place"

## DECD Relevant History Screening

The process that we use at Stirling District Kindergarten to be compliant with the DECD Criminal History Screening Check is that all staff, volunteers and student teachers are required to have a DSCI police check and copies are recorded on the Eduportal system, police check spreadsheet on admin computer and documented in the Staff PDR folder. The teachers are frequently checked when renewing their teacher's registration All copies of the DSCI criminal History checks are kept in a document folder in the office and are monitored by the Director around their expiry dates.

## Financial Statement

	Funding Source	Amount
1	Grants: State	\$24,937.74
2	Grants: Commonwealth	\$71,934.47
3	Parent Contributions	\$109,555
4	Other	\$1,735.11

## 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	Our site has used the 2016 funding to improve children's outcomes by attending sessions with Deb Lasscock and Lisa Jane O'Connor, which links to the Mt Lofty Partnership Plan. In addition we have developed and trialled the Numeracy Continuum that Professor Bob Perry developed in-conjunction with the University of NSW. Plus we have used the funding to develop our understanding of the Literacy and Numeracy indicators and develop proformas to capture children's progress in these areas.	By Applying the continuum and the development of the Lit. and Num. indicator proformas, we have been able to see the children's development as individuals and as a cohort.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	This year we had no children needing Preschool support.	N/A
Improved outcomes for children with additional language or dialect	This year we had no children enrolled with additional language and dialect needs.	N/A

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