



Magill Kindergarten 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Magill Kindergarten Preschool Number: 4641

Partnership: Morialta

Name of Preschool Director:

Isobel Quick

Name of Governing Council Chair:

Julie Bailey

Date of Endorsement:

Context and Highlights

Two steady groups of 33 children, almost all attending for the entire calendar year, saw the children achieve a high standard of learning and created a cohesive sense of community. Staffing continuity, with our second permanent teacher beginning in 2016 was a contributing factor.

Many different linguistic and cultural groups are represented amongst our families, Chinese, Japanese, Korean, Indian, Sri Lankan, Bosnian, Croatian, as well as newly arrived families from English speaking countries.

We were very pleased to be assessed by the Australian Children's Education and Care Quality Authority as Exceeding in all 7 Quality areas, and also in each of the 18 standards within these. This is the highest recommendation possible through this process, and reflects the hard work, thoughtful planning and teaching, on behalf of our skilled, cohesive team. This enhanced by the work of our Governing Council which made possible this strong result.

Highlights for the year included our excursions to and with Magill School. Reception children joined us on one of our visits to the creek at Nightingale Reserve where we observed, explored, and collected items from the natural environment. On another occasion we visited the resource centre, playground, and reception classrooms. This all contributes to a strong transition program.

Nature play has been promoted to our families, and children have benefited from several additional excursions to the creek, noting the change to the creek following the floods in Adelaide. Numerous visits to the oval, with children creatively drawing on their own resources to observe, notice, and be active with friends, were popular with the children. Our vegetable garden has been productive this year, and the focus of much learning for the children.

This ties in with our STEM (Science Technology Engineering and Mathematics) initiatives which will be discussed more under the QIP section.

Following the installation of an extensive underground stormwater system, children researched how they might transform the "nature garden" into a place to attract and protect butterflies. Thanks to Karen and Robyn for putting together a successful grant application for this project through Australian Sustainable Schools Initiative. This will be continued in 2017.

Report from the Governing Council

My name is Julie Bailey I had the pleasure of being the Chair Person for our Governing Council in 2016. On behalf of all of the Governing Council members, I'd like to welcome you to this truly sensational Kindergarten. Magill Kindergarten provides an incredible introduction to the learning journey for our children, and I personally feel very lucky to have such a wonderful resource on our doorstep.

The children in 2017 have got a lot to look forward to, Magill Kindergarten has a superb teaching group, and the Governing Council were all overjoyed to learn that Isobel will continue her role as Director.

Some of the highlights throughout 2016 include a number of interesting and exciting incursions and excursions: The kindergarten was visited by the fire department, the children learned about fire safety, and had the opportunity to test out some of the equipment.

An Indigenous Educator, Trent Hill, provided an introduction to dream time stories, and Aboriginal Culture. Later in the school year, this was built upon when the children had an excursion to the Botanic Gardens and learnt about Bush Tucker. A visit to the art gallery was also a highlight. Here the children had the opportunity to view a number of artworks, as well as create their own in a portraiture workshop.

For the parents and caregivers, there were two practical and useful seminars run during 2016. The first was a 'Tool Box' parenting course. This provided parents with some helpful tips to address many of the most common challenges families face as our children grow and develop.

Some of the most exciting news of the 2016 school year was in learning that Magill Kindergarten had a major comprehensive review, and the kindergarten received the highest score in all categories and sub-categories. An outstanding achievement!!!

Quality Improvement Planning

Our Quality Improvement Plan (QIP) guides the improvement work of the centre and is contributed to by Governing Council, staff, parents and children.

QA1 Educational Program and Practice

Our work centred around an enquiry question, "How can we foster and make visible powerful learning through STEM in the Early Years Learning Environment?" The team reflected regularly at staff meetings and professional learning about how best to do this. We used a rubric based on the EYLF and RRR (Respect Reflect Relate) to self-assess our skills. We took part in a Morialta Partnership initiative to enhance our pedagogy through filming educators working with children, and assessing this as part of the Active Learning Environment pedagogical scale. This enabled us on reflection as a partnership group to see that making children's thinking and theories visible via our interactions and documentation is the next step.

Alongside this inquiry, we have worked with DECD Learning Improvement to explore how technology can be used to document and enhance learning-by children and educators. We have been lent ipads and a digital microscope for the children to use, and the site has purchased ipads for the staff to use. Observation and reflection has shown that the ipads for the children have been most successful as cameras and for drawing. Numerous technical issues have emerged, related to the DECD Preschool ICT environment, and we were thankful to have Nazak persisting with as much of a resolution as possible. These have streamlined some of the documentation work.

Our STEM/ICT initiative has been supported by attendance at professional learning, in particular the Morialta Partnership Pupil Free Day, Teachers' Network, and the National Early Childhood Association Conference in Darwin in October, and a team text focus.

Throughout the year the team trialled different ways of documenting children's learning, via learning stories, floor books of different types, displays, and portfolios. We modified our planning cycle in an effort to improve effectiveness. Parents have been consulted about what type of documentation they find most useful.

Future Action

The site will continue to deepen our STEM pedagogy as part of the Morialta Partnership Initiative, with the exploration of the question ". We have expressed interest in the speech pathology project SPLASH, with a view to explore questioning to surface children's theories. Attendance at conferences was seen as a supportive strategy, so we will direct our UNISA student teacher payment to funding attendance at conferences.

We need to continue to develop our skills in teaching children to document their learning with ICT, by beginning in term 1 we may achieve further skills.

Pedagogy for children with special rights was effectively developed to cater in particular for one child with significant needs. This impacted positively on pedagogy for all children. Staff upskilled in key word signing which was used extensively with and by all children. Autism SA provided support and expertise in using visuals to promote understanding. This was effective also for our children who are learning English as an additional language. Planning to scaffold and extend the learning of children with English as an additional language has been identified as an area of focus for 2017.

QA2 Children's Health and Safety

Quantity of nutritional food for preschool children was the focus of promotion and display following a recommendation from the CYH nurse. This will be continued in 2017.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	46	46	48	50
2015	63	63	65	65
2016	64	65	66	

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

During terms 1 and 2 we commenced the term with several vacancies, but these were filled during the term. Two children left at the end of term 2 to go to school, but these spaces were filled with children arriving from overseas. At 66 the site is at capacity, given our waiver to allow 33 per term. Enrolments for 2017 are predicted to be at the same level.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	95.7%	89.1%	95.8%	92.0%
2015 Centre	95.2%	92.1%	95.4%	84.6%
2016 Centre	95.3%	93.8%	89.4%	
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

Attendance percentages at Magill continue to be higher than the State average across the year. It is noted that attendances are lower in term 3 than other terms, possibly due to increased illness with our long, wet Winter, accompanied by some families taking holidays during the term.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0316 - Norton Summit Primary School	0.0%	1.9%	0.0%
0647 - Linden Park Primary School	2.0%	0.0%	0.0%
0923 - Stradbroke School	4.1%	9.4%	13.8%
0971 - East Torrens Primary School	2.0%	0.0%	1.7%
1043 - East Marden Primary School	0.0%	1.9%	0.0%
1154 - Thorndon Park Primary School	0.0%	0.0%	1.7%
1213 - Magill School	71.4%	64.2%	69.0%
8031 - Sunrise Chrstn Schl:Prds Campus	0.0%	0.0%	1.7%
8032 - Cedar College	0.0%	1.9%	0.0%
8033 - St Columba College	4.1%	0.0%	0.0%
8296 - Rostrevor College	2.0%	3.8%	0.0%
9013 - St Francis of Assisi School	4.1%	0.0%	0.0%
9021 - St Patrick's Special School	0.0%	0.0%	1.7%
9082 - St Joseph's School - Tranmere	8.2%	17.0%	10.3%
9402 - Sunrise Christian School	2.0%	0.0%	0.0%
Total	100%	100%	100%

Destination Schools Comment

The majority of our children exit to Magill Primary School, approximately 70%. An increasing number of children have gone to Stradbroke-up to 13% now. The number of children going to St Joseph's Tranmere fluctuates from 10 to 17% this year.

Client Opinion Summary

The 2016 Parent Opinion Survey was completed by 14 parents.

On the whole parents are very satisfied with what the kindergarten offers to families.

One parent commented that Magill "has truly exceeded my expectations, my child loves kindergarten and feels excited about learning and trying all the new things on offer. the teachers are kind and enthusiastic, every single one of them. They are a credit to their profession."

"The quality of teaching is fantastic. Parents are often sent home with learning stories that are specific to our children and we can also see further information about what they've learned in the story books created by the teachers and children on the front table. Parents also have access to their child's individual learning program folders that are created for each individual child. The kindy newsletters are also very informative about current programs and learning that the children are involved in."

"We have been really pleased with all of the teaching staff, they teach with enthusiasm, passion and compassion, they are genuinely interested in each and every child in their class."

"My daughter looks forward to kindy each day which speaks volumes. She shares her learning regularly with the family. She has started to write phonetically which is a testament to the literacy programming."

One parent felt that she would like to be informed further ahead about kindergarten activities. We have responded to this by providing a termly calendar, which sets out, in an easy to read format, the events planned for the term. Parents have responded well to this. We have sought feedback from Governing Council and the parents generally about which types of documentation they find most and least useful. This will be acted upon for 2017.

DECD Relevant History Screening

The processes we have put into place to ensure that all staff have had their screening have been effective. In addition , we have purchased ipads for staff members to ensure that they do not need to have images of children on their own devices to complete learning stories etc..

Financial Statement

	Funding Source	Amount
1	Grants: State	\$417864
2	Grants: Commonwealth	nil
3	Parent Contributions	\$36304
4	Other	\$1485

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	As a part of QA1 staff put into practice strategies to ensure that all children were demonstrating their literacy and numeracy competencies via the Literacy and Numeracy Indicators. This involved enhancing their own knowledge by attending PMA training, undertaking readings and professional development about the indicators, and preparing a display each term about one literacy and one numeracy indicator.	The literacy and numeracy indicators are being used to track and monitor children's progress.
Improved ECD and Parenting Outcomes (Children's Centres only)	The team trialled different methods for tracking the children's progress, use of learning stories was found to be most sustainable and effective. Future Action Staff will attend further professional learning on children's numeracy learning	The method used needs to continue to be refined.
Improved outcomes for children with disabilities		
Improved outcomes for children with additional language or dialect	Bilingual Support Workers were employed to assist children with little English to access the curriculum. Site funding was used to produce an information leaflet for parents in 3 community languages.	Parent feedback indicates that they valued this support for their children during the transition period in particular.

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