



# Netley Kindergarten

## 2020 annual report to the community

Netley Kindergarten Number: 5635

Partnership: West Torrens

Signature

Preschool director:

Ms Renata Stadtkus

Governing council chair:

Nick Dawson

Date of endorsement:

22 February 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Netley Kindergarten is a standalone kindergarten located in the Western suburbs of Adelaide. The kindergarten has had a changing demographic over the past couple of years, with many of the families mainly being bi-lingual.

The pre-school sessions are run over two consecutive days for both groups:

- The Rainbow Lorikeet group (Mondays/Tuesdays)
- Gecko Group (Wednesdays/Thursdays)

Children access 15 hours of support on average per week. The session times are from 8:15am-3:30pm, and children are able to access one Friday per term from 8:15am-1:15pm. Approximately 26 children attend per group throughout the year with the kindergarten being at capacity. Playgroup was offered throughout the year in terms 3 and 4 from 9:30am-11am with capped numbers, catering to the additional time needed for cleaning.

This year the vision statement was ratified for Netley Kindergarten with our vision being "... for all children to engage in a welcoming, inclusive, and flexible play-based learning environment, which promotes connections to the natural world".

"Be Explore Grow" is the phrase that summarises the culture of Netley Kindergarten. Children are given every opportunity to have the time to just 'be' and to make meaning of the world around them. Exploration of their world, the environment and themselves is encompassed in 'explore', and 'grow' is symbolic to the growth of each individual child, both academically and within their emotional intelligence.

Our staffing has been stable throughout the year with a Bi-lingual Support Worker being employed to provide support to children and families who have English as an additional language. Having a Bi-lingual Support Worker was imperative for meetings and communication for families throughout Covid.

Connections with the community were established through the West Torrens Rotary Club, with their support with a working bee. A relationship was established with a local DfE school, providing the site with regular visits from the school leadership, deepening the children's' intercultural understanding by exposing them to books in Mandarin and English.

## Governing council report

The Governing Council has had a small but committed membership during 2020 comprising 5 kindy parents, 1 playgroup parent, plus kindy staff members. We met twice per term to discuss the operational aspects of the kindy. Due to COVID19 restrictions, all of these meetings, bar two, were conducted remotely online. These restrictions were not a barrier and we were still able to achieve a lot this year. Due to COVID19 and its effects on the community, particularly family income, we decided not to pursue any major fundraising projects for the kindy this year. Despite this, the kindy has ended the calendar year in a stable financial position, which will hopefully provide for more planned projects and the inevitable maintenance and unexpected expenses in 2021.

This year's major projects were the installation of a change table and sink, redevelopment of the rear creek and fire pit area, redevelopment of the front fairy garden area and a working bee to paint the playground shade structures. The Governing Council played an integral role in discussing and approving the execution of these projects. We would like to thank the West Torrens Rotary Club for their contribution towards the working bee. Another positive community connection was made with the Camden Park Men's Shed, who constructed fairy doors for the kindy.

As Chairperson, it was satisfying to see the small efforts that we made in meeting twice a term and discussing projects, having a larger positive impact on this year's kindy community and a flow-on benefit for future families. I would encourage other parents and families to get involved in the Governing Council. It is a small time commitment (1 hour, twice a Term) that can make a really big impact. I would like to close by personally thanking the 2020 Governing Council members for their involvement: Alda, Alleisha, Jamie, Jane, and Peter.

Nick Dawson

Governing Council Chair, 2020



## Improvement planning - review and evaluate

There were two main goals identified for the 2020 PQIP. The first goal was 'children's learning and critical thinking will be extended through play by using effective documentation'.

The challenge of practice was that 'if we develop our understanding of documentation children's learning, then play will be extended more effectively'. Actions taken to ensure educators worked towards achieving their goal includes:

- Research & gather diff. forms documentation
- Utilise documentation for planning
- Create a format for families to be involved in documentation that are user friendly

Goal two was that 'children will develop their understanding of ways to respect; themselves, others, and their environment'.

The challenge of practice was that 'if we create an environment that promotes respect, then we will support children to develop positive learning dispositions'.

Actions taken includes:

- Assist children to foster respect by having animal specialists come
- Utilise DfE specialists to support educators with strategies for self-regulation
- Implement the 'Way to A program' with labelling of choices

Goals from this year were evaluated, and the impact from the success criterias were monitored. Progress was visible towards achieving the 2020 PQIP goals, which was documented with evidence based on the actions of children, child voice, and via a mid-year parent survey.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	54	56	56	56
2018	54	55	55	57
2019	55	56	54	54
2020	54	N/A	51	54

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

## Enrolment comment

We had a constant influx of enrolments throughout the year. Two children left at the end of term 1 due to convenience with childcare hours and shifting house with their location. Four children left after term two to enrol at independent schools. We had many families enrol throughout the year that had left childcare, or were wanting early entry for the following year.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	86.1%	85.1%	85.7%	83.7%
2018 centre	94.0%	86.8%	90.9%	84.6%
2019 centre	94.5%	92.0%	70.7%	75.7%
2020 centre	95.4%	N/A	90.4%	88%
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%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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.

\*Note: Term 2 2020 data may not be available for all preschools.

## Attendance comment

Our attendance this year was affected by the Covid-19 virus. Attendance was affected by general illness such as colds or cold like symptoms. Parents were provided with at home learning programs, and communication was weekly with families participating in an at home learning program. Home learning kits were designed to align with our philosophy and the program overview at kindergarten.

Our Bi-lingual Support Worker contacted families communicating with them throughout the Covid period. Home visits were made to supply resources to families to continue engagement throughout a period of minimal contact, to try to re-engage families back with the kindy educators.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
8026 - Immanuel Primary School	6.0%	2.0%	1.9%	5.9%
907 - Plympton International College	6.0%	17.0%	18.9%	38.2%
346 - Plympton Primary School	36.0%	29.0%	15.1%	26.5%
391 - St Leonards Primary School	10.0%	4.0%	3.8%	5.9%

NOTE: The data is collected in Term3. 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.

Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

## Destination schools comment

Our students will be attending 20 different schools next year. Some families are moving, others are willing to have a larger commute to ensure their child is at a school of their choice.

## Client opinion summary

This year families were surveyed at the end of term 3. The survey was accessed online by families and caregivers, with paper copies completed by some families and entered onto the computer by educators. In a year filled with unpredictable events, it is extremely positive and rewarding to have the feedback that confirms families are observing and acknowledging that their child's social, emotional and academic needs have been held at the forefront as well as the strong intentional teaching and learning that has occurred in the kindergarten. Some of the responses are listed under each survey heading.

### Quality of teaching and learning

General consensus was that parents overwhelmingly found the teachers to be highly supportive of their child's educational needs. The survey indicated parents strongly agree there is a high quality of teaching, the teachers know what their child can do and needs to know. Furthermore the kindy educators can articulate that children will learn in this environment. Parent comments relating to teaching and learning include, 'The teachers are happy, enthusiastic and genuine. They are very kind and passionate about learning and supporting our family. They will always take the time to chat about my child and their Kindy experience. My child has a lovely connection with her teachers and we will be very sad to move onto school next year'.

### Support of learning

Results strongly indicated that children felt safe, secure and supported whilst at kindergarten. An overwhelming amount of families strongly agreed their child was happy at our kindy. With a further 67% of families strongly agreeing that their child was motivated to learn at kindy.

### Relationships and communication

Families found the teachers highly approachable to discuss any areas of concern with 67% strongly agreeing with this. Many families felt there was plenty of opportunities to discuss their child's progress, achievements and developmental needs.

### Leadership and decision making

Families praised the decision making of the leadership throughout the year when faced with the Covid-19.

## Relevant history screening

The DfE Screening Guide is always followed. All current staff whether permanent, contract or relief hold up to date DCSI Screening Certificates or WWCC.

All tertiary students, regular volunteers, contractors hold up to date clearances.

All certificates are copied and held on site in a folder with an attached checklist system for renewal reminders.

Applications for renewals are completed before the expiry dates.

## Financial statement

Funding Source	Amount
Grants: State	\$382,869
Grants: Commonwealth	\$441,885
Parent Contributions	\$38,822
Other	\$0

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Funding under the Early Years Strategy was used to; build teacher capacity with PD, roster for additional time to allow time for pedagogical discussion relating to LDAR, collect data to plan for intentional teaching to support Literacy and Numeracy outcomes.	Children's outcomes were strengthened. Following this a 2021 PQIP goal will be developed around phonological awareness.
Improved ECD and parenting outcomes (children's centres only)	Data was collected via surveys to seek information about what parents needed support with e.g parenting and child development topics. Parenting workshops were offered by a Parenting Coach via the internet, which linked into out 2020 PQIP goal 2.	Parents now understand the importance of their child's emotional, and social needs. Referrals were made to DfE specialists or CaFHS.
Inclusive Education Support Program	A BSW was employed on contract for the year for; language, social, and emotional support for bi-lingual children. An additional ECW was employed for the year to support a child one on one for safety, and communication needs, as well as offering speech support via a targeted DfE program for many learners.	Progress was documented and made regarding speech for many children. Parents supported their children using the same program at home.
Improved outcomes for non-English speaking children who received bilingual support	A BSW was employed on contract for the year for; language, social, and emotional support for bi-lingual children. The BSW was vital for communication with our parents during Covid, having meetings with parents to discuss at home learning, as well as phoning to touch base with families and children.	Connections were strengthened with children and families, throughout Covid. Intercultural understanding was strengthened by the BSW.

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