



Netley Kindergarten 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Netley Kindergarten Preschool Number: 5635

Partnership: West Torrens

Name of Preschool Director:

Briony Brooks

Name of Governing Council Chair:

Anna Nichol

Date of Endorsement:

Context and Highlights

The vision statement for Netley Kindergarten “that all children engage in a flexible and enriched natural learning environment in order to flourish and become confident lifelong learners” underpins and guides our practice, and has done so since 2014. “Be Explore Grow” is the phrase that sums up 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.

The Quality Improvement Plan had two overarching goals. They are to develop and maintain meaningful and purposeful relationships with children, families, educators and the wider community, and to build a community of learners who will work collaboratively to improve children’s learning outcomes. This was achieved in many ways but especially through Kindy Connect, regular visits to a wilder space ‘The Bridge’, intentional excursions to wilder spaces, a comprehensive induction for new families, and time set aside for each family to meet with their child’s key educator regularly, as well as a research project with West Torrens Partnership Preschools on numeracy in the preschool.

In 2016 children and educators embarked on experiences ‘beyond the fence’ which was named by the children as ‘The Bridge’. This wilder space is located 900 metres from the kindergarten and children walk to and from this space and spend regular time in this natural environment as part of their preschool program.

Netley Kindergarten is part of the Collaborative Childhood Project a research project based on the Reggio Emilia principles. This is about how the context and uniqueness of Netley Kindergarten (nature play and nature pedagogy) can be combined with the Reggio Emilia principles to create an environment for all children to experience a quality education. Part of this project is the redevelopment of the Joe Wells Reserve next to the kindergarten where the Netley children of 2016 have designed the new playspace ‘by the children for the children’. The children of 2017 will be involved with West Torrens Council in the construction of the natural playspace, recognising children as competent and active citizens with rights.

Report from the Governing Council

2016 has been a successful year with many accomplishments, new projects, and highlights, including:

- Very successful having 2 separate groups, Monday/Tuesday(Group 1) children and Wednesday/Thursday(Group 2) with 55 children attending over the year.
- Continuing “Kindy Connect” with an opportunity each term for families to connect and build relationships, at The Gum Tree, The Bridge and the Kindy grounds
- Introduction of West Torrens Library visits twice a term for each group
- Reggio Project- 3 visitors from Italy coming to visit Netley Kindergarten, Briony, Liz and Renee
- Offering excellent learning experiences on excursions to ‘The Bridge’, (fortnightly) West Beach, Brown Hill Creek, Botanic Gardens, Little Sprouts Kitchen Garden and the Pines Nursing Home.
- A Deputation to the West Torrens Council to allow Netley Kindergarten Children to work with the Council in planning and creating of the ‘new space’ at ‘Joe Wells Reserve’. This was approved and children have since shared their ideas and plans for the space.

Finally, I would also like to thank Briony and her amazing team of educators for their ongoing support, care and guidance of all our children this year. We are incredibly lucky to have such passionate, caring educators at Netley, who as a team, are lead by their inspiring Director, Briony, have created an absolutely amazing learning environment for our children, both in and out of the Kindy grounds!

This team of educators has developed an educational program to create children who are confident to take risks, who communicate with others, who share their ideas, who care for one another, who are respectful, who listen and are given the chance to explore their own ideas. I believe our children have all grown and been challenged and, thanks to this group of educators are now ready to take on school and the world.

Anna Nichol
Chairperson 2016.

Quality Improvement Planning

Developing and maintaining meaningful and purposeful relationships with children, families, educators and the wider community was one of two main priorities for Netley Kindergarten in 2016. Strategies used last year included:

- A focus on Identity and Wellbeing of all children to build relationships with all children.
- A focus on dispositional learning that was documented and shared with families (i.e... curiosity, confidence, communicator, being resourceful, cooperative, persistent and purposeful and a risk taker).
- Using Floor books (Claire Warden) as a way of documenting learning and as a tool to really listen to the children.
- Investigating ways of implementing explicit teaching strategies to support children to resolve social or emotional conflict.
- Kindy Connect sessions once per year to connect with families in times outside of regular kindy sessions.
- Celebrating the cultural diversity of the Netley community through a shared lunch on Harmony Day, our cultural workshop day and at the end of year celebration.
- Playgroup regularly once per week, operating during kindy terms.
- A comprehensive induction for new families (including a film), with an improved process for sharing of information between families and the kindergarten about individual children.
- the use of social media (facebook open page and closed group) to promote Netley Kindergarten and share children's learning throughout the day.
- The redevelopment of the Joe Wells Reserve playground next to the kindy into a natural playspace designed 'by the children for the children'.
- Regular work performance review with all educators which included identified professional and personal goals.

Building a community of learners who will work collaboratively to improve children's learning outcomes was the other main priority for Netley Kindergarten in 2016. This involved the use of the following strategies:

- Educators involved in Professional Development in the areas of documentation (Floor books), Nature Pedagogy, using the Numeracy and Literacy Indicators, twice termly Educator Network Meetings with the West Torrens Partnership preschools, and involvement in a regular PLC (professional Learning Community) focusing on the Reggio Emilia principles.
- Educators 'noticing' children in the redeveloped natural learning environment and how children were learning in these spaces. These observations guided the reflections and future planning for children.
- Investigating ways to promote inclusion of all children in a kindergarten that is guided by nature pedagogy principles and Reggio Emilia principles in a research project about inclusion.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	30	30	31	31
2015	41	40	42	44
2016	52	53	50	

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

Enrolments have been on the increase since 2012 with 2016 being the first year to be reinstated as a full time kindergarten. Possibilities for this increase in enrolments could be due the changes of demographics in the local community as young families move into the area. Other possibilities could include the strong direction and focus of Netley Kindergarten's vision on nature pedagogy and Reggio Emilia principles is attracting families who choose to have their child involved in this type of preschool program.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	93.3%	93.3%	90.3%	93.5%
2015 Centre	95.1%	97.5%	92.9%	90.9%
2016 Centre	96.2%	94.3%	86.0%	
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 over the past three years has been steady with an average of 93%. However, in term 3 2016 there is a decrease in the attendance by children. One possible explanation for this is the inclusion of 'The Bridge' program and intentional excursions to wilder spaces in the preschool term. It was challenging for some families to understand the importance and relevance for their child to learn in a more challenging but 'real world' environment, despite the numerous notes, newsletters, conversations and emails that shared the benefits of these experiences on the whole development of the child.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0346 - Plympton Primary School	18.2%	26.2%	29.4%
0381 - Richmond Primary School	9.1%	4.8%	5.9%
0391 - St Leonards Primary School	13.6%	16.7%	8.8%
0548 - Black Forest Primary School	0.0%	2.4%	0.0%
0647 - Linden Park Primary School	0.0%	2.4%	0.0%
0907 - William Light R-12 School	22.7%	11.9%	8.8%
0933 - Warradale Primary School	0.0%	2.4%	0.0%
0996 - Kidman Park Primary School	0.0%	0.0%	2.9%
1017 - Glenelg Primary School	0.0%	4.8%	0.0%
1246 - West Lakes Shore School R-7	0.0%	2.4%	0.0%
8003 - Heritage College Inc	4.6%	0.0%	0.0%
8026 - Immanuel Primary School	0.0%	0.0%	5.9%
8039 - Saint Spyridon College	4.6%	0.0%	0.0%
8220 - St Mary's Memorial School	9.1%	2.4%	0.0%
8309 - St George College	0.0%	0.0%	2.9%
8362 - St Mary's College	0.0%	0.0%	11.8%
8405 - Emmaus Christian College	0.0%	4.8%	5.9%
9011 - St John Bosco School	0.0%	7.1%	5.9%
9029 - Our Lady of Grace School	0.0%	0.0%	2.9%
9040 - St Francis School	0.0%	2.4%	0.0%
9063 - St John the Baptist Catholic School	18.2%	0.0%	5.9%
9066 - Tenison Woods Catholic School	0.0%	7.1%	2.9%
9096 - St Michael's Lutheran Primary School	0.0%	2.4%	0.0%
Total	100%	100%	100%

Destination Schools Comment

Children who attended Netley Kindergarten in 2016 enrolled in 13 feeder primary schools for 2017. The majority of children enrolled into Plympton Primary School (29.4%) which is one of the main feeder schools for Netley Kindergarten. 46% of children enrolled in a public primary school for 2017.

Client Opinion Summary

Results for the Quality of Teaching and Learning show a high level of satisfaction in most of the responses agreeing or strongly agreeing with the high quality of teaching and learning. Similar results were found in the previous year, and again, further reflection by educators on the expectation of what children need to learn, the learning programs on offer, and informing parents about the learning program will be a focus in 2017.

Results indicated that families were satisfied with the support of learning at Netley kindergarten.

Results indicated that families were highly satisfied with the relationships and communication at Netley kindergarten.

An area for improvement for 2017 is around inviting parents to participate in decisions about their child's education. While there are opportunities for the Governing Council to have direct input into the programs (i.e.. Kindy Connect) perhaps the wider kindy community needs to be more directly engaged in the development of the educational programs as well. This will be explored further as we continue our involvement in the South Australian Collaborative Childhood Project.

Parent Comments:

Netley is a wonderful kindy with amazing educators who care a lot about the children and their learning. We are very lucky!

Support staff are as supportive and encouraging as teaching staff.

The teacher communication is brilliant - all teachers are approachable and know my sons strengths and weaknesses. He adores them and often will talk about them and what he has learnt from them/with them.

Netley creates an environment for children to be confident, create positive relationships and be happy learning.

Love the team at Netley Kindy! I will be sad at the end of this year that my children have completed their time at Netley Kindy. It is a fantastic, forward thinking, nature embracing environment for children to develop as a whole.

DECD Relevant History Screening

In accordance with the DECD Screening and Suitability – Child Safety Policy 2014, records and copies of certificates have been kept at Netley Kindergarten in respect to DCIS Screenings of educators, contractors and Governing Council members. The RAN-EC training and participation certificate, and the volunteer handbook given to volunteers, has also been recorded.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$364,680.65
2	Grants: Commonwealth	
3	Parent Contributions	\$33,276.55
4	Other	\$7170.96 FundRa

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	In 2016 all educators (6) were observed by an independent, highly experienced teacher using the Active Learning Environment Scale from the Respect, Reflect, Relate document. Using the evidence from these observation discussions and reflections were had as a team of educators about the impact and influence an educator has over the learning environment, areas of strengths, and ways in which each educator could improve upon their interactions with all children.	Educators reflect on personal and professional practice to identify areas for improvement in order to create a positive learning environment for all children.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	In 2016 Netley Kindergarten used the Preschool Support Program to support 14 (29%) children to access the learning experiences in a positive way, and to support each child to develop positive and trusting relationships with the children and educators. 12 of these children were assessed and supported by the DECD Speech Pathologist for both speech delay or speech and language delays. 4 of these children were also supported with a diagnosis of Autism Spectrum Disorder and for behaviour.	Children were identified by kindergarten and referred for initial assessments in order to support their learning. Two children accepted into Special Options Class in 2017.
Improved outcomes for children with additional language or dialect	Funding of \$4476 was allocated to Netley Kindergarten in 2016 to be used to fund a Bilingual ECW for 103 hours. The ECW supported children in the languages of Urdu and Hindi throughout the year.	Relationships with children and families was established through common language. Children were supported in Familiar language to access the kindergarten program.

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