



O'Halloran Hill Kindergarten 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

O'Halloran Hill Kindergarten Preschool Number: 3664

Partnership: South Valley Precinct

Name of Preschool Director:

Michelle Morrissey

Name of Governing Council Chair:

Tammy Kronawitter

Date of Endorsement:

28th February 2017

Context and Highlights

O'Halloran Hill Kindergarten is a purpose built centre with large, open learning areas within a landscaped and shaded play space giving children many varied places to play and explore. The centre has a capacity of 30 with 3 staff.

In 2016 we were lucky to maintain our staff which gave opportunities for us to continue to develop a strong working team, reflect on our practices and trial new ideas. It has been beneficial over the last 2 years to have this stability after a few years of transition of leadership.

Highlights for 2016 included:

The development of our Outdoor Learning Guidelines with the support of Sophie Rogers from NRM Education to acknowledge our commitment to this.

Children's voice within our Early Years Learning Framework saw the exploration of Duplo, Lego and construction, Dramatic play with a focus on Fairies and gardens using props both inside and outside, Elmer and other book based learning. There was also a strong interest in insects which saw the revitalisation of our Explorer Trolley.

We enjoyed Harmony Day celebrations on the 22nd March where children were encouraged to wear orange as a symbol of Australia's diversity and a day of cultural respect for everyone who call Australia home.

The further development of our 'Music Studio' to incorporate a 'Sensory Space' for children to explore.

Children entered their art work into Amanda Rishworth's Kindy Art Exhibition at Port Noarlunga Arts Centre in April. In September we held our Annual Kindy Art Show at the Kindergarten. We were lucky to have 'Artists in Residence' Monika, Evee and Lee & Peter work with the children - the quality and creativity was impressive.

Active Play Experiences included Chi Ball sessions with Olivia, Gym Fit in Term 2 at Sheidow Park Primary School and the Obstacle-a-thon at the end of Term 2.

Patch Theatre Excursion to see "Emily Loves to Bounce" at the Hopgood Theatre, Noarlunga Centre (and the exciting bus trip there and back!)

Facilities: Our platform, which had been fenced off and unusable for an extended period of time was replaced; A rainwater tank was installed in the Mud Kitchen so that we can create mud without having to cart water down in buckets (a \$400 Active Learning Environment Grant helped to fund this).

Report from the Governing Council

I was extremely honoured to be the Chairperson at O'Halloran Hill Kindergarten in 2016. Major highlights included an Obstacle-a-thon, Art Show and Christmas get together.

The Obstacle-a-thon was a fundraiser for the kindy and encouraged children to be active, doing various physical activities around the site. Parents were invited to attend the day and watch and cheer on the children as they completed their laps.

The Art Show was a night to showcase the children's artwork from throughout the year. We were very lucky to have a number of artists work with the children to create dot paintings, clay pieces and self-portraits. A highlight of the night was having the evening opened by Amanda Rishworth, who was noticeably impressed with the children's pieces of art.

The Christmas show was a great opportunity for all the kindy community to get together and celebrate the year. I loved seeing the children confidently stand up and perform songs and actions in front of their families and friends. This is something I don't think they would have been able to do at the start of the year.

Throughout the year the children were also given the opportunity to have chi-ball lessons, exposure to a music program and being able to use their imaginations to play and create. They also had an excursion to see a play "Emily Loves to Bounce" which I am sure they all thoroughly enjoyed.

I would like to thank and acknowledge the Parent Voice committee. For such a small team, I believe we achieved a lot, with many of you wearing multiple hats to make sure every task was completed.

Last, but not least, I would like to thank the wonderful teaching team of Eleanor, Rosslyn, Zoey, Neil, Ayleen and lead by Michelle. The children came so far in 12 months and were so ready for school by the time they left kindy. The support you gave the parents was really appreciated. Thank you just doesn't seem enough.

Quality Improvement Planning

In 2016 OHHK focused on 4 Key Improvements as summarised below.

QA1: Educational program and practice.

Key improvements: To continue to familiarise ourselves with the Indicators of Preschool Literacy and Numeracy.

Achievements: Informative posters for parents were created and displayed, colour-coded references were made to Numeracy and Literacy Indicators in children's Learning Stories and Learning Templates, information included in each child's learning portfolios and in Parent Interviews...

Next Steps: To continue to implement and strengthen/extend use of the Indicators with an effective planning cycle implemented. To develop/adopt a weekly planning document to assist.

QA3: Physical Environment.

Key Improvements: Sustainable practices and environmental learnings to be revitalised or changed so that they are meaningful, relevant and become embedded within Kindy practices.

Achievements: Our 4 bin system is used effectively to manage our waste at Kindy, Sophie Rogers from NRM Education continued to be involved throughout the year, NRM Sustainability Award for "progress and achievement in education for sustainability", hosted Early Start Meeting to share our 'Butterfly Garden Journey', opportunities provided for children to interact with living organisms, continued involvement of families in the animal program,

Next Steps: Further development and focus on our Mud Kitchen now that we have a rainwater tank to use exclusively in this space. Consider and trial ways of using our Butterfly Garden as a resource in our learning program (issues of access including space to sit and supervision).

QA5: Relationships with Children.

Key Improvements: Familiarisation with AEDC and the data (Emotional Maturity & Partnership specific data)

Achievements: Involvement with Flinders University - WIL Project "Pedagogies of Belonging" with a focus on Social and Emotional issues and developing/improving pedagogical strategies to support development, South Valley Precinct Meeting with Sheree Simmons and follow up communications to obtain relevant data,

Next Steps: To continue to work with Flinders University looking further into Learning Dispositions and our Philosophy, further connect with local schools within the Partnership in regards to Vulnerabilities, staff to be involved in Early Years PLC extending the collaboration with Martin Westwell to include Naomi Edwards (Patch Theatre),

QA6: Collaborative partnerships with families and communities

Key Improvements: Improve continuity of learning for every child, increase awareness of OHHK through promotion within the community (to increase future enrolments),

Achievements: Participation in Martin Westwell Early Years (Kindy/Reception) PLC - "Building Powerful Learners with Powerful Pedagogies", Flinders University Masters of Education student Monika Deptula engaged in cross-sector placement "Transitions and Continuity of Learning" Inquiry Project, meetings between Braeview R-7 school, Happy Valley Kindergarten and OHHK, South Valley Precinct Preschool Director's work with Rochelle Peters (ECL) on developing a Preschool to School Transition Timeline to be trialled by the Partnership in 2017, Promotional Posters distributed in the local community in key locations, Letterbox drop of flyers to our Catchment Area, Playgroup re-established to encourage local families to attend and to become familiar with our Kindergarten,

Next Steps: Continue to work with Flinders University in 2017 on 'Transitions and Continuity of Learning' projects (encouraging expansion within the South Valley Precinct sites), Continue to promote our Kindy with the addition of new signage, website and community support,

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	29	28	29	29
2015	27	27	30	30
2016	21	21	20	

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

After previously being at capacity or close to, 2016 saw a significant decline in enrolments. There were a few changes of families with one family relocating to Port Lincoln in Term 1 and another family who was on a waiting list elsewhere finding out about us and enrolling. At the beginning of Term 3 one child commenced school (mid-year intake). Two other families who could have taken up a mid-year intake option to school chose to leave their children with us as they believed this was the best place for their children's development and learning.

Comments suggest that many families hadn't known about our Kindy (unless a friend/family/school had informed them)...however once they do know and come for a visit they choose to enrol their child with us and recommend it to others. Therefore in 2016 a lot of effort was given to organising and promoting our Kindy to the local community (with posters and letterbox flyers etc.).

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	96.6%	96.4%	96.6%	96.6%
2015 Centre	100.0%	100.0%	86.7%	93.3%
2016 Centre	95.2%	95.2%	95.0%	
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

In general, families who attend O'Halloran Hill Kindergarten are committed to their children's early education and see the importance of regular attendance. The children are enthusiastic to come to Kindy with parents commenting as their children 'bounce' through the gate or into the Kindy building that they ask every day 'Is today a Kindy day?' Staff also follow up any absences and try to accommodate any specific needs that families have that may impact on their ability to attend on a regular basis. This is often linked to availability of people to drop off and pick children up at the designated start and finish times. Across the year parents and staff negotiated wherever possible to enable children to maximise their attendance. The additional service of After Kindy Care on Thursday afternoons enabled 6 children to access their full 15 hour entitlement who would have otherwise gone to Day Care/Child Care.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0171 - Happy Valley Primary School	0.0%	0.0%	5.6%
0913 - Seacliff Primary School	5.3%	0.0%	0.0%
1017 - Glenelg Primary School	0.0%	4.0%	0.0%
1018 - Flagstaff Hill R-7 School	5.3%	0.0%	5.6%
1056 - Woodend Primary School	5.3%	0.0%	0.0%
1226 - Craighburn Primary School	5.3%	0.0%	0.0%
1490 - Braeview Junior Primary School	42.1%	72.0%	33.3%
1537 - Sheidow Park Primary School	0.0%	0.0%	5.6%
1664 - Thiele Primary School	0.0%	8.0%	0.0%
1776 - Woodcroft Primary School	5.3%	0.0%	5.6%
1907 - Reynella East College	5.3%	0.0%	0.0%
8014 - Woodcroft College Inc	0.0%	0.0%	5.6%
8030 - Sunrise Chrstn Schl:Mrphtt VI Campus	5.3%	0.0%	0.0%
8031 - Sunrise Chrstn Schl:Prds Campus	5.3%	0.0%	0.0%
8284 - Our Saviour Lutheran School	0.0%	0.0%	5.6%
8359 - St Martins Lutheran College	5.3%	0.0%	0.0%
8390 - Prescott College Southern	0.0%	8.0%	0.0%
8405 - Emmaus Christian College	0.0%	0.0%	11.1%
8456 - St Martin de Porres School	5.3%	4.0%	11.1%
9063 - St John the Baptist Catholic School	0.0%	0.0%	5.6%
9074 - Stella Maris Parish School	5.3%	4.0%	5.6%
Total	100%	100%	100%

Destination Schools Comment

For a small site we have an extremely large number of Feeders schools spread between both DECD and Non-Government sectors. Due to our geographic position we are easily accessible via Main South Road which appears to attract interest from families intending to send their child to a variety of different schools. Historically Braeview R-7 School has been our main feeder school - the decrease from 2015 to 2016 is significant and may also be an additional reason for our lower enrolments in 2016 (this may be worth further investigation). It may also be worth monitoring any impact the trial of the Partnership Transition Timeline may have.

Client Opinion Summary

11 out of 20 parent opinion surveys were returned in 2016. Comments included:
 'Staff give chn a wonderful sense of self. They are celebrated, respected, accountable & valued by staff.' 'A perfect balance of values, ethics & holistic preschool education.' 'I have really appreciated the genuine love & care all staff have for the wellbeing of chn.' 'The past year the Kindy has come leaps & bounds. Well done Michelle & team.' 'Very nurturing. All chn look happy & confident.' 'I love how they have set up the Kindy, especially integrating the different animals that live there.' 'My child loves all his teachers & is often seen hugging them when it's time to leave.' 'All staff are welcoming & very approachable if I need to discuss anything regarding my child.' 'Great communication between director/teachers & the parents.' 'I have noticed my child's positive development during his time at Kindergarten.' 'The two excursions to Braeview Primary School & 'Emily loves to Bounce' were administered perfectly. My child felt independent and grown up to catch the bus & go out . It was a really fun excursion for all. The promotion of healthy eating practices put the children in good stead for primary school.' 'The kindergarten provides interesting and challenging activities in both internal and external environments. My child loves the playground and sandpit. It is pleasing to have children's learning & motor skills development occur within play time.' 'I am very happy with the staff. They communicate really well with the children & care about each child's learning experience.' 'The kindergarten's routine encourages all chn to be involved. The staff assists chn to improve upon their achievements. It's a positive learning environment.' 'The staff always welcome the chn's parents & are always available to answer any quns.' 'The Kindergarten is administered well.'

DECD Relevant History Screening

In 2016 it was no longer mandated for Governing Council (Parent Voice) to have current DCSI clearances and therefore the site only organised for the Responding to Abuse and Neglect Education and Care (RAN-EC) Induction for Volunteers to be undertaken by members. We joined with Happy Valley Kindergarten and the session was facilitated by SAASPC trainer.

Zoey Linn, our Preschool Support and After Kindy Care worker was due to renew her DCSI clearance and we successfully completed the new online process. Greg Pix who carries out our electrical tagging provides a copy of his clearances each year.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$185,336.57
2	Grants: Commonwealth	-----
3	Parent Contributions	\$12,459.00
4	Other	\$15,633.77

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	<p>Staff were involved in a Pupil Free Day on 18/05/2016 - our focus was on Individual Children's Learning (including learning stories), the Numeracy and Literacy Improvement Cycle and Tracking and monitoring children's progress.</p> <p>Staff were involved in a follow up Pupil Free Day on 02/11/2016 - we spent a considerable amount of time going through the Results Plus Numeracy and Literacy Audit Tool. This process was first carried out by the Preschool Director's South Valley Group and then followed up at a site level. This will help to inform our planning for our QIP in 2017.</p>	<p>Staff trialled & reflected on processes to track and monitor children's literacy & numeracy improvement in accordance with the Preschool Indicators of Literacy & Numeracy.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)	<p>2 children were referred to Support Services & receiving Preschool Support from Zoey Linn. She supported both children to access the Preschool Program successfully. Communication books were established between home & Kindy.</p> <p>Throughout the year meetings were held between Director, Parents, DECD Support Services (Special Educator & Speech Pathologist), Cora Barclay Centre & Braeview R-7 School to ensure that both families were informed about their child's goals, progress & transition to school.</p>	<p>Speech support ensured that one child's ability to communicate increased as well as social skill development. Managing repetitive behaviours enabled the other child to play.</p>
Improved outcomes for children with additional language or dialect	<p>Not Applicable</p>	<p>Not Applicable</p>

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