



Rostrevor Kindergarten 2017 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Rostrevor Kindergarten Preschool Number: 4650

Partnership: Morialta

Name of Preschool Director:

Tina Wise

Name of Governing Council Chair:

Damon Linnell

Date of Endorsement:

22/2/18

Quality Improvement Planning

Quality Area 1

-Engaging with the Literacy and Numeracy Indicators and reporting learning for individual children each term using learning stories and the Matrix.

Beginning to develop a Reconciliation Action Plan and looking at ways to embed Aboriginal culture into everyday experiences.

STEM partnership inquiry question. Intentional teaching of STEM thinking and ideas, documenting children's thinking and focussing on educators questions to build on individual children's learning.

Quality Area 2

- Dancify program term 2

- OPAL "eat a rainbow program - Promoting Healthy lifestyles

- Yoga as part of relaxation

- Little Athletics

- Walks in the local environment to a child's garden, parks, fruit and vegetable shop and Stradbroke school.

- Purchased outdoor equipment

- Intentional teaching of the child protection curriculum with a focus each term

Quality Area 3

- Whole site Inquiry focussing on the effects of palm oil on the Orangutan and other rainforest animals which included animal sponsorship and children taking home "CeCe the orangutan.

-Donated a "bug hotel to Monarto Zoo and we were able to attend the installation. We also donated one to "The Nest" at Alberton school and the children developed a book to share with the children which we sent at the end of last year.

- Formed a Sustainability group from interested parents to work on SEMP which resulted in a successful NRM Grant for indigenous plants

- Sustainability focus board showing celebrations like world environment day and national tree day.

- Rubbish audits conducted throughout the year.

- OPAL program gardening evening run at Kindergarten for educators on composting and garden beds.

Quality Area 4

- Joint staff focus around the partnership inquiry question

- Staff participated in partnership STEM closure day

- Combined professional development through ECW and teacher hub group meetings where Vicki was able to lead other sites learning.

Quality Area 5

- Family and community connections page / Celebrated Harmony Day

-Indigenous culture for Kids stories, artefact talk and Morialta conservation park walk

-Families are invited to be involved in the Kindergarten for an event each term.

- Bucket Filling program to help children articulate different ways to solve problems and get along at Kindergarten.

Quality Area 6

-Met with Tanya from Stradbroke school to work towards developing a transition policy

-Continuity of learning between Stradbroke school reception classes and Kindergarten children through visits to the school in term 4, reception children visiting Kindergarten, attending the local sports day.

- Being visible in the school community through fundraising events like cooking the BBQ for the Stradbroke school sing-a-long night

Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0419 - Athelstone School	2.0%	0.0%	0.0%
0647 - Linden Park Primary School	0.0%	0.0%	1.8%
0923 - Stradbroke School	80.4%	87.9%	91.1%
1043 - East Marden Primary School	2.0%	0.0%	1.8%
1154 - Thorndon Park Primary School	0.0%	1.7%	0.0%
1213 - Magill School	0.0%	5.2%	0.0%
1228 - Felixstow Community School	3.9%	0.0%	0.0%
8052 - Prince Alfred College	0.0%	0.0%	1.8%
8296 - Rostrevor College	2.0%	0.0%	0.0%
8411 - Torrens Valley Christian School	2.0%	1.7%	0.0%
9013 - St Francis of Assisi School	7.8%	1.7%	0.0%
9082 - St Joseph's School - Tranmere	0.0%	1.7%	0.0%
9088 - St Pius X School	0.0%	0.0%	1.8%
9402 - Sunrise Christian School	0.0%	0.0%	1.8%
Total	100%	100%	100%

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems.

Destination Schools Comment

The destination schools had some changes by the end of term 4 with families choosing different schools than they originally put on their enrolment forms.

East Torrens Primary School x 2

St Francis of Assisi x 1

St Mary's Memorial School x 1

Athelstone x 1

Magill Primary School x 1

Steiner (Trinity Gardens) x 1

The majority of children still went to Stradbroke School (64 children leaving at the end of T4 48 went to Stradbroke)

2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 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>In 2017 we participated in a trial run through DECD which involved using a matrix to record individual children's progress in Literacy/Numeracy and their level of involvement. We found this to be a very useful process to help us record children's learning from observations and learning stories. The matrix is still under development but we are planning on continuing to use it in 2018 with individual children</p> <p>In the Moriatta partnership we also developed site numeracy agreements and spent time as a staff team reflecting on ways we document children's literacy and numeracy skills and how we set up our learning environment to enhance learning.</p>	Educators were able to document each child's progress throughout the year and use it to plan and provide an environment for the next steps in learning.
Improved ECD and Parenting Outcomes (Children's Centres only)	<p>There were 3 children who received funded preschool support. We also had children who required additional language support.</p> <p>The Kindergarten also provides additional funding from our budget and has provided specific children with support which also benefitted the whole group as well by having an additional staff person available.</p> <p>Feedback from families showed they recognised how we adapt our learning for each child.</p>	Children were able to be supported to transition to school via meetings and additional support from staff. We observed progress in all areas of their development.
Improved outcomes for children with additional language or dialect	<p>In 2017 we had 2 children who spoke Chinese and required bilingual support. We also provide additional funding from our budget for bilingual support. We have 2 staff who share the role who both speak Chinese. This supports not only communication with the child but also with their family to help them feel welcome and be able to come to speak to staff as well. We also have bilingual volunteers who have studied and come back to learn more about working with the children.</p>	Children's language skills and wellbeing increased as their communication skills developed over their time at Kindergarten. Families were able to be involved as well.

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