



# Madge Sexton Kindergarten 2016 Annual Report to the Community



Government  
of South Australia  
Department for Education  
and Child Development

Madge Sexton Kindergarten Preschool Number: 3647

Partnership: Sea & Vines

**Name of Preschool Director:**

Leanne Lovett

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**Name of Governing Council Chair:**

Kirstie Warn

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**Date of Endorsement:**

28th February, 2017

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## Context and Highlights

Madge Sexton Kindergarten is co-located with McLaren Vale Primary School on the main road of McLaren Vale. MSK originally operated on Tatchilla Road in a building that was established by the community led by Madge Helen Sexton and opened officially in 1955, Madge Sexton Kindergarten moved to its new site in 2005, this history is embedded in our culture. The purpose built space has outstanding resources and facilities and has a capacity of 44 children per session, and is always enrolled to this number, with a consistently high demand for places. MSK is situated in the Onkaparinga Council. The majority of families are drawn from McLaren Vale and McLaren Flat, however we have children enrolled from as far as Kangarilla, Myponga, Aldinga and Hackham West, due to our location to their intended schools or our focus in implementing Reggio Emilia or nature play principles. MSK are proud to be involved in the Premier's Childhood Collaborative Project and are a "Reggio Emilia prototype site" and the DECD Preschool Outdoor Learning Area Project, both of which heavily influence the way we work with children viewing them as competent and capable and promoting risk and challenge and high expectations. In 2016, MSK were assessed by EECSRB and achieved "Exceeding NQS" in all 7 Quality Areas. Other notable highlights include: An absolutely wonderful year with a very productive and committed Governing Council who achieved so much to improve the facilities, learning programs, practices and policies of Madge Sexton Kindergarten. I cannot thank them enough for their time, support and hard work; The consistency of an existing staff team at MSK to be able to continuously build on existing learning programs and initiatives and continuously improve; Sending off some extremely confident children to school with our focus on developing positive learning dispositions in children; Our wonderful outdoor learning environment development continued to grow and further develop through our commitment of being a DECD POLA site— a beautiful, creative space allowing for children to take risks, challenge themselves, develop persistence & resilience, problem solve, collaborate, explore, connect with nature, and much more; Our staff continued to grow and learn about how to work with children around nature play principles; and MSK's reputation continuing to grow as "the place to be" for Kindergarten aged children resulting in high enrolment trends and a very long waiting list

## Report from the Governing Council

2016 at MSK had a great start with the AGM and a large group of committed parents willing to volunteer their time to support the children, families and staff to have a successful year, by being on the governing council. A lot was achieved throughout the year in 2016. Notably the outside verandah transformation. With the addition of glass panels, lockable doors, heating, fans, lights, new paintwork, weather proof blinds and vinyl floors; it was transformed into an all weather room. It has given more area for the children to learn, play and explore, regardless of the weather, a great addition to the kindy space and fantastic resources that were already in place. The kindy entrances also had a makeover, making it warm and inviting for the children and visitors alike to come into the kindy grounds. During the year the kindy went through accreditation, and due to the amazing effort and tireless work of all the staff, the kindy achieved exceeding in all 7 areas, which gave an exceeding rating overall for the assessment! That's an amazing achievement for the staff and all the kindy, and one that everyone is proud of. It was with great excitement for all of us on the governing council and I'm sure the kindy as a whole, that Leanne was reappointed the Director for another 5 years. We had a successful year fundraising in 2016, with an amazing amount of generous people and community businesses coming on board to support the kindy. We had a variety of fundraising events that encouraged family involvement, creating a lovely community within the kindy. It also gave the children the opportunity to learn and develop in different areas, and gave them a safe space to continue to develop their self-confidence. Thank you to everyone who contributed and gave so much time, effort and support to make 2016 fundraising such a success, raising around \$13000! - Kirstie Warn, 2016 Chairperson

## Quality Improvement Planning

Reflecting on our 2016 QIP, staff and governing council felt that so much was achieved and improved upon throughout the year. The following is a brief overview including achievements and next steps.

### QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE

Achievements include: Very effective process of developing children's individual learning goals in partnership with families; Improved learning documentation with evident children's voice; A highly effective MSK Planning, Assessment and Reporting policy in place including implementation of a 'data wall' where all children's learning goals are shared with and worked on by ALL staff; Staff roster supports educators to follow up on children's individual projects and learning journeys; Implementation of all children have individual literacy and numeracy goals targeting their learning needs; research undertaken through the 'Reggio Emilia Prototype Site' work improving how MSK educators work alongside children as 'co-researchers' and improving collaboration between children; and Deep critical reflection embedded in our work each day including clear learning intentions stated at the beginning of the day with the children as well as whole group reflection on learning processes at the end of the day, educators using a 'launch pad' to reflect on each child's learning and planning re-launch learning ideas for the following day to keep the learning journey authentic and relevant for children's learning outcomes.

Next steps include: Continuing to improve on MSK Planning, Assessment & Reporting Policy as staff learning develops through involvement in Reggio Emilia Prototype Site work; Improve visibility of children's learning to families as identified through Parent Opinion Surveys; tying our work in STEM; Big Ideas In Number; 'Buddy' work with Year 6 class at MVPS into our 'Reggio Emilia Prototype Site' research work around 'co-researching' in together; and Improving the way we use our atelier (art studio) into our research work.

### QUALITY AREA 3: PHYSICAL ENVIRONMENT

Achievements include: Sustainable practices improved on and embedded including the use of and purpose of using natural loose parts and recycable/re-used materials in the indoor and outdoor learning environments taught to children; fruit orchard, vegetable garden and produce sharing market cart embedded into our learning program; use of hand operated water pump and water tanks embedded in learning program; and collaborating with the school using their compost system.

Next steps include: Developing a MSK Environment Management Plan and Sustainable strategy.

### QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

Achievements include: Significant progress in embedding continuity of learning for children in the Sea and Vines Partnership agenda to improve learning outcomes of our children; working with MVPS to significantly improve the transition process for all children and families, including those with additional needs beginning school in 2016; and embedding cultural diversity and cultural perspectives more heavily in our learning programs and environment.

Next steps: Continue to work with educators in preschools and schools around continuity of learning to improve pedagogy and understanding to increase learning/wellbeing outcomes for our children; Improve the process of developing NEPs for children and sharing with feeder school; further work on embedding cultural perspectives into our learning programs and environment.

### QUALITY AREA 7: LEADERSHIP AND SERVICE MANAGEMENT

Achievements include: MSK PDR policy and process in place; and whole staff commitment to critical reflection to improve learning outcomes for children.

Next steps: Ensure MSK PDR policy and processes are followed up on in 2017.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	90	90	90	91
2015	90	90	92	92
2016	88	86	88	

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

Madge Sexton Kindergarten continues to have a high enrolment demand due to our high quality learning programs therefore has a Priority of Access in place to support an equitable intake into the Kindergarten. Each year we have up to 160 children on our books for limited spaces. In 2016 with the change of the staff:child ratios we had a capacity for 88 children. Our Priority of Access policy ensures that children who live in our local area are guaranteed a space at their local Kindergarten as well as that the Kindergarten intake enrolls to its full capacity. In 2016 we followed the new DECD Enrolment Policy for the 2017 intake, using two phases to designate enrolments. After the enrolment placement was complete, two new families moved into the area and therefore a special application was made to increase our physical capacity to 47, and our staffing capacity to cater for the extra children. The staff and families were very appreciative and felt well supported by this DECD process.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	100.0%	98.9%	98.9%	97.8%
2015 Centre	98.9%	98.9%	98.9%	88.0%
2016 Centre	98.9%	97.7%	97.7%	
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

The attendance percentages continue to be high for Madge Sexton Kindergarten which we believe is attributed to the work we do around belonging and connections with the children, which in turn makes the children and families not want to miss out on any sessions. The group sessions offered, were determined through parent surveys too so we believe this also attributes to families being able to get their child(ren) to Kindy for every session. We surveyed our families again at the end of 2016 in reference to the group sessions offered and we will change this again for the 2017 year to suit families and children even more, as well as be more beneficial for children's learning outcomes as the sessions will offer a deeper continuity of learning for each child.

## Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0198 - Kangarilla Primary School	2.4%	0.0%	0.0%
0250 - McLaren Flat Primary School	24.1%	27.1%	25.6%
0251 - McLaren Vale Primary School	54.2%	57.7%	57.3%
1071 - Moana Primary School	0.0%	0.0%	1.2%
8498 - Tatachilla Lutheran College	16.9%	11.8%	13.4%
9402 - Sunrise Christian School	0.0%	0.0%	1.2%
9756 - All Saints Catholic Primary School	2.4%	3.5%	1.2%
Total	100%	100%	100%

## Destination Schools Comment

McLaren Vale Primary School continues to be our main feeder school, with McLaren Flat Primary School the next popular government school. In 2016 we began intensive work within the Sea and Vines Partnership to ensure effective transitional pedagogy supports the children and families with their move from the Kindergarten into school. We will continue this work in 2017 and we are aiming to increase the percentage for McLaren Vale and McLaren Flat Primary Schools through this work.

## Client Opinion Summary

There was a very positive response from the Parent opinion surveys about the way that we operate at MSK from the 40 families that participated in the feedback. Here are some comments from each area: 'Quality Teaching and Learning': "This kindy is amazing, having looked at other preschools it stood out far beyond," "There are so many amazing activities that the children do and they are extended and challenged which then enables their leaning and confidence in a supportive environment." "The very passionate staff that set a bar so high that we could only wish it flowed on through to school." 'Support of Learning': "My child has gained a huge amount of confidence this year at Kindy. He loves going and seeing what they are going to learn each day." "Children's successes are celebrated, showing them they are valued and that their learning is important. Their ideas are acknowledged and used to futher explore learning concepts, which is pivotal in fostering their love of learning for taking risks." 'Relationships and communication': "Teachers are always available and happy to discuss any matters regarding my child. We have lots of opportunities to be involved, and opportunities for parents to meet up. It is a real community." "The staff at MSK make family feel very welcome and encourage parents to join in when they can" "Staff are always approachable and willing to discuss any concerns parents have about their children, they take issues on board and provide feedback in a timely, respectable and professional manner." 'Leadership and decision making' "MSK demonstrates a high sense of leadership, where staff respect one anothe and work together for the betterment of the children. Parents are valued and a strong positive relationship is achieved." Staff have idenitified areas to work on through this data and this will be reflected in our 2017 Quality Improvement Plan.

## DECD Relevant History Screening

Relevant persons working or volunteering at Madge Sexton Kindergarten were required to obtain and provide a copy of a DCSI clearance where appropriate including: staff members; Governing Council Committee members; Third party providers (IT technicians, cleaners, gardener, class photographers, visiting performers, etc.); and student teachers and volunteers – University, TAFE, secondary school, etc.

## Financial Statement

	Funding Source	Amount
1	Grants: State	543752.74
2	Grants: Commonwealth	N/A
3	Parent Contributions	42574.78
4	Other	20010.11

## 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	2016 Funding for improving outcomes for numeracy and literacy were used in the following ways: educator release to work on planning, assessment and reporting processes and documents using The Early Years Learning Framework and the Preschool Indicators of Numeracy and Literacy; professional development for educators in Big Ideas In Number; educator release to work with other Preschool and Reception educators around continuity of learning for children in literacy and numeracy; and purchasing resources for the teaching and learning programs around Literacy and Numeracy.	All planning, assessment and reporting practices are aligned with EYLF and Indicators of N & L. Children had growth in their individual numeracy goals.
Improved ECD and Parenting Outcomes (Children's Centres only)	Children who required additional support for speech, language, behaviour and other areas were supported either through DECD Support Services funding or Site budget funding to ensure their needs identified in their NEP and/or ILP were catered for and worked towards by the whole staff team in partnership with families. Educators supported children one on one or in group situations in the learning program; and educators were released to work with support services staff, families and school staff.	All children had a NEP or ILP. All children showed progression in their learning goals.
Improved outcomes for children with disabilities	N/A	N/A
Improved outcomes for children with additional language or dialect	N/A	N/A

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