



Netherby Kindergarten

2021 annual report to the community

Netherby Kindergarten Number: 4684

Partnership: Mitcham Plains

Signature

Preschool director:

Mrs Tahlia Grandison

Governing council chair:

Emily Tokic

Date of endorsement:

2 March 2022



Government
of South Australia
Department for Education

Context and highlights

Netherby kindergarten is a full-time stand-alone kindergarten located in the Mitcham Council area. Netherby Kindergarten is a hidden gem, located at the base of the Mount Lofty Ranges. The centre is well maintained, well resourced with large, light filled and natural spaces for the children to explore and learn within. Outdoors we have an abundance of shady trees which is fantastic during the summer months as well as a huge sandpit which is also undercover with water pump and rocky creek area. Our nature play areas are continually expanding and improving, we utilise the natural environment around us to our full advantage. One area we call the Paddock which is a large open space to run from the top of the hill to the bottom, children roll go kart tyres down the ramps learning about speed, momentum and gravity. We have loose parts such as bricks for building, logs for balancing and planks of wood to create our own obstacle course. We also fill this space with pallet cubbies, mud kitchen and hay bails to test our coordination and balance. We also have our newest area which we call the Bush Garden, the Bush Garden is a shaded fenced area but it is here you will find tall and small trees, shrubs, a huge mud patch, teepees to hide and create in, a music wall with re-purposed materials to explore sounds, an enormous reading chair and bench seats to sit and read or just take a minute to relax. The children often use this space to listen and observe the bird life which are usually very active in the trees above. This space also has a non working frog pond that the children love to explore. We will be fundraising to help develop this part of the Bush Garden further.

The centre has a maximum capacity of 55 children, 52 children commenced term 1. Families choose their attendance pattern from Monday – Thursday up to 15 hours per week. Fridays we have a very popular, friendly and welcoming Playgroup session for children aged 0-5 years old. Playgroup runs from 9.30-11.30am. Children attend local Early Learning Centres or Childcare Centres as well as our kindergarten program. This year we were lucky enough to keep the same educators as last year with Tahlia Grandison as director 1.0, Lisa Pelgrim 0.9, Emily Schneider 0.7, Naomi Eliades 0.4. We have 3 ECW's Magali Thorez, Mika Due and Liz Hayball. Sarah Rice joined us from term 2 as our Preschool Support worker.

Governing council report

2021 will be remembered as the year that “dished up” so many challenges around the globe with the ongoing pandemic, resulting in uncertainty and the need to be able to adapt to a continually changing environment and this ability to adapt and evolve is exactly what the fabulous team at Netherby Kindergarten managed to achieve!

Led by the incredible Tahlia Grandison, this team of educators and support staff ensured that the kindy managed to negotiate the challenges presented by COVID 19 protocols and restrictions with minimal disruption to the learning outcomes for the class of 2021.

Netherby Kindergarten offers an incredible space for children to play, learn and have an abundance of fun. Nature play outdoors was a highlight for all. Nature suits and rubber boots when the weather was wet and sun hats and sun cream in the warmer months – so many fun things every day to suit the needs of each individual child.

The kindergarten team provided so many wonderful learning opportunities and worked around so many wonderful themes throughout the year. Different animals would visit, the amazing chic hatching experience to caring and collecting eggs and the children organising their own mini fundraiser by selling the eggs to parents and caregivers with all profits going to a yummy hot chip lunch for all during the last week of the year.

A number of excursions were made possible through the sheer determination and flexibility of staff, including walks to Urrbrae house and the Urrbrae wetlands, which was a fun day, enjoyed by the children, staff and parents that volunteered to attend.

A number of highly successful fundraising events managed to take place throughout the year (adhering to the strict covid protocols), which included a well-supported cheese and wine evening: a concert at the kindy by the Adelaide Symphony Orchestra and the amazing Art Show extravaganza during Term 4 – which raised over \$5000. The governing council worked extremely hard behind the scenes to ensure that the evening was a success - collecting donations from local business throughout the year, for the silent auction.

The final event for 2021 was the Christmas Concert. The children from all sessions were able to perform together on the night, with parents and care givers seated on the grass in a picnic setting – enjoying dinner and their children performing a number of well-rehearsed songs. This was a truly memorable event, made possible by the staffs hard work.

My child will never forget our amazing year at Netherby and I believe neither will his cohort and their parents and caregivers. Everyone I spoke to could not speak highly enough of Tahlia and her amazing team that worked tirelessly

Preschool quality improvement planning

QIP Goal 1 – Improve children’s literacy through a focus on building expressive language

COP – If we as educators implement a unified approach that supports the development of expressive language then we will improve children’s literacy.

Music and movement were used during group times to reinforce phonological awareness skills such as rhyming, tapping out rhythms/syllables and listening for the initial sounds in their names. Games and songs were used to develop children’s listening skills, executive function, resilience and turn taking. Children were highly engaged in these group experiences, following instructions, listening attentively, engaging in discussions by offering their opinions and listening to others and joining in with songs, rhymes and actions.

Educators engage children in conversations about their play, use open ended questions to stimulate children’s thinking. Educators encourage children to express their ideas and follow up with comments and questions such as “How do you know?” Educators scaffold children’s thinking by allowing children time to think before responding (wait time is differentiated for individual children) and posing questions such as “What might you do first?”, “Is there someone else that could help you?”, “How will you know if your plan is working?”

Other literacy opportunities include a letter and sound of the week table including a book with the letter displayed and a range of items that have that letter as an initial sound, children’s name cards readily available on a low board that can be used in a range of ways to support children’s increasing skills in reading and writing their name and names of friends, mark making tools both inside and outside, experiences that promoted fine and gross motor development and opportunities for children to play with peers in dramatic and imaginative play.

QIP Goal 2 – Improve children’s numeracy through a focus on building mathematical language

COP – If we as educators implement a unified approach that supports the development of mathematical language then we will improve children’s numeracy.

Educators model mathematical language in conversations with children during play and in group situations, songs and actions supported the use of special terms such as up, down, all around, in, beside, under, behind and the language of measurement such as long, short, quick, fast, children are encouraged to notice “how many”, children subitise small collections, count items if necessary and estimate if groups were “even” or had “more” or “less”.

Documentation demonstrates children engaging in dramatic play in a shop. Children sorted and counted items to sell to their peers, advertised what was for sale and used money to purchase goods. A ‘Kombucha’ shop provided children the opportunity to use comparative language and describe quantity and volume.

Measuring tapes, rulers, dice and sand timers are located in baskets on the veranda being readily available for children to use during their play. Educators model the use of appropriate labels for 2D and 3D shapes.

Documentation on the walls and in children’s folders provide evidence of work done over time around spirals. This work began from observing hermit crabs borrowed for the Nature Education Centre and was further developed through a range of experiences inside and outside the preschool, at the paddock and on an excursion to Urrbrae House. There has been a strong focus on the use of “data” through a range of meaningful experiences e.g. visual representation of the daily routine, term calendar with reference to the date, day of the week, month and weather; voting opportunities to name the newly hatched chickens, deciding on pancake flavours and identifying turns on the scramble net.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	48	50	49	49
2019	28	28	29	30
2020	53	N/A	55	54
2021	51	52	47	47

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.

Attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	94.4%	93.5%	88.4%	85.3%
2019 centre	97.4%	94.0%	94.7%	83.6%
2020 centre	91.3%		92.8%	93.7%
2021 centre	93.1%	94.7%	94.8%	86.9%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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

We saw a steady decrease in our enrolment numbers halfway through 2021. We had 4 children start their schooling journey early, enrolling in the midyear intake on offer from private schools. One child moved overseas, and one child moved to a new house. We are always very sad to see these children leave our beautiful kindergarten early as we know how important one full year of kindergarten is for all young learners.

The attendance data indicates high attendance rates again throughout 2021. The families at Netherby Kindergarten value continuity of learning and are committed to ensuring their child attends regularly. Including flexibility in attendance for example 2 full days and a half day or attending a 5-day fortnight supports our local community's needs.

There are still a number of children who do not access their full entitlement of 15 hours of preschool per week under the Universal Access funding and this is due to families requiring longer care hours that childcare or Early Learning Centres can offer. Other reasons include having family days, grandparent days or days off to rest.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
952 - Clapham Primary School	0.0%	4.0%	0.0%	5.7%
8405 - Emmaus Christian College	0.0%	0.0%	0.0%	5.7%
1063 - Highgate School	27.0%	28.0%	17.7%	31.4%
270 - Mitcham Primary School	36.0%	20.0%	31.4%	42.9%
9037 - St Joseph's School - Kingswood	2.0%	4.0%	11.8%	8.6%

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 2021 collection.

Destination schools comment

Netherby Kindergarten feeds into a large number of public and private schools
Mitcham Primary has the greatest number of enrolments at 42.9% and Highgate School received 31.4% which are both much higher than last years figures. Mercedes College received 17% of enrolments which was a similar figure to previous years. St Josephs School- Kingswood 8.6% which is slightly lower than last year.

Family opinion survey summary

2021 parent comments

I am 100% happy with Netherby Kindy. It has been a wonderful experience for both my son and daughter and Tahlia is a brilliant leader.

A brilliant choice for my children. The sheer space of the site especially has had huge benefits on their confidence and development. The families have been beautiful and the friends they have made are very special. The teachers are firm and supportive of the children but encourage independence and challenging themselves both socially, emotionally and physically.

Amazing educators, driven leadership team. Staff going over and above to provide an environment conducive to learning and developing. Children are exposed to all facets of learning in a safe and wonderful environment. I just wish I had of sent my daughter to this amazing preschool two years prior.

My children's regularly say that they love their kindy and even thank me for choosing for them to go there. They rave about their teachers, report all of the fascinating things they get up to, are excited to go and have made some very special friendships.

Netherby kindy is an amazing learning environment for preschool children. The educators are so enthusiastic and make learning so much fun. My son cannot wait for his "kindy days" as each day is different and offers exciting new experiences. He has thrived in this environment and is now more than ready to commence school Next year

Relevant history screening

All Criminal History Screening Certificates for educators, University students, work experience students, cleaners, volunteers etc are checked for compliance (DCSI / WWCC)

- Copies of certificates are kept on file for staff to access
- All criminal history screening certificates are checked for expiry date

Financial statement

Funding Source	Amount
Grants: State	\$431,370
Grants: Commonwealth	\$0
Parent Contributions	\$24,579
Other	\$8,863

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	For educators to build their capacity and confidence to deliver quality literacy and numeracy experiences in a variety of ways. educators attended pupil free days, training and development opportunities as a staff team, 2 educators attended the Continuity of learning project. One educator was part of the Music Education Strategy.	Educators have made significant progress in their understanding and confidence to deliver quality literacy and numeracy experiences for all children.
Inclusive Education Support Program	Our funding was used this year to utilise our support workers knowledge, skills and understanding on how to develop children's expressive language, comprehension and articulation.	Children were able to have support to work through individual goals and to help them engage more deeply in all areas of the curriculum.
Improved outcomes for non-English speaking children who received bilingual support	Funding was used to employ 2 bilingual workers who supported children in using their home language and developing their English language skills. Bilingual workers assisted educators in communicating with families.	Children were able to have support to work on their individual learning goals and to help them have confidence to engage in the curriculum.

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