

Strategic Discussion: Full Enrolment in NKA Services: Ensure capacity to meet demand

Statement: Demand for our services is predominantly parent driven. When we talk about demand we are not just talking about the numbers of children accessing our services – we are also talking about the needs and expectations of parents. Parent expectations are widely divergent and vary from community to community. Our ability to successfully meet parent expectations becomes more challenging over time as their expectations shift. In the past 5 years we have noted increasing demand for 6 hour sessions and catering for 2 year olds. Our ability to meet demand is impacted on by Government policy and funding. Meeting demand may require of us a greater need for flexibility, the ability to plan ahead and responsiveness. It also requires that we are engaging with our families to understand what their expectations are and what they most need to know about our services when they are making decisions about ECE provision. There is a growing interest in our kindergartens providing parental support with issues beyond early childhood education. We have to be aware of our reputation and monitor whether our view of ourselves matches parent perceptions. As we adapt how we operate to meet demand we remain committed to ensuring children are taught by trained, qualified teachers. One of the greatest challenges we may face is ensuring that the essence of kindergarten is maintained while implementing changes to meet demand. We acknowledge the tensions created as a result of under or over demand situations that arise from time to time.

Area	Ensure:	Further Initiatives to be explored
Strategies	<ul style="list-style-type: none"> • Recruit qualified trained teachers • Regularly check our reputation with kindergarten parents • Identify parent needs • Support parents to obtain a kindergarten placement • Review how well we are meeting demand for diverse expectations • Ensure our resources, environments and facilities cater for all age groups, cultures, children with special needs or disabilities and gifted children • Target support and PD to where it is needed 	<ul style="list-style-type: none"> • Encourage parents to enrol earlier rather than just turning up when they're ready and being disappointed if a place is not available • Market hours of operation more strongly, many still not aware that we offer 6 hour sessions • Capacity to raise the number of teachers to child ratio to enable more time to be spent with parents. • Supply of transport/food? • Strategies if school cohort entry is introduced • Strategies if schools vary their hours
Board engagement	<ul style="list-style-type: none"> • Regular meetings with kindergarten communities • Monitor level of enrolments via Board reports • Committed to 100% trained teachers • Be aware of how changes in policy may impact on kindergarten communities 	
Staff	<ul style="list-style-type: none"> • Are responsive to the needs of their communities • Are supported to be creative with problem solving • Able to access additional support as required from time to time • Good roll management is evident and discretionary ability used on a case by case basis (eg parents enrolling siblings) • Understand the reasons behind under demand at a kindergarten before developing solutions • Networking with community organisations is occurring so that awareness of the services we offer is widely known 	
PD	<ul style="list-style-type: none"> • Build leadership capability • Build change management skills 	