



Kadina Preschool Centre 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Kadina Preschool Centre Preschool Number: 6609

Partnership: Northern Yorke

Name of Preschool Director:

Simone Shevchenko

Name of Governing Council Chair:

Beck Crosby

Date of Endorsement:

8/2/2017

Context and Highlights

2016 saw a new Director come into Kadina Preschool. There was a change of staff members, with Teachers and Early Childhood Educators who had worked at the preschool in the past, returning.

We had 2 groups of children with Group 1 attending on Mondays and Wednesdays and Group 2 attending on Tuesdays and Thursdays. We had a total of 78 children enrolled. Of these 78, we had 12 Aboriginal/Torres Strait Islander children, 2 children under the Guardianship of the Minister and 26 children with additional needs.

We were staffed for 80 children meaning that we had 2 teachers and 2 early childhood educators with the children at all times as well as an extra early childhood educator to provide support for the children with additional needs.

The focus for the Preschool programme was a child initiated play based curriculum. This was to comply with National Quality Standards and current research. The Early Years Learning Framework was the basis of all assessment and reporting. The Numeracy and Literacy Indicators were used in the Preschool for the first time, with childrens' strengths in different indicators being observed.

We had many special events during 2016 including termly visits to Kindergym, excursions to Port Pirie, Special Persons' Afternoon Tea, excursions to Clare, Mucky Afternoon, Mini Olympics, Dress up Disco, Crazy Hair Day, Harmony Day, Farm excursions, Cross-age activities with local schools, Dancify, Junk and Nature Playground, Pirate Day and many more!

Setting up Partnerships with our local schools and businesses was a focus this year. We introduced a Kids Interacting with The Elderly (KITE) programme where we visited the local nursing home and the residents visited the Kindy on many occasions during the year. We also visited all the local schools with all the children and had school classes visit the Kindy. This helped children in their transition to school at the end of the year.

We had many fantastic families who were involved with the Kindy throughout the year. Families were involved in Governing Council, attending excursions, helping at the Kindy and doing a fantastic effort with fundraising. We really appreciate all the time and effort that families put into making the Kindy the wonderful place that it is.

Report from the Governing Council

The Governing Council was comprised of a small group of committed and enthusiastic members. At the start of the year the Governing Council approved the kindy's practices using the NQS assessment report. Introducing a play-based and child initiated program. We also changed the session times to allow staff to have planning days throughout the terms. We updated policies to be relevant to our Preschool and kids. Due to new research the governing council decided that our preschool should encourage more nature play so a decision was made to sell one of the play equipment pieces and to be replaced with tunnels and logs etc. The Governing Council also approved the Preschool Budget for anticipated spending through-out the year. Quarterly expenditure and income was addressed in relation to the Budget during each Governing Council meeting.

The fundraising committee did a marvelous job of raising money this year, they raised \$4,200 which was well over their \$3000 goal. Catering has been a new avenue for which we can raise money, it is a lot of coordinating and the committee did an amazing job at this. We were able to do two catering jobs this year, a lunch and morning tea for teacher training. It's a great chance for everyone within the kindy to be able to help by supplying food. we also held two raffles, Father's Day and Easter, ran the toy catalogue and a family photo session.

Well done to Simone and her staff for a successful year. The Kindy is advancing down a great path and they have all done an amazing job at steering it there.

I enjoyed being a member of the Governing Council and specifically being involved in making decisions around the issues, environment and opportunities that influenced the learning, well-being and enjoyment of the whole group of children. It is also a great way to get to know the Kindy staff and to meet other parents. I would recommend joining!

Quality Improvement Planning

In 2016 we had 3 Improvement Priorities:

Improvement Priority 1: Childrens' learning - For Childrens' voice to be incorporated and valued in the Preschool Program so that they understand their learning and how they learn.

Our success measure for this was for Children to be able to reflect on experiences and offer suggestions for further opportunities.

During the year staff undertook Risk/Benefit assessments with the children to get their ideas of what they thought was safe/unsafe, what steps could be taken to keep themselves safe and what the benefits of different activities were. This enabled children to assess risks independently when they were going to attempt a new activity.

Staff also made a conscious effort to give children "wait time" before jumping in to answer or offer solutions or ideas. This gave children a chance to offer solutions and work out problems themselves.

Reflection time was introduced in our end of the day group time for children to discuss their learning and experiences that were set up. Their ideas and suggestions were included in the programme and children became confident in answering questions during reflection time.

Recommendations for 2017:

- * Make sure the wifi is working so that we can use AudioBoom more regularly to capture childrens' voice
- * Continue with reflective questioning
- * Incorporate more project based work in group times

Improvement Priority 2: Pedagogical Practices to Engage and Stretch Learners - To implement new Pedagogical Practices so that all learners are engaged and stretched - focusing on the "plus" and the dispositions for learning.

Our success measure for this was that all children will show growth in literacy and numeracy - this will be shown through learning stories, observations and the Preschool indicator charts.

During the year staff made questioning and revisiting/revising a priority to stretch childrens' thinking and problem solving. Growth mindset was introduced halfway through the year and it was rewarding to hear children using the language of their "brains growing and getting stronger" when they attempted something tricky. Children were less likely to give up and showed persistence with tasks.

Staff began building the Reggio principles into working with families and children - seeing all children as competent, capable learners and including families in the learning process.

Staff recorded childrens' strengths in Numeracy and Literacy on the Indicator Charts and used these to identify which areas was each child's strengths in the Statement of Learning at the end of the year.

Recommendations for 2017:

- * Start the year with Growth Mindset focus - videos, books, etc
- * Staff T&D on "Stretching Learners" and incorporating the "plus"

Improvement Priority 3: Family Partnerships - Families to be involved in their child's learning so that genuine partnerships in childrens' learning are established to encourage engagement and dispositions for learning

Our success measure for this was that at least 50% of parents reply to Magical Moments (Learning Stories) and that in the parent opinion survey in question 22 "I feel welcome at this preschool" and question 33 "I am encouraged to be involved in the preschool in all kinds of ways" parents will respond positively.

The use of Facebook was introduced this year, which families appreciated greatly. They were able to keep up to date with what was happening at the Kindy as well as being able to see the learning that was happening. Many families were involved in special events at Kindy.

Feedback was received on 65% of Magical moments that were written during the year and on the Parent Opinion Survey, all participants responded with either agree or strongly agree for questions 22 & 33.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	72	75	78	76
2015	74	81	79	83
2016	75	77	76	

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

Term 4 enrolments was 78.

We had many children leave throughout the year, as well as getting new enrolments.

We had 40 children in one group and 38 in the other - this made for large groups of children in the centre.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	97.2%	96.0%	94.9%	92.1%
2015 Centre	97.3%	96.3%	87.3%	88.0%
2016 Centre	90.7%	83.1%	89.5%	
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

Childrens' attendance at Kindy was below the DECD standard of 94%. We had 2 children with 100% attendance and a small number of children that did attend over 94%.

We had a few children that had very limited attendance which brought down the total percentage for our site.

Most absences were for sickness and 2016 seemed to be a particularly bad year for children getting sick. Family reasons was the other reason for non attendance.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0196 - Kadina Primary School	1.5%	0.0%	0.0%
0459 - Wallaroo Primary School	0.0%	1.5%	0.0%
0460 - Wallaroo Mines Primary School	8.7%	21.2%	12.0%
0778 - Kadina Memorial School	66.7%	48.5%	80.0%
8200 - Harvest Christian School	18.8%	24.2%	6.7%
9059 - Mary MacKillop Memorial School	0.0%	1.5%	0.0%
9084 - St Mary MacKillop School	4.4%	3.0%	1.3%
Total	100%	100%	100%

Destination Schools Comment

We had two children who left at the end of Term 2 for a mid year intake at both St Mary MacKillop's and Harvest Christian College.

At the end of the year, we had children transitioning to 3 different sites - Kadina Memorial had the largest group, followed by Wallaroo Mines and lastly Harvest Christian College.

Client Opinion Summary

Parent Opinion Surveys were given to all 78 families and we received 39 responses which is an amazing effort.

We were really pleased with the responses with the majority of questions getting a strongly agree or agree rating. Our highest rated questions were in the area of Quality of Teaching and Learning, in particular in the questions:

Q7: My child's teachers make learning interesting and enjoyable - 82% strongly agree

Q3: This preschool has the expectation that children will learn - 77% strongly agree

Q4: Teachers are enthusiastic in their teaching - 77% strongly agree

Q6: My child's teachers clearly inform me of the learning program - 77% strongly agree

Q12: My child has access to quality materials and resources that help him/her to learn - 81% strongly agree

The following questions were the only ones that received any disagree responses:

Q6: My child's teachers clearly inform me of the learning program - 3% disagree

Q28: The staff always listen to what I have to say about my child's development and needs - 3% disagree

We are going to focus on the following areas as these received the lowest number of responses of strongly agree:

Q38: The preschool seeks parents' opinions about educational programs - 43% strongly agree

Q41: Parents are invited to participate in decisions about their child's education - 46% strongly agree

Q43: The preschool includes parents and community in decision making - 47% strongly agree

Throughout our planning and reflection processes we are going to consult with families and ask for opinions and suggestions for the learning program. We will do this through the use of email and Facebook by posing weekly reflective questions for families to respond to.

DECD Relevant History Screening

All Governing Council Members, staff and volunteers have relevant history screenings.

Parents weren't required to have a relevant history screening if they were volunteering when their child was at Kindy.

Financial Statement

	Funding Source	Amount
1	Grants: State	\$528,056.34
2	Grants: Commonwealth	\$0
3	Parent Contributions	\$34,539.00
4	Other	\$20,420.95

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	Funding was used to support staff to undertake training and development in the use of the Preschool Numeracy and Literacy Indicators to identify childrens' strengths and areas to stretch.	Indicators were used for all childrens' Statement of Learning at the end of the year.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Funding was used to employ support staff to ensure all children had access and were included in the Kindy programme. This included employing extra staff on excursions to allow children with additional needs to participate fully.	All children were included. Staff undertook specialist training so that children with additional needs were able to attend their entitled Kindy hours.
Improved outcomes for children with additional language or dialect	We had no children who required support for English as a Second Language	

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