Context

Preschool Name: Tumby Bay Kindergarten  
Preschool Number: 6670

Preschool Director: Ginny McTaggart  
Region: Eyre and Western

In January we received our assessment report for National Quality Standards. Our rating was exceeding National Quality Standards in QA1, QA2, QA3, QA5 and QA7 and meeting National Quality Standards in QA4 and QA6. Our overall rating was exceeding National Quality Standards of which we are very proud. Our rating reflects the commitment of staff and the quality programs we provide in our centre.

In 2013 there has been a restructuring of the administration of the Rural Care program which has meant many changes that has affected families and staff.

Quality Improvement Plan

**QA 1 – Goals** – Rural Care – Engage with families to obtain knowledge of their expectations to plan programs for children. Strategies included child entry profile, orientation survey, communication books, families to have access to profile books, introduce family book. Family survey showed that entries in communication books are valued. We are also encouraging parents to write in them regularly. Positive feedback from child entry profiles will continue to promote family book and encourage families to access profile books.

Kindy – Increase Phonological awareness skills – Used Skills Mapping Screener in 1st and 3rd terms to assess skills and provide focus for programming. Data showed that all children were achieving skills up to early reception level and 83% of children in term 4 were achieving two out of the four skills expected to be achieved by the end of reception.

**QA 2 – Goal** – Rural Care and Kindy – Support children to acquire and use complex motor skills to increase children’s ability to learn. Strategies were to implement Move to Learn program, targeted gross motor program which included regular visits to the Gymnastics centre and have a Lapathon as a whole centre family day.

Move to Learn observations showed children mastering skills, feedback from parents told us they were continuing program at home and rural care learning stories were evidence of children developing skills. Data collected over the year at Gymnastics saw a huge improvement in children’s skills, confidence and wellbeing. Lapathon was well supported by rural care and playgroup families.

**QA 3 – Goal** – Rural Care and Kindy – Children will learn to care for and appreciate the natural environment through growing and preparing food and through recycling, sustainable practices. Our vegetable garden and composting are ongoing practices that are embedded in our centre. Vegetables are harvested and eaten as available and used at Healthy Lunch days every term. Highlights have been children recycling, sessions with NRM and learning stories as evidence of learning and children’s involvement.

**QA 4 – Goal** – Rural Care and Kindy – Educators will work together through discussion and reflection to articulate and review practice. Strategies were to access T and D, discuss NQS PLP newsletters, videos, develop Performance and Development policy and review our centre philosophy. Highlights of T and D were Early Years Conference, Kidsmatter, Jane Hargreaves, Dispositions and Niki Buchan. Staff have found NQS PLP newsletters and videos valuable to reflect on practice by watching and listening to other educators. Philosophy was reviewed by all staff and families and P and D policy developed and process in place for all staff. Information from T and D staff attended was shared with families in rural care and kindy newsletters. e.g. Learning Together, Niki Buchan, Dispositions for learning.

**QA 5 – Goal** – Rural Care and Kindy – Whole centre involvement in Kidsmatter project and raise awareness of Australia’s cultural diversity through our families cultural and linguistic diversity. Kidsmatter – We started our journey at the end of Term 2 - Component 1
was creating a sense of community which is an important part of children’s wellbeing and affects their ability to learn – we surveyed families and activities included a family tree photo display, discussions and family book to promote a sense of belonging to a community. Feedback from families was positive and learning stories show children’s engagement.

Component 2 – Developing children’s social and emotional skills – started in Term 4 and we decided to focus on a section at a time so will be ongoing in 2014. In rural care the focus was on supporting parents and children to cope with separation/ have positive goodbyes. Social and emotional wellbeing develops when children feel safe valued and secure. In kindy we focused on developing children’s resilience by building strong protective factors e.g. use initiative and self control – learn skills, behavior required to play with, interact/cooperate with others. As an extension we will view Social and Emotional Learning e-learning videos from the Talking about Practice series filmed in different early childhood services.

To raise awareness of our cultural diversity we involved and invited parents in to contribute to our program. Highlights were learning language, cooking and accessing resources, music and film clips.

Kindy – Children’s level of involvement will increase through educators providing an active learning environment. We filmed 4 children every term throughout the year to gauge their level of involvement in our program. Results showed that all children’s level of involvement increased from level 2 frequently interrupted activity to level 4 or 5 which is strong involvement up to sustained intense activity over the year. This shows that children’s involvement has increased due to educators providing an active learning environment.

QA6 – Goal – Rural Care and Kindy - Families will have ongoing opportunities to communicate freely and work in partnership with educators and management and easily access information and support from community services. Strategies were feedback from newsletters, profile books home, parent interviews, increased Governing Council attendance, info in newsletters, ongoing daily conversations, communication book entries. Families surveyed and feedback was they want information on child development, numeracy, literacy and more entries in communication books. Also expressed interest in session with Mandy Seyfang – Tuning into Children. We were successful in application Parenting SA grant and plan a session with Mandy Sefang in 2014. Highlights have been ongoing feedback in communication books, profile books and conversations. Special Governing Council meeting and subsequent Community meeting to discuss possible relocation to the school was well supported. Parents had opportunity to express opinions, ask questions, develop a motion with provisos before deciding to be part of the application.

QA7 – Goal - Rural Care and Kindy - Staff to have ownership of Performance and Development process through a targeted plan with regular updates and feedback. Strategy was to develop a policy as a staff team and put a relevant plan into place. Policy was developed as a staff team with processes identified to improve quality of our performance and interactions with each other. Highlights have been relevant T and D, computer session, Kidsmatter focus, numeracy, literacy, focus on babies, administration. Plan formed in April and review meeting in October to evaluate and reflect.

### Intervention and Support Programs

During 2013 we have had intervention and support programs in place for 6 children. Programs have focused on speech and language, listening skills, following instructions and concept knowledge. A Preschool support worker has implemented these programs by having regular one on one sessions and also whole staff involvement during the day to develop skills during play, routines and group times. We can see improvement in all areas and this is evident through assessments, observations, learning stories, individual learning plans and feedback/ conversations with families during their time at kindergarten.
Report from Governing Council

2013 was a different year for the kindy, being the first year of the single intake. The year went extremely well with enrolments at 34 in first term and down to 12 in fourth term.

As the numbers were low in fourth term a very successful one off transition program was set in place for children eligible to start in Jan 2014. This program not only introduced the children to kindy routines and their teachers but gave teachers the opportunity to get to know the children.

Fundraising was once again greatly supported with the Lapathon in June being great fun for both the children and the parents who came to watch. Both Playgroup and Rural Care were involved and enjoyed themselves immensely. Fundraising funds were all put towards finishing the cubby house which is now looking amazing and is very well utilized.

The major decision from this year has been the application put into DECD to relocate the Tumby Bay Kindergarten to the Tumby Bay Area School site. Much discussion was had regarding this at Governing Council and it was agreed to submit this application in conjunction with the school as long as we retain our independence. The benefits of the relocation would include strengthened transition programs, resources, library, Rec centre which will enhance the children’s learning as well as increase capacity for Kindy and Rural Care.

Overall 2013 has been a very successful year for the kindy and we as a community are very fortunate to have such dedicated staff that all go above and beyond their job descriptions for our children and I would like to take this chance to say thankyou and none of you go unnoticed.

Beck Pedemonte
Chairperson

Student Data

Enrolments

Total Enrolments 2011 - 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>34</td>
<td>35</td>
<td>36</td>
<td>37</td>
</tr>
<tr>
<td>2012</td>
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<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
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Enrolments have continued to be high over the last few years.

### Attendance

#### Attendance Percentages 2011 - 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>2011 Centre</td>
<td>94.3</td>
<td>93.5</td>
<td>100.0</td>
<td>90.6</td>
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<td>2013 Centre</td>
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<td>95.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011 State</td>
<td>89.9</td>
<td>89.1</td>
<td>88.4</td>
<td>89.6</td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
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<tr>
<td>2013 State</td>
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<td>88.0</td>
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</table>

Our attendance continues to be higher than the state percentage.

### Feeder Schools

#### Feeder Schools

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>0361 - Port Neill Primary School</td>
<td>Govt.</td>
<td></td>
<td>17.4</td>
<td></td>
</tr>
<tr>
<td>0446 - Ungarra Primary School</td>
<td>Govt.</td>
<td>10.0</td>
<td>17.4</td>
<td>12.5</td>
</tr>
</tbody>
</table>
Data shows that our main feeder school is Tumby Bay Area School followed by Ungarra Primary School and also that in 2013 we did not have any children attend Port Neill Primary School.

### Client Opinion

We have continued to use a format that was developed 3 years ago in conjunction with Governing Council members. It gives us valuable relevant feedback to use in planning our program. Of all the surveys sent out we had 70% returned of which all were “agree” with the statement they were asked to rate. The comments parents made after each statement have been very positive – very nurturing, welcoming centre, approachable, dedicated staff, well organised learning programs, love the literacy kits, staff always looking to improve, enjoyed watching my child develop during her kindy year.

Comments in the section on “2 things you would like to see changed” were – more space, more parents to be involved not just same few, more parents on Governing Council, relocate to the school is a good idea, separate the kindy from rural care.

Last year a comment was that they wanted more alphabet and number activities – as result of that this year we have had a specific focus on numeracy and literacy learning in each of our small group activities every week.

In 2014 we plan to review our Preschool Parent Survey with Governing Council and our families.

### Financial Statement

<Income by funding source>

<Your End of Year Profit and Loss Statement may be included as an appendix>