Tumby Bay Kindergarten

Annual Report

2014
1. CONTEXT

Preschool Name: Tumby Bay Kindergarten
Preschool Number: 6670
Preschool Director: Ginny McTaggart
Partnership: Central Eyre

Tumby Bay Kindergarten is an integrated Preschool and Rural Care (long day care) service. The preschool is part time and operates Tuesday, Wednesday and Thursday. Rural Care is a full day service operating 5 days a week.

We applied to relocate to the Tumby Bay Area School site in 2013 but heard in May 2014 that we were unsuccessful.

2014 has been our first year of operation after a restructure of the administration of the Rural Care program. The changes have included clearer guidelines and compliance information which has been a positive outcome for staff and families.

2. REPORT FROM GOVERNING COUNCIL

This year was always going to be a new experience for everyone involved with it being the first year of single intake in January. The wonderful staff handled this extremely well with all children benefiting greatly from their year at kindy.

The Tumby bay staff – Ginny, Shae and Jo are the most dedicated teachers I have come across. I love, as do the children how you can walk into the kindy and instantly feel welcome in the bright warm caring environment they they work tirelessly to create. Nothing is ever too much trouble and they all manage to get the children to do as required with little effort (a secret I would love to learn) Along with the school we submitted an application to DECD for funding to relocate to the school site, which would provide a new building for both rural care and kindy. We were unsuccessful with this application however I do believe in the long term this would benefit all involved and hope that the chance for funding comes around again.

We have had another successful year fundraising with the running of an Easter Raffle, decorating tables for the EPLGA conference, Tupperware party where the hosts rewards were raffled off, Lapathon which was very well received by all children participating, Picture Products and Toy Catalogues with all money raised going towards new science equipment, literacy kits, special Christmas gift and outdoor play equipment. All fundraising money goes straight back into the kindy to help make it the kindy that we and the children love to attend.

On a personal note I have been involved with the Tumby Bay Kindergarten over the last 5 or so years and couldn't have asked for a more enjoyable environment for my children to attend. I could safely say I have never had any trouble with my children wanting to attend, other than the occasional teary morning of them not wanting me to leave. On these morning the staff did everything and anything they could to help make my children feel welcome, safe as if they were the only ones there which allowed me to leave knowing my child was safe and cared for.

Ginny spends countless hours doing “behind the scenes” jobs, which often go unnoticed. I would like to publicly thank her for all the time and effort she puts in for both the Tumby Bay Kindergarten and Rural Care – your work doesn’t go unnoticed and our facilities wouldn’t be what they are without all the work you put in. To Shae and Jo your creativeness amazes me. Having had 3 children go to
Tumby Bay Kindergarten I don’t think we have received the same craft come home too often. We have even received some craft that I would have rather left at Kindy but you show the children so much encouragement that I couldn’t possibly leave their creations behind. Thank you all very much for making Kindy a very enjoyable place to attend and a place all children love to come to back to.

3. HIGHLIGHTS 2014

In conjunction with the Reception teacher from Tumby Bay Area School we planned and put in place a Transition program starting in Term 1 that continued over the year. It consisted of regular visits between both sites, a parent information session presented by both the reception teacher and myself and regular meetings with the reception teacher. Parents were surveyed afterwards and feedback was very positive about number of visits, transition booklet, information session and overall communication between reception teacher and preschool. Suggestions for improvement next year included better tour of the school, 2 all day visits in term 4, bus transfer to kindy and information session for parents at other schools.

4. 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 as part of enrolment and orientation visits prior to starting care. Communication books are a valuable way to share information and form links with families. They continue to give us positive feedback. Next year we will focus on how to encourage all families to access profile books regularly and contribute to our Family Book. Parents have commented positively about sharing of books and dating artwork in folders. Our Family Day for all rural care families at Glenforest was well supported developed partnerships with our families. We will plan another Family Day next year.

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 in Term 3 all children were achieving skills up to early reception level and also 15 out of our 28 children had achieved Reception level skills. Each term we had a focus e.g. rhyme, syllables and initial sounds and in term 4 we provided extension activities and reinforced skills. We plan to also include a numeracy goal in our Quality Improvement Plan for 2015. Data collected to reflect children’s progress towards outcome areas showed progress in all areas with highest scores in areas of sense of identity, wellbeing and confident involved learners. These results are partly due to involvement in Kidsmatter and staff interactions, practices in relation to RRR wellbeing scale observations. Literacy and numeracy quilt data from 1st and 4th terms showed all children’s skills increased over the year ranging from 14% to 50% in numeracy and 13% to 30% in Literacy. This evidence supports our plan to have a numeracy goal in our 2015 QIP.

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 involve children in the Move to Learn program, visits to the Gymnastics Centre in Terms 2 and 4 and a Lapathon as a whole centre family day. Obstacle courses are always part of our outdoor learning environment to target particular skills observed in assessments/Gymnastics as a priority. Photos, learning stories and observations showed children mastering Move to Learn skills as they progressed through the program. Data collected from Gymnastics saw children developing the confidence to take risks and skills to master the activities. Niki Buchan training had a focus on risky play and gave us ideas to use to extend children’s skills to balance, take risks, spatial awareness e.g. Nature play day where children used natural materials to set up play spaces from their own ideas, rope nets/bridges and ladders. Rural Care had a focus on setting up obstacle courses inside and out and involving children in music and dance to develop sensory motor skills. In addition Move to Learn activities were also incorporated into the program.
QA3 – 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.

Children are involved in planting, caring for and harvesting produce from our vegetable garden to use in cooking and healthy lunch days every term. Conversations and observations are ongoing and children enjoy watching and picking produce to eat as it is ready. Composting, recycling and the vegetable garden are practices that are embedded in our centre. Learning stories are evidence of learning and children’s involvement.

Goal – Children understand and respect the natural environment and interdependence between people, animals and the land.

Geraldine from NRM came and presented a puppet play, read a story about animals losing their habitats. As extension we provided puppets and children acted out the play and we continued stories and discussions. Other activities included Glenforest Family Day, observing birds in our environment and subsequent ongoing research, discussions. We plan a family day to a farm and a tidy up day in our scrub.

QA 4 – Goal - Rural Care and Kindy – We will have adequate numbers of qualified staff to ensure safety and wellbeing of children.

Strategies were to roster extra staff at changeover/lunchtime and support staff to access training to upgrade qualifications. All staff now start at 12.30 which has given more time to share information and discussion time with parents. All staff have achieved Diploma qualifications.

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 as Targeted by Performance Development Plans and offered as available and/or requested. As a staff team we watched NQS PLP videos at staff meetings followed by discussion as to how it related to our practice. Discussed with staff option of continuing this next year and was decided to with input from staff on relevant topics. Examples of progress include learning story DVD purchased and shared with staff, involvement in kidsmatter, Gowrie training offered and accessed, Every Child articles shared and discussed at staff meetings.

Plan to visit other centres next year and source training on guiding behavior to support children’s learning and development.

QA 5 – Goal – Rural Care and Kindy – Support children to develop strong sense of wellbeing through forming nurturing relationships. One strategy was whole centre involvement in Kidsmatter project. Staff attended training on each component and from that decided on a goal/ focus in our term plan. Throughout the year we worked with Component 1 – Sense of community developing a sense of belonging for children and families which included surveying families and activities to promote sense of belonging. Component 2 – Developing social and emotional skills and Component 3 – Working in partnership with families. Evidence of learning and values of Kidsmatter is learning stories, conversations, parent opinion, feedback in communication books, profile books and orientation surveys. We plan to continue a termly focus for Kidsmatter in 2015.

Goal – Support children to develop wellbeing through successful social functioning. As part of this goal in Kindy we used the RRR wellbeing scale to observe children over the year. We also modeled, supported children with their social interactions and entry / exit skills as part of our ongoing practice.

We filmed 4 children over the year and results showed that mean scores for the children ranged from 6.5 / 8.0 in term 1 and improved to 10.0 / 11.0 in term 4. Our mean score for the setting was 6.0 in term 1 and improved to 9.5 in term 4 which shows it was a valuable process for all our children. Funding was used for an ECW to back fill staff during filming, watching and discussing / scoring videos.

Goal – Rural Care and Kindy – Raise awareness of Australia’s cultural heritage and diversity through our families cultural and linguistic diversity.

Strategies included inviting families and members of our community in to share language and knowledge, surveying families to learn about their heritage. We also invited Port Lincoln Children’s Centre to visit and share language / stories with us. Evidence in learning stories, photos and discussions shows children learning, forming links with and developing an awareness and disposition to learn about other people and their cultures.
We surveyed our families to learn about their own families heritage as a focus for our learning. From this we learnt about Scotland and England and invited people from the community to share stories, photos and language. We plan to survey families in 2015. We are an integrated service which meant Rural Care were also involved in activities with Port Lincoln Children’s Centre and members of our community who came in to our centre. Rural Care also had a focus on Australia where children learnt about our culture, animals and families were also involved by sharing books and stories with us.

QA6 – Goal – Rural Care and Kindy - Families will have ongoing opportunities to communicate freely with and work in partnership with educators and management. Strategies were priority for children’s learning checklist, information in newsletters, parent interviews, ongoing daily conversations, feedback from newsletters, profile books regularly sent home and always accessible. Learning newsletters on importance of physical activity, literacy, numeracy, ideas from training and development and Kidsmatter were provided to families throughout the year. Positive comments from families are evidence of success. “Quality Improvement Plan at a glance” in a newsletter has been a new strategy to update families on progress over the year towards achieving our goals. We plan to include it every term in 2015.

In May Mandy Seyfang ran a session on Tuning into Children which was well supported by families. The session was also attended by Hayley from Learning Together at Home and gave families the opportunity to develop a link with the program. We plan to apply for a Parenting SA grant again in 2015.

Our transition to school program is also an example of working very successfully in partnership with families.

Goal – Rural Care and Kindy - Families will easily be able to access information and support from community services.

Strategies were information is always available in the sign in area, information in newsletters, inviting community services in to talk to parents e.g dietician, dental surgery, CAYS, speech pathologist, Hibbles chemist, water and sun safety and local policeman. From a Parenting SA grant we ran a Mandy Seyfang session, had regular visits by CAYS, Lower Eyre Health, involvement in Kidsmatter and Learning Together at Home. Feedback showed us that families felt comfortable to come to staff for information on how to access support when they needed it. Two comments from parents in our opinion survey said that they were unsure where to access information. We plan to discuss this with Governing Council, make displays more visible and put reminders, notes in newsletters in 2015.

QA7 – Goal – Rural Care and Kindy – Staff to have ownership of the Performance Development process through a targeted plan and ongoing feedback.

Policy was developed as a staff team in 2013 with processes identified to improve quality of relationships/interactions with each other. Highlights have been relevant T and D, learning story resources, access training as requested and attending training as available, Kidsmatter, administration under new guidelines. Plan formed in April and review meeting in September to evaluate progress and plan. Feedback from staff will guide the process and priorities we will set in 2015.

INTERVENTION AND SUPPORT PROGRAMS

In 2014 we have had intervention and support programs in place for 9 children. Programs have focused on speech development and receptive and expressive language. Also listening skills, following instructions, concept knowledge and social skills. 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.
5. STUDENT DATA

6.1 Enrolments

Total Enrolments 2012 - 2014

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
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<tbody>
<tr>
<td>2012</td>
<td>28</td>
<td>30</td>
<td>31</td>
<td>31</td>
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<tr>
<td>2013</td>
<td>29</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>28</td>
<td>30</td>
<td>29</td>
<td></td>
</tr>
</tbody>
</table>
6.2 Attendance

### Attendance Percentage

<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>2012 Centre</td>
<td>96.4</td>
<td>93.3</td>
<td>58.1</td>
<td>83.9</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>96.6</td>
<td>95.8</td>
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<tr>
<td>2014 Centre</td>
<td>96.4</td>
<td>93.3</td>
<td>89.7</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></td>
</tr>
</tbody>
</table>

Figure 2: Attendance by Term

Our attendance is higher than the state average. Our families always let us know if children will be absent and this is usually only in the case of illness and/or family holidays.

6.3 Destination – Feeder Schools

### Feeder School Percentage Data

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0361 - Port Neill Primary School</td>
<td>Govt.</td>
<td>17.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0446 - Ungarra Primary School</td>
<td>Govt.</td>
<td>17.4</td>
<td>12.5</td>
<td>3.9</td>
</tr>
<tr>
<td>0743 - Tumby Bay Area School</td>
<td>Govt.</td>
<td>65.2</td>
<td>87.5</td>
<td>96.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.1</td>
</tr>
</tbody>
</table>

Data shows that our main feeder school is Tumby Bay Area School followed by Ungarra Primary School. In 2013 and 2014 we did not have any children attend Port Neill Primary School but in 2015 we will have 2 children starting.
6. CLIENT OPINION

This year Governing Council reviewed the parent opinion survey that was originally developed by Governing Council four years ago. Governing Council decided after discussion to keep the same questions and saw the section where they were asked to name two things they liked and two things they would like to see changed as particularly valuable to guide improvement.

We had 75% of surveys returned. Parents could “agree” “disagree” or indicate “unsure” to statements relating to quality of teaching, relationships/communication and leadership. All were “agree” except for 2 who were unsure about where to access information about support agencies in the community. We had two suggestions one was to provide lunch care from 11.30 – 12.30 on a Wednesday between playgroup and the afternoon session and the other was more parent involvement. Positive comments included very welcoming, positive attitude, support when needed, constantly improving, following children’s interests, excellent transition to school program, variety of programs/experiences and focused literacy and numeracy program.

We were pleased to hear positive comments about our literacy and numeracy programs as we had made it a focus coming from a parent comment in 2013. We plan to discuss with Governing Council, survey parents and include notes in newsletters about access to information about other agencies and strategies to promote more parent involvement.

7. ACCOUNTABILITY

Report on Eduportal shows that all staff have current approved police checks and I also have a copy as a record on site. In addition I have an approved check for a volunteer.


8. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>Rural Care operating grant 19235.00</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
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</tr>
<tr>
<td>3 Parent Contributions</td>
<td>6160.00</td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

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