



Moonta Kindergarten 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Moonta Kindergarten Preschool Number: 6625

Partnership: Northern Yorke

Name of Preschool Director:

Anna Daly

Name of Governing Council Chair:

Clare Luciano

Date of Endorsement:

Context and Highlights

Moonta Kindergarten continues its 5th full year of being a full time centre attended by approximately 50 children and their families. Our staff are a committed group who see their continuity at the centre as of much importance as the continuity of learning for the children.

The position of Director was advertised early in term 3 and Anna Daly, present Director won the position. Cindy Marshall gained 0.5 permanency as well as Jackie Aldridge winning 0.5 ECW position for a year.

In Term 1 and 2 we saw many families participate in Fathers Nights and Mother's Day Morning teas (also inviting a special person). The support we have from not only immediate family but also of Grandparents, Aunts, Uncles and friends is indicative of our community spirit across the kindy and surrounding areas. We highly value the relationships we have with all families and continue to work on ways of engaging with everyone who comes to our centre. Our relationships then evolve into partnerships that enable us to support the children together. This year the saying "It takes a village to raise a child", has been so evident, and I can already see the same scenario happening for 2017.

Numeracy afternoons that were open for families to come and interact with were also a huge success. We heard positive feedback from you about the innovative numeracy ideas that you are creating for your children at home. Once again your support is really appreciated not only by the children but also by staff.

Literacy and Numeracy are highly evident in our centre through constant saturation in conversations, provocations and the environment. We have been able to ascertain from these forms of learning that this is the way the children learn best. For instance we do not actually teach the children to count but by the end of the year children were demonstrating these skills, we don't teach the actual alphabet or specific reading, but many children had these skills also by the end of the year. Small groups, targeted questioning, respect for all levels of learning and strong expectations in relation to social skills has all attributed to the wonderful growth and success of the children and their learning outcomes.

Your child's statement of learning contains many examples of your child's experiences with Literacy and Numeracy. It is not only the L and N that they are learning but also the mindsets of having a go, not giving up and experimentation through trying out various ways to find out .

Report from the Governing Council

To the Governing Council of 2017,

I hope you enjoy what the year has to offer.

It is such an interesting role being on the committee, where you build strong relationships with other parents and educators and it provides an insight into the Kindergarten's operations.

The most essential task for 2017 will be to collaborate with planning of the outdoor upgrade.

This is such an amazing opportunity for the kindy community to work together.

It is also not everyday that you are given such a grant of this size to enrich the lives of all families in our community,

This year was our first whole year of Occasional Care, this program has been such a success with parents using it as it is intended, which is occasionally. There have been about 30 enrolled in the program, with the last term of the year being the most busy, this is due to many children preparing to transition in to their year of kindy.

There has been an improvement with the paying of fees by offering parents to pay upfront and in full at the start of the year and with the use of centrepay.

Thanks to the staff at the kindy who all do a great job with our children.

Clare Luciano
Chairperson.

Quality Improvement Planning

In 2016 we have taken on a partnership approach to further improve our practices at Moonta Kindergarten with overarching priorities being

- Educator Quality
- Building Powerful Learners
- Family & Community Partnerships.

With these priorities in mind we have been able to incorporate into our Improvement plan these priorities as well as a range of areas of which we have identified as needing strengthening.

-For all children to develop a range of numeracy skills in their learning.

To achieve the outcomes of Numeracy Plus. (Implement pedagogical practices that engage and intellectually stretch learners, develop resilience and growth mind sets and improve numeracy and literacy achievement.

Numeracy has been a large focus this year with it also being a large focus within the partnership. We have focussed on the following.

Improving parents understanding of literacy and numeracy. 2 very successful numeracy 'how to' workshops held for families. A variety of easy and inexpensive ideas/games were demonstrated to kick-start their child's interest, understanding and development in numeracy. These ideas are used at kindy as well so they are familiar to the children and often saw the children teaching their families how to use the game.

Improving children's understanding of literacy and numeracy

Small groups have been a challenge. (Interruptions in learning such as visitors, phone calls, Observations that oral language is really enjoyed by children as a large group, variations/challenges of children's level of development.)

Discussion re targeted learning experiences has been discussed. Book based learning also being trialled. Focus on specific learning starting in term 1 i.e. questioning, curiosity, having a go, making mistakes, becoming competent, learning how to become resilient..

Numeracy is a large part of morning meeting. It is often lead by the children, initiated by children 3 or 4 years ago and has been continued by children flowing through to the next year or siblings who have observed the experiences. (How many children at kindy today, Days of the week, weather routine? Counting, dividing, multiplying, adding, subtracting, patterning, matching, pairing, designing, coding, sequencing, predicting, data organisation, designing, spacial awareness shape size , length. Extension of children's learning when we or they see an opportunity.

We have always had numeracy in the environment but this year we have made a concerted effort to engage with children in finding the numeracy in both outdoor and indoor play. We as educators have become literate in the use of mathematical language which has encouraged the children to also use mathematical terms.

Educators attending Training and Development, researching, sharing knowledge and ideas.

Network Learning Groups. - 2 staff members involved in Numeracy learning group with Preschool and school educators.

Exchanging of ideas, challenges and different curriculum. How we can establish and integrate both curricular and ensure continuity of learning. This is a work in progress and in 2017 we hope to work closely with the school to ensure greater continuity of learning, especially through play. With new staff coming to Moonta Area School, we envisage some team meetings in the first term to fully understand each other's thoughts and ideas when engaging children and their families not only in numeracy but also literacy. Slowing down our processes with children being inspired by listening to their ideas Educators are actively engaging in children's learning and sharing decision making with them. We are using everyday interactions with children during play, routines and ongoing projects to stimulate children's thinking and to enrich their learning. This has been a fantastic learning journey for all of us.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	36	36	41	43
2015	48	48	52	50
2016	51	50	49	

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

Enrolments have been fairly stable throughout the year, with only 4 families leaving to relocate to other parts of SA and Australia.

This year we have implemented a Partnership Priority of Access policy. This basically states that families residing in a town/area where there is a kindergarten need to send their children to that local kindy. This however becomes a little complex for Moonta when parents are working in Kadina or Wallaroo. The CCC provides a bus to those kindergartens each day and is much easier for parents to use this. Moonta has very limited care facilities. This may become a problem if more parents seek work out of the immediate Moonta area. Moonta Kindergarten is not equipped to sustain long day care programs.

I am mindful of the jobs that our centre creates. Staff rely on locals to support our centre. Less children always results in less staff. Term 4 enrolments 44.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	97.2%	86.1%	78.0%	83.7%
2015 Centre	87.5%	87.5%	86.5%	90.0%
2016 Centre	90.2%	84.0%	85.7%	
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

Term 4 saw us end with 86.96% attendance.

Our attendance for 2016 was generally consistent with previous years. Main reasons for non attendance during 2016 was illness with a higher than normal incidence of colds and flu. Some families also took extended holidays throughout the term. This is often due to our town being a tourist town. Working families will take their holidays in less busy times. There are families who have enrolled for the 5th session, on Friday mornings, who do not always attend.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0460 - Wallaroo Mines Primary School	0.0%	0.0%	2.3%
1488 - Moonta Area School	88.1%	76.0%	90.9%
8200 - Harvest Christian School	4.8%	24.0%	6.8%
9084 - St Mary MacKillop School	7.1%	0.0%	0.0%
Total	100%	100%	100%

Destination Schools Comment

It is pleasing to see that the majority of families this year choose our local government school for their choice of schooling. Percentages for other schools are well down from previous years which is a positive sign for Moonta Area School.

Client Opinion Summary

The DECD Parent Opinion Survey was distributed to parents in term 3. Fifteen responses (approximately 33% of families) were submitted, which was a significant increase from the 8 surveys completed last year. Comments under each of the survey areas provide a brief summary of an initial analysis of the survey responses.

- Highlighted areas of perceived strength are those where 100% of respondents indicated either 'agree' or 'strongly agree', with 70% or more respondents indicated 'strongly agree'.

- Areas to flag for further reflection and discussions with educators and the Governing Council about possible improvements are those where the lowest percentages of 'strongly agree' responses are recorded (i.e. 40% or less) or statements where any percentage of 'disagree or strongly agree' responses were indicated. Following further reflection, these areas may link to improvement goals in the 2017 Quality Improvement Plan.

This preschool has information available about other support agencies within the community. (2 responses neutral.)

I am encouraged to be involved (1 neutral). The preschool involves parents and community in decision making. (2 neut)

Parent Comments - Quality of Teaching and Learning

The teachers are very approachable, great with the kids and focused on their development and learning.

Wonderful group of teachers who make going to Kindy an enjoyable experience

My child's speech problems were identified immediately and assistance has been arranged to support him.

Parent Comments - Support of Learning

A great variety of materials, toys, tools etc. for children to explore and help support learning. These are put out in creative ways by the teachers to encourage imagination.

Parent Comments - Other comments

Our daughter loves kindy and her teachers. She is happy, confident and comfortable in the kindy environment created - we couldn't ask for more. Thank you! :)

DECD Relevant History Screening

At our site all staff, volunteers and other persons identified by legislation or DECD policy have been screened as per the Screening and suitability – Child safety policy.

Financial Statement

	Funding Source	Amount
1	Grants: State	420,374.00
2	Grants: Commonwealth	
3	Parent Contributions	17,425.00
4	Other	28,445.00

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	Early Assistance Grant \$865.25 Early Literacy Learning Strategy \$6,636.00 Early Intervention Assistance \$2,769.5	12 ATSI children. Employment of Aboriginal ECW to assist all staff and children in the implementation and awareness of cultural skills and knowledge with families assistance.
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	Hours received from preschool support funding did not account for what we actually used. Significant funding was provided from the centre budget to support children with high needs.	The funding was used to assist children in attaining goals set by support services, parents and educators. Comments from parents were sincere gratitude for the extra support.
Improved outcomes for children with additional language or dialect		

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