



Naracoorte North Kindergarten 2018 annual report to the community



Government
of South Australia
Department for Education

Naracoorte North Kindergarten number: 6537

Partnership: Tatiara - Wrattonbully 2

Name of preschool director:

Kara Lang

Name of preschool management committee chair:

Helen Inverarity

Date of endorsement:

4th March 2019

Context and highlights

The Naracoorte North Kindergarten is co-located with the Naracoorte Child Care Centre, in the Childhood Services Centre. During 2018, 27% of our enrolment used both the Child Care & Kindergarten. Educators work together, transitioning children into Kindergarten, supporting their care and ensuring continuity of learning. The Kindergarten has a large natural outdoor learning play space, which enables children to engage in imaginative and creative play. Natural Parklands surround the Centre and the local wildlife can often be seen grazing nearby.

It is a full time Centre, with children attending either a 2½-day week, or a 5-day fortnight. Children are from a range of socio economic backgrounds, with an increasing number of families with English as an additional language.

The Educator Team consists of a full-time Director and Teacher and a permanent 0.5 Early Childhood Educator. Two part time Educators support Universal Access hours, Preschool Support and Bilingual Support Programs. Each Educator brings a wide variety of skills, knowledge and experiences to the team. One Educator also works at the adjoining childcare.

32% of children accessed school buses in order to attend Kindergarten, many traveling up to 40 kms, morning and night. Educators meet the children at the Naracoorte Primary School (NPS) bus stop in the morning and walk them back in the afternoon to catch their respective bus home.

Our proximity to the NPS has enabled us to work closely with the three Foundation Teachers and their respective classes. Throughout the year we alternate weekly visits to and from to Kindergarten and School.

Although NPS is our main feeder school. Children also transition to the Naracoorte South, Frances, Sunrise, Apsley and Lucindale schools.

Playgroup is available, Monday to Thursday, both mornings and afternoons.

We had a very enthusiastic Governing Council who worked with educators to achieve many significant highlights during the year. These included a Family Fun Night, Harmony Day Celebrations, Information Evening for new families, Obstacle-a-thon, Outdoor Cinema, Bus Excursion to Cockatoo Downs Farmstay and End of Year Celebrations.

The Site funded the removal of 2 large trees which opened up the back verandah, reintroduced a cement tunnel and landscaped around this, integrating this more naturally into the space. A FRRR Grant supported the replacement of the rain water tank, providing clean drinking water to the children and educators.

Report from the preschool management committee

Naracoorte North Kindergarten (NNK) start the year with Helen Einthal as Director, before Kara Lang won the position from Term 2 onwards.

Governing Council hosted 120 people (25 families), for the family night out. It was a great opportunity for families to come and see the children were grasping their foundations of schooling.

Governing Council worked on the Centre improvement plan and coordinated with fundraising efforts to improve the outdoor and inside play areas. Some of the areas improved were the pin up boards inside the building to display children art work. Whirly-birds installed in the archive shed. One major improvement with help from a grant from Foundation for Rural and Regional Renewals was the replacement of the main rainwater tank. A large amount of learning and developmental resources were also purchased for children to enjoy and learn from. Tree removal and irrigation improvements were also completed at the end of the year.

Governing Council's fundraising efforts heavily subsidized an excursion to Keith to Cockatoo Downs Farm Stay. Allowing the kindergarten children to explore features of a farm and all the animals Cockatoo Downs Farm Stay had to offer.

Governing Council supported educators to improve getting feedback from parents regarding reports and child development. The committee discussed at great length what was the best way to suit the 'busy parent' needs and it was decided an on-line survey where parents could be sent a link and they could do it on their hand-held devices would be the best option. this was trialled with increasing success.

Quality improvement planning

2018 began with Helen Einthal as Director. The focus of improvement was around improved conversations and oral language development with children. Educators collaborated to reflect upon their interactions, making them intentional, promoting increased complexity of oral language use and progression for every child. This focus continued through the remainder of the year with a more specific focus developing for individual children around sound formation and speech attainment through interventions. Numerous professional Development opportunities were attended, increasing educator confidence and capacity in this area of child development.

In term 2, Kara Lang began as Director and supported educators reflect upon their cycle of planning. Educators identified the need to reflect upon and improve the documentation within their planning cycle. Educators collaborated to identify where there were gaps in our documentation processes, trialling new ways of recording, reflecting, adjusting and retrialling. Through the process, educators realised they were completing the processes, just not documenting as much as they could be. New observation grids were established which saw an increase in observations being made, observations were more intentional and all educators were aware of each other's observations and notes on learning. From these collaborative observations, educators were more intentional in their planning for children, with the connections being clearer from observations made to planning documented. This is an ongoing process with educators continuing to refine this process in 2019.

As new leaders move into sites processes are reviewed and evaluated by Department support networks, including site finance and governance. Through this process we have refined some of our finance and governance processes, ensuring we are compliant with the ever changing department. Through this process we found we needed to adjust the role of the treasurer. We will continue to review our governance processes in 2019, including our constitution.

The Governing Council has been an excellent asset to the Kindergarten in 2018. They have supported educators to refine communication processes with families. They supported the improvement of facilities including tree removal due to continuing costs of drain blockages and the renewal and updating of resources. Their commitment to fundraising towards improvements is greatly appreciated, as well as their generosity of collaborating with and giving back to the community that supports us in so many other ways.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	68	72	74	76
2016	56	57	60	59
2017	60	59	60	62
2018	53	52	52	53

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

Enrollments remain consistent, with 2 children moving in and out during the year as their families move for work.

Playgroup had lower numbers than previous years.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	97.9%	96.1%	92.0%	94.2%
2016 centre	96.8%	92.8%	94.1%	91.9%
2017 centre	93.4%	96.3%	90.0%	92.7%
2018 centre	96.7%	90.9%		
2015 state	92.4%	90.2%	87.8%	88.5%
2016 state	91.1%	89.6%	87.9%	87.9%
2017 state	90.6%	88.8%	86.7%	87.7%
2018 state	90.8%	88.7%		

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

Attendance comment

Attendance data for 2018 has been consistent and remained high throughout the year.

Families are encouraged to send their children to Kindergarten on a regular basis and educators spent time talking to them about the benefits of consistent and regular attendance. Families are encouraged to notify the Kindergarten if their child is going to be absent and educators follow up on non-explained absenteeism after 3 consecutive absent sessions.

Families enrolled their child in either a 2 ½ day week or a 5 day fortnight. This flexibility enables families to work in with Child care.

Some Children travel up to 40 kms by school bus to attend Kindergarten.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018
0138 - Frances Primary School	7.0%	4.0%	1.0%
0309 - Naracoorte Primary School	73.0%	85.0%	76.0%
0749 - Lucindale Area School	0.0%	0.0%	1.0%
0936 - Naracoorte South Primary School	3.0%	2.0%	7.0%
8044 - Sunrise Chrstn Sch:Naracoorte Campus	15.0%	7.0%	11.0%
Total	100%	100%	100%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

The majority of children from the Naracoorte North Kindergarten transition to the Naracoorte Primary School. The Naracoorte Primary School is alongside the Kindergarten, with Foundation children visiting Kindergarten and having the Kindergarten children visit them.

All schools offer transition programs to children commencing school and educators from the Kindergarten, support the children through these programs.

Families are encouraged to contact the schools and organize a time to visit, so they can make their own informed decision as to which school they deem most suitable for their child.

Client opinion summary

The surveys were distributed to all families enrolled, with 26 responses received.

Written comments were very positive and supportive and parents articulated their clear understanding of the Quality of Teaching and Learning, Support for Learning, Relationships and Communication and Leadership and Decision Making. The majority of the responses to the survey were either 'strongly agree' or 'agree', however there were several 'neutral' responses.

These responses were in relation to – having a voice in their child's education and general functioning of the Kindergarten. Although information is sent out to all families, inviting them into the centre to take an active role in the educational program (bringing their ideas,) it is not often pursued. The governing Council is a way to be involved in the decision making.

Recommendations for 2019:

- Although there is a range of methods for sharing the program and their children's learning – an Interview/ parent conference in Term 1 could be a way of offering additional information about their child's learning and development.
- Educators to have goals in their PDP's around parent interactions and seeking their ideas and feedback.

Relevant history screening

To ensure compliance with the DfE, Relevant History Screening expectations and also in accordance with the audit process, relevant documentation and copies of DCSI Clearances for Contract and Relief Staff, Student Teachers, Work Experience Students, Bus Drivers, relevant/regular Tradespeople and Contractors, including the Gardener and Cleaner are copied and kept on file at the Kindergarten. Allied professionals use Lanyards and all visitors including Play group Families are required to sign in upon arrival and out, when leaving.

Financial statement

	Funding Source	Amount
1.	Grants: State	385638.84
2.	Grants: Commonwealth	NIL
3.	Parent Contributions	22052.32
4.	Other	31040.12

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Targeted and relevant professional learning was sought and attended by all educators to increase their understandings, confidence and skills including Matt Glover, Lisa Burman, Playful Pedagogies, Nature Play and Jane Lemon. Community members were also utilized including the Natural Resource Management Board and Aunty Michelle (Aboriginal Elder).	Learning Design reflected upon and revised, strengthening its effectiveness and leading to improved teaching and learning. Children provided with more diverse and challenging learning opportunities, which increased the engagement and outcomes obtained by them.
Improved ECD and parenting outcomes (children's centres only)	Preschool Support funding allocated was used to implement specific programs for the children assigned. Programs designed by the Speech Pathologist were used to intervene with individuals and clustered speech and language groups.	Individual children's developed was monitored through regular program reflections and review meetings - Families were invited to attend review meetings.
Improved outcomes for children with disabilities	A Bilingual Support Worker was unavailable, so a current educator was employed to assist 2 non English speaking children to access the curriculum. Developing trust and support to encourage language and social and emotional development. A range of resources were developed and share with the families. Educators communicated with families at every opportunity	Children demonstrated the capacity to engage in the program and showed immense growth in all areas of their learning.
Improved outcomes for non-English speaking children who received bilingual support		

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.