McArthur Park
Kindergarten
Annual Report
2014
Context

Preschool Name: McArthur Park Kindergarten  Preschool Number: 6527

Preschool Director: Nikki Kirkland  Region: Limestone Coast

Site Details
- Postal address: P.O. Box 687 Millicent 5280
- Location address: McRostie St Millicent 5280
- Telephone number: 87332462
- Fax number: 87332429
- Preschool website address: http://www.mcarthurkgn.sa.edu.au/

Programs operating at the preschool
- Pre Entry: Integrated into the 6 sessions
- Sessional Kindergarten for eligible children: Eligible 4 year olds attend on Tuesdays, Wednesdays and Thursdays with Universal Access
- Lunch/Full Day Program available
- Preschool Support for children with additional needs available

Curriculum Framework: The Early Years Learning Framework ‘Belonging, Being, Becoming’ for children from birth to five years. We utilise the framework, which is a comprehensive guide to develop learning programs responsive to children’s ideas, interests, strengths and competencies and based on the vision of play-based learning that is engaging and builds success for life. The curriculum framework guides planning, reflective practices, assessing practices and learning outcomes.

2013 Staff Profile
Director Band A-1 (0.6) – Nikki Kirkland
Teacher (0.6) Permanent – Tracey Phillips
Early Childhood Worker (0.6) Contract – Suzanne Varcoe
Preschool Support Worker - Belinda Hateley in Term 4
Currently no Aboriginal staff are employed at the centre

Highlights / Family and Community Involvement
We continue to have a high level of involvement with families and the community supported by our active focus on partnerships including:
- Parents involved in the curriculum, special events, school transition and excursions including cooking and reading stories, Apricot Pie café, Mother’s day morning Tea in conjunction with fundraiser for Biggest morning tea, Book week visit to public library, bringing in resources, open communication, development of site Facebook page to make our curriculum visible and provide another opportunity for parental and community feedback
- Weekly Music sessions with Mrs. Walker
- Fundraising for children’s resources
- Millicent Lioness Club hand make library bags for each child and donate money towards purchase of children’s books
- Education networks - Gladys Smith Early Learning Centre, Learning Together Program, Local schools and other educators
Quality Improvement Plan

Throughout 2014 all educators were involved in review of the strengths sections of our QIP. We have continued to make significant improvement throughout 2014 with identified key areas for improvement achieved as follows

QA1 Educational program and practice

Element 1.1.4 Documentation about each child’s program is available to families

- Document the play and learning in a format which is easily accessible to families. Format – poster with short description and photos.
- Request parental feedback on special events / learning experiences.
- Encourage Governing Council members to be more deeply involved in curriculum decisions. (Curriculum Rep)
- Ensure families are provided with multiple opportunities to view children’s folders (also addressed in QA6)

Future directions:

- Develop a process to document children’s interests and ideas
- Develop a collection of resources and assessment for Literacy and Numeracy

QA 2 Children’s Health and safety

Element 2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented

- Bushfire information to families (Day 1 Term 1), discuss with children the procedures (and need) for emergency drills. Practise a range of drills (inside/outside and at range of times to identify any issues.) Document any issues and make immediate changes to procedures. Inform playgroup co-ordinators and playgroup families of procedures and practise a drill.
- Consult with relevant authorities to develop processes / posters for dealing with anaphylaxis or epileptic fits. Display processes in prominent positions throughout the centre
- Elect a member of staff to undertake fire warden training.

Future directions:

- Healthy eating
- Child protection curriculum (Daniel Morcombe Foundation online resources)

QA3 Physical environment

Element 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

- Purchase a variety of natural resources for children to encourage divergent thinking and resource books to gather ideas
- Develop a mud kitchen area to add to another dimension to our outdoor play spaces
- Plan socio-dramatic play experiences which incorporate literacy and numeracy experiences
- Organise equipment so that it is easily accessible to children

Element 3.3.2

- plan experiences for children to be involved in gardening, cooking and using/selling produce
- ensure staff talk to children and implement practices which teach children about sustainability
- visit local natural environments where children can experience natural spaces (Rendelsham kindy)
- gauge interest in the site participating in the Millicent community garden with family support through a newsletter survey

Future direction:

- Focus on updating our indoor learning environment
- Organization in the shed to make resources easily accessible to children
- Further develop sustainability practices
QA4 Staffing Arrangements
Element 4.2.2. Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships.

- Use the (online) NQS PLP/ECA Learning Hub to further develop expertise in early childhood education.
- Share our expertise with families, peers and the wider educational community through a range of initiatives including newsletters, Facebook, hub groups, early years forum.
- Staff will take responsibility for an area of the QIP to lead.
- Review twice per year as part of our Performance Development Processes.

Future direction:
- Continue to utilize the Early Childhood Australia resources to further develop our knowledge, understanding and skills in a range of areas.

QA5 Relationships with children
Element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.

- develop a sense of community
- increase children’s understanding of diversity and cultural awareness
- engage children in collaborative projects
- support children to be understood and communicate effectively

Future direction:
- Collaborative projects
- Investigate Primary Care groups

QA6 Parent and Community Partnerships
Element 6.2.1 The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.

- Seek parental feedback through encouraging them to record comments on events and learning in our journal or via Facebook page.
- Invite Governing Council to provide feedback and ideas on curriculum planning at meetings.
- Provide multiple opportunities for parents to view folders and once a term request feedback.

Element 6.2.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities.

- Utilise DECD Transition paper and Rubric
- Establish a connection with new leadership and staff at feeder school (Newbery Park) and Learning Together Program to discuss transition process, organise visits to Newbery Park and St Anthony’s each term to share learning (& invite school to visit each term)
- Extend opportunities for children to become familiar with local feeder school (Newbery Park) by encouraging families to be involved in Transitioning Together Program during 3rd and 4th Term 2014)

Element 6.3.4. The service build relationships with their local community

- Make connections with Millicent Community Garden and organise a kindy veggie plot.
- Discuss values, signs and rules with children and the importance of these in safe communities.
- Develop a sense of agency within children by providing opportunities for them to call group meetings to deal with issues or problems.
- Increase the responsibilities of the star of the day by encouraging them to take on the teacher role by reminding others of the 5L’s and the visual chart
- Invite guest speakers to talk to the children about how they can help within their community and how to be a good citizen.

Future direction:
- Continue to develop opportunities for families to be involved in the service and to contribute to decision making (develop whole site literacy and numeracy agreement, review philosophy and values and develop an understanding of dispositions for learning as per partnership plan)
- Further extend opportunities for transition to preschool and school
QA7 Leadership and Management

Element 7.2.2
- Formalised Performance Development Plan for all staff with regular meetings where each staff member has the opportunity to share successes and plan future directions.

Element 7.2.3 An effective self-assessment and quality improvement process is in place.
- Developed and documented a process for self-assessment

Element 7.3.1. Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements.
- Develop and document a process for maintaining records
- Ensure familiarity with the following regulations.(173-176 Information and record-keeping requirements, 177-180 Prescribed records, 181—184 Confidentiality and storage of records)

Future directions:
- Improvement in Philosophy and values review
- Partnership plan – dispositions for learning

Intervention and Support Programs

The number of children enrolled who received funded Preschool support throughout 2014 was 4. Targeted intervention and support programs addressed autism, speech & language, bilingual and behaviour support. Most children transitioned to school with significant progress that they no longer qualified for funded support.

Educators identified needs and grouped children to target specific areas through intentional teaching and targeted literacy and numeracy learning. This approach was highly effective with all children developing skills and understandings.

Report from Governing Council

Major decisions
- Introduction of Curriculum Representative on Governing Council
- Review of philosophy
- Initiate a discussion on Superhero play with families, staff from local schools and child care
- Where the Wild Things are exhibition in the reserve
- Centre improvements purchased through fundraising efforts: outdoor blinds for verandah area, outdoor benches, lino for verandah.
- Equipment purchased through fundraising efforts (wooden log truck, felt fairies and fairy house, wooden steering console, tyre swing, )

Governing Council Achievements
Policies developed, review and accepted
- Policies developed (Medication management, Transition to preschool and school)
- Procedures reviewed: Bushfire action plan

Fundraising
- Term 1 fundraiser – Bulb catalogue and Café - selling Apricot Pies
  Letter sent to Kimberley Clark Australia for donation
- Term 2 – Mother’s Day raffle and Biggest Morning Tea fundraiser for Millicent Cancer Support Group
- Term 3 – read-a-thon and family photo day
- Term 4 –Christmas raffle, Toy catalogues.
Student Data

Enrolments

Figure 1: Enrolments by Term

Table 1: Enrolments by Term

<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</td>
<td>30</td>
<td>35</td>
<td>29</td>
<td>35</td>
</tr>
<tr>
<td>2013</td>
<td>31</td>
<td>35</td>
<td>25</td>
<td>16</td>
</tr>
<tr>
<td>2014</td>
<td>29</td>
<td>28</td>
<td>28</td>
<td>28</td>
</tr>
</tbody>
</table>

Based on person counts in the two week reference period each term.
Excludes pre-entry.

Source: Preschool Data Collection, Data Management and Information Systems

What did the data say?
Enrolments continue to be relatively stable

Why did it say this?
• Possibly due to less transience in the community and the enrolment of siblings

What if anything are you going to do about it?
• Continue to promote the kindergarten through local newspaper and within the community.
Attendance

Figure 2: Attendance by Term

Attendance Percentages 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>
</thead>
<tbody>
<tr>
<td>2012 Centre</td>
<td>90.0</td>
<td>91.4</td>
<td>89.7</td>
<td>82.9</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>93.5</td>
<td>91.4</td>
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<td>2014 Centre</td>
<td>93.1</td>
<td>89.3</td>
<td>89.3</td>
<td></td>
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<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
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<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>

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

What did the data say?
- Centre attendance continues to be above the state attendance average

Why did it say this?
- Children at McArthur Park Kindergarten tend to have a regular pattern of attendance
- Families have flexibility in accessing preschool sessions – children are enrolled according to family preference for sessions that meet family needs with provision of half day, full day, lunch care

What if anything are you going to do about it?
- Continue to consult with families and provide flexibility in accessing preschool sessions where possible.
- Continue to request parents contact the centre to inform us that their child is going to be absent.
Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0605 - Millicent North Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>8.0</td>
</tr>
<tr>
<td>0970 - Newbery Park Primary School</td>
<td>Govt.</td>
<td>59.4</td>
<td>42.3</td>
<td>28.0</td>
</tr>
<tr>
<td>9045 - St Anthony's Catholic Primary School</td>
<td>Non-Govt.</td>
<td>40.6</td>
<td>57.7</td>
<td>64.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%. Source: Term 3 Preschool Data Collection, Data Management and Information Systems

What did the data say?
- 36% of children transitioned to Newbery Park PS.
- 64% of children transitioned to St Anthony’s Catholic PS

Why did it say this?
- The percentage of children transitioning to St Anthony’s Catholic PS increased by 6.3% from 2013 figures, due to a high number of children being siblings of students who attend St Anthony’s Catholic PS.

What if anything are you going to do about it?
- Review and strengthen school connections, transition program with NPPS and links with Learning Together Program

Behaviour

The Preschool has an effective site behaviour code for managing children’s behaviour. Confidentiality prevents us from reporting on specific incidents of behaviour.
**Client Opinion**

What did the data say?
There were only 3 responses from parents for this data (out of 28 families). The majority of responses were in the agree/strongly agree category. There were 2 responses in the neutral category. The staff team have reviewed the feedback and have identified areas for improvement for 2015.

Why did it say this?
- Data represents parents opinions, levels of perception and satisfaction.

What if anything are you going to do about it?
- Review data – identify areas for improvement
- Target areas for improvement - develop strategic direction to bring about improvement - include in QIP and review

**Financial Statement**

December RES attached as Appendix 1

Period 13 and profit and loss attached as Appendix 2