



# Murray Bridge Preschool Kindergarten 2016 Annual Report to the Community



Government  
of South Australia  
Department for Education  
and Child Development

Murray Bridge Preschool Kindergarten Preschool Number: 6549

Partnership: Murraylands

**Name of Preschool Director:**

Veronica Kenny/Bev Harrison

**Name of Governing Council Chair:**

Kerralyn Clark

**Date of Endorsement:**

23 February 2017

## Context and Highlights

Murray Bridge Preschool Kindergarten is a small, purpose built Kindergarten co-located with the Murray Bridge Community Child Care Centre. We are in close proximity to Murray Bridge North School, Special School and St. Joseph's School. The majority of our children transition to Murray Bridge North School, with the remainder feeding the other local schools. We provide an inclusive, play based, educational program to serve a community which reflects the diversity of the Murray Bridge population. Our centre caters for up to 30 eligible preschoolers per session. During 2016 DECD staffing consisted of 2 full time teachers and a half time educator. The Governing Council made a decision to fund the other half time of this position in acknowledgment of the diverse range of children's needs and our commitment to good relationships and quality service provision. In 2016 children attended full day sessions with flexible attendance combinations negotiated to meet family's needs. Children with additional needs were supported by DECD Special Services and received additional educator time through Preschool Support Funding. Highlights during 2016 include our Community Bus Trip where we explore the local area to deepen our understanding of community and citizenship, and our excursion to Monarto Zoo. We enjoyed good attendances at our family events, with the fundraising Obstacle-a-thon continuing to be a favourite. Children's sense of agency is facilitated through the planning of this event and the decision making about spending money raised. We enjoyed numerous educational performances, which supported our learning about sustainability, healthy eating and cultural diversity. Watching the development of the OPAL Nature play space next door was highly exciting and engaging for our Kindergarten community as we watched the process of earlier planning come to fruition. Unfortunately regular use of this space is precluded by lack of fencing. Of course the result of achieving an Exceeding rating in our National Quality Standard assessment and rating process was also a highlight for our Kindergarten community. Working with our Governing Council and families to see many service improvements being implemented was very rewarding. The greatest highlight for the year was observing the sense of belonging and ownership that children exhibited, their deep engagement with the curriculum and the measurable growth in their learning, development and dispositions over the year.

## Report from the Governing Council

2016 was a busy year, with the news that we were to undertake accreditation at some point in the year. Before this could happen, policy review and philosophy development had to occur. A massive thank you to Vron, Bev and the rest of the dedicated staff to see that this occurred, the end result was Exceeding National Quality Standards across ALL seven areas. What an amazing achievement for our Kindergarten and a reflection of the hard work put into the process. The kindergarten also held a family night early in the year, as a chance for all families from both groups to come and have a meet and greet with staff and other families. This was most successful, with lots of families attending, including younger and older siblings, lots of Dads and even Grandparents. Hopefully the family night will be a permanent fixture on the calendar each year.

The main fundraising project for the year was the obstacle-a-thon. Both groups participated in this and it was a fun day for all. The money raised was used to purchase new resources, which the children helped to choose. What a great reward for all their effort, and thanks to the families for supporting the obstacle-a-thon, both financially and volunteering on the day. The governing council also approved the repainting of the signs, this has been done over the Dec 16/Jan 17 break, and look fantastic.

We have also booked a fundraising spot at Bunnings for a sausage sizzle in 2017, hopefully this is a success.

Lastly thank you to the small but dedicated group of people who made up the Governing Council for 2016, and a big thanks to Vron and her dedicated staff for their ongoing support.

Kerralyn Payne

Chairperson 2016

Murray Bridge Pre-school Kindergarten

## Quality Improvement Planning

Educational program & practice-Key improvements included greater opportunities for developing relationships and sharing information with families through regular family social events and the use of Storypark: an internet based program for documenting and sharing information with families about children's learning and development. Children's portfolios were placed in a more prominent position in an allocated comfortable space for families, ILP's and ongoing observations were shared via Storypark. Staff also used it as a tool to develop and improve a planning cycle for each child, to inform regular collaborative reflection and review. Parent feedback about family events and use of Storypark was overwhelmingly positive. Children's health & safety-Key improvements included a review of all Policies and Procedures including the Emergency Management Plan. Staff and parent representatives reviewed, updated or rewrote required policies. Additional policies were also developed to suit site context and requirements. Physical environment-Key improvements revolve around indoor storage spaces, safety and continued improvement in the outdoor area. In 2016 a purpose built storage area for IT and IWB resources improved safety issues identified. Increased desk space and a consolidation of resources in the office area improved available working space and created an area for private parent meetings. The outdoor area has seen the introduction of a chicken yard, the purchase of a range of natural resources and ideas collated for future redesign and improvements. Staffing arrangements-Key improvements were the development of staff induction procedures and handbook, and improved collaborative professional development. Reflective prompts have been developed with regular team meeting time set aside for reflection, professional sharing and collaborative review to inform improvement planning. A system for sharing of journals, readings and professional training has been set up. Relationships with children-A priority in this area is devising strategies to build relationships with families and learn more about children's home, family life and culture. In 2016 we utilised the Family Information form, in conjunction with informal conversation with parents to gather initial information. Family social events were a successful way of connecting in a more relaxed way. Use of Storypark was another good vehicle for gathering information and building relationships. Working with children and families to incorporate aspects of home language and celebrations in a meaningful way contributed to enriched programs and positive relationships. This will be a continued focus in 2017. Collaborative partnerships with families & communities-Increasing opportunities for families to be involved and feel a sense of belonging and ownership have been identified improvement areas. A new enrolment and orientation process was introduced in 2016, including a comprehensive information package, an information session and orientation visits for children. Further improvements are planned in 2017. Extra visits were organised to our main feeder school during the year to enhance transition processes in term 4. Our website has been redeveloped with up to date information and we had high levels of participation in our Philosophy redevelopment and Policy review process. Our Philosophy has a section that reflects the hopes and expectations of our current parents that will be updated each year. Leadership & service management-As mentioned above our main focus in this area was on involving all stakeholders in collaborative self review, philosophy redevelopment and policy review. Our assessment and rating process in 2016 resulted in a rating of Exceeding National Standards in all in all 7 quality areas.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	48	50	44	46
2015	56	55	53	56
2016	47	44	48	

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 were slightly lower in 2016 than the previous year. We continue to get an influx of new eligible enrolments during the first term. We have a transient population that sees enrolments fluctuate during the year. The development of the new, larger ELC at Tyndale, taking enrolments from 3 years old may have had some impact on our numbers. A number of enrolling parents have asked about the availability of a kindergarten bus service as they have transport issues.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	87.5%	96.0%	88.6%	93.5%
2015 Centre	94.6%	89.1%	96.2%	85.7%
2016 Centre	91.5%	100.0%	77.1%	
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

The majority of families had regular attendance patterns, with a few families having extended absences for various reasons. Term 3 attendance is also affected by winter illnesses. Some of our children who are in shared care arrangements miss their kindergarten sessions when they are with their non enrolling parent. Flexible session options are always offered to parents to ensure children have every opportunity to access their full Kindergarten entitlement.



## Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0194 - Jervois Primary School	5.1%	3.9%	0.0%
0299 - Murray Bridge North School	64.1%	73.1%	76.1%
0302 - Mypolonga Primary School	7.7%	1.9%	4.4%
0950 - Murray Bridge South Primary School	2.6%	0.0%	0.0%
1270 - Murray Bridge Junior Primary School	5.1%	0.0%	0.0%
8203 - Tyndale Christian School -Murray Bri	0.0%	0.0%	2.2%
8393 - Unity College Inc	0.0%	3.9%	2.2%
9049 - St Joseph's School - Murray Bridge	15.4%	17.3%	15.2%
Total	100%	100%	100%

## Destination Schools Comment

The majority of our children transitioned to Murray Bridge North School and St Joseph's School. Good communication processes have been set up with all schools, with information exchange and dissemination for families occurring through the kindergarten. Primary School teachers visit children at kindergarten to establish relationships. Additionally, extra visits were made during the kindergarten year to use the facilities at Murray Bridge North School to familiarise children with a school environment.

## Client Opinion Summary

A client opinion survey was offered to all families with a 60% return rate. The vast majority of responses agreed or strongly agreed to the quality of service provision. The remaining small percentage of responses were "don't know" or "neutral" and came from parents who had been attending the service from fourth term. This highlights a need to ensure better quality of information sharing with families enrolling later in the year. A summary table of responses is available at the Kindergarten for further information. A sample of the wide range of positive feedback received in every area of the survey is as follows.

"I was very impressed about the App which kept us informed of our child's progress. Facility was friendly to our child that he would miss school during the days he is not at Kindy."

"My child is encouraged to learn through a variety of play, making, painting, writing and drawing. Both my children that have attended have been supported in their learning journey from word go and am very happy."

"The communication is great and makes me feel like I'm a part of his day even when I'm not there."

"All teachers have been great role models and always make us parents feel welcome and encouraged to get involved."

"I have been very impressed with Kindy this year. The teachers are all amazing, extremely welcoming and nothing is ever too hard. The Kindy is very well organised and set up, offering lots of different and exciting activities. Thank you for an awesome year."

## DECD Relevant History Screening

All teaching staff have current History screening through Teachers Registration Board. Our ECW has a current History screening until September 2017. We have a regular volunteer who updated her History screening late in 2016. We have had University and high school work experience students during 2016 and have ensured they have up to date screening.

## Financial Statement

	Funding Source	Amount
1	Grants: State	\$369347.32
2	Grants: Commonwealth	0
3	Parent Contributions	\$10110
4	Other	0

## 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	Progress against Early Years Learning Framework : Funding was used to purchase an internet based program to collect data about children's learning and progress towards the learning outcomes. Staff were released to become more familiar with the program and to collaboratively analyse data and report on children's progress. Progress against the Indicators of Preschool Numeracy and Literacy : Funding was used to release staff to attend Results Plus training, the CEASA Literacy and Numeracy Expo and to provide targeted team professional development for improved practices.	*Data collected on each child's progress in all areas of EYLF and LNI. *Program provides data and graphs for staff analysis to allow planning for next steps of children's ILP's
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	N/A	
Improved outcomes for children with additional language or dialect	N/A	

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