Port Pirie Community Kindergarten Annual Report 2014

"Where learning occurs naturally"
Port Pirie Community Kindergarten is a stand-alone site located in an idyllic park area of Port Pirie. In 2014, an average of 47 children were enrolled full time with staff consisting of a director- Christine Baldock, two teachers in part-time roles – Bridie Hickey and Wendy Stanley and an Early Childhood Worker -Liz Dunkley (from here referred to as ECW) providing pre-school and bilingual support. It is one of four kindergartens in the town and offered a full time service in 2014. Individual session times consisted of two full days and a half day totaling 15 hours and a play group session on Fridays.

Report from Governing Council

A sincere thank you to all Governing Council members, staff, parents and friends who supported our kindergarten in 2014 - these included the following Governing Council committee members:

Chairperson – Emmalee Baldock
Vice Chairperson – Robert Hosking
Treasurer – Karina Hill
Secretary – Melissa Richards
Director - Chris Baldock
Staff Rep - Wendy Stanley / Bridie Hickey
Committee Members – Bev Dennis, Kendra Smith, Mandy Nimmo, Andrew and Natalie Wait, Jodie Trimble

2014 was a busy year. We had a very active and committed Governing Council who worked collaboratively in all aspects of the kindergarten. Fundraising and support for excursions exceeded expectations with great input by parents. The Kindy Disco and Bee visit were successful parent-initiated events. Both were well received and should be considered in the future. Parents also assisted through working bees, running playgroup and doing mending jobs around the kindergarten.

Other highlights for 2014 included:
• The completion of the front yard path with ‘cute’ animal statues and planting arid plants
• The egg hatching and building of the chicken coop
• The cooking sessions
• The bus trip to the Library during Book Week
• The agricultural visit to St Mark’s
• The Road Safety visit with Policemen Mick – this was great value and should certainly become a regular event.

It was great to see parents, friends and families supporting their children’s education. The Individual Learning Goals developed in partnership with the parents were a great initiative and offered a focus to work towards.

The Governing Council of Port Pirie Community Kindergarten would also like to acknowledge the continuing support of Nyrstar and Environmental Health during 2014. These organizations have supported the kindergarten financially, through education programs and in providing resources.

We also acknowledge the Nyrstar Accident Fund for their kind donation of $500 which was put towards the landscaping of our front yard.

As the chairperson of Governing Council in 2014, I wish to thank the staff of the Pirie Community Kindergarten for all the time and commitment they have made in caring for our children. Our children continue to surprise us with what they have learnt through their play.

Yours sincerely,

Emmalee Baldock
Governing Council Chairperson 2014

**Quality Improvement Plan - QIP**

In 2014, our site continued its journey with the aim of achieving accreditation in line with the National Quality Standards (NQS). Procedures developed this year, as recommended through NQS, included:

• Volunteer Induction Procedure (in response to our Police Check audit)
• Developed a Relief Teacher ‘one-pager’ to assist by offering a quick reference to essential information
• Improving our Enrolment Procedure to allow more time working in partnership with parents/carers
• Aligning our Summary of Learning (children’s report) with NQS standards

All procedures we develop reflect our philosophy and the NQS. These procedures form the basis of our practice and underpin our site’s contribution to the following goals of the DECD:

**Connecting with Communities:** _We will improve relationships with families and work together to meet individual and education needs_

**Developing young people:** _We will engage with and listen to young people as we nurture their development in a way that promotes lifelong learning_

**Aiming for a better future:** _We will help young people gain the academic and social skills necessary to become capable, confident and productive members of society_

The following section entitled **Strategic Directions and Targets** will summarise our progress in achieving the NQS:

• National Standards Quality areas (in blue)
• Targets/strategies developed and progress made to address improvements (in black)
STRATEGIC DIRECTIONS AND TARGETS

Quality Area 1: Educational program and practice

An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.

Educators and co-ordinators are focused, active and reflective in designing and delivering

Strategic Direction Area 1 Improved partnerships with parents/carers

Success measure Parent Opinion Survey

Strategies employed

- Termly interviews (slideshow)
- MGM wireless to improve communication
- More feedback and participation opportunities
- Photos of children serving as evidence of learning
- Setting of Individual Learning Goals (ILGs)
- Profile Books promoted more and available to families

Outcomes

Parent Opinion Survey reflected positive results in the quality of the Teaching and Learning Programme (see p.4)

Recommendations Extend MGM wireless system to further parent input e.g. small surveys

Include Bees visit, Kindy Disco in the annual planning.

Strategic Direction Area 1. Improving Numeracy

Success measure Parent Opinion Survey

Strategies employed - Literacy and Numeracy Pilot Study

Outcomes

Our site was successful in being chosen to take part in this study. The tool we trialled well suited our quilt method of recording growth and also enhanced our planning for numeracy.

It certainly added to our awareness of the numeracy aspects our children demonstrated.

Recommendations

Adjust our quilt to better cover the components mentioned by the Literacy and Numeracy Indicators tool. Use the tool to assist in planning for numeracy development and set as a major focus for 2015.
Quality Area 2: Children’s health and safety  
Elements 2.1.2, 2.3.4 , 1.3, 2.2.1, 2.3

Each child’s health is promoted.

Healthy eating and physical activity are embedded in the program for children.

Each child is protected

Strategic Direction Area 2
Improve ‘safety’ of environment (not at expense of appropriate risk taking)

Success measure  Attendance, critical incidents involving accidents

Strategies employed
- Addressing access to power points / boards
- Written procedure – equip/toy washing
- Review policies on collection of children, Volunteer induction
- Daily safety check of yard
- Medicine Management Plans
- Excursion Processes refined

Evidence of achieving No substantial accidents occurred and there were limited cases of illness.

Recommendations - continue ‘safe’ practices
Strategic Direction Area 2: More decision-making by children

**Success measure** Parent Opinion Survey, Attendance

**Strategies employed**
- Planning to increase children’s voice through choice and opportunities to express opinions
- Maximising play – choices of activities

**Evidence of achieving** Parent Opinion Survey’s results are high in all areas of service.

Attendance averaged at 91% (if holidaying children not included in calculation) which was above state average.

**Recommendations** Continue great practice and look at ways to further extend children’s opportunities to input into their learning. This may be enhanced through the purchase of a child friendly I-pad.

**Quality Area 3: Physical Environment**

The design and location of the premises is appropriate for the operation of a service.

The environment is inclusive, promotes competence, independent exploration and learning through play.

**Strategic Direction Area 3** Improved learning by encouraging more engaged play

**Success measure** Attendances, RRR, Engagement in play

**Strategies employed**
- Promoting site in sustainability
- Continue improving the learning environment to promote our vision of a more natural, multi-sensory setting
- Incorporating focus activities in term 4
- Allocate finances - Building up on resources
- Children’s interests and choices valued
- Front Yard landscaped removal of overhanging tree(s)
- Planting of our large tree
- Gardening activities – spice garden, tepee bean growing
- Egg hatching and set up of chook yards

**Evidence of achieving** Graph re Comparison of Learning Environment p 6 exceeded expectations.

The sensory component showed substantial growth perhaps reflecting the chicken hatching and spice garden.

Attendance results averaged 91% when calculated over the year which is above the state average.
Final touches to the green bean tepee

### Measuring the sensory, exploratory, social, pretend/symbolic play opportunities in the outdoor environment

**Recommendations**
- Diversify the paved area e.g. Inclusive of tree, clatter surfaces for bike riding
- Paint pergola(s)
- Professional Learning Community (PLC) group in an area of ‘passion’ e.g. Outdoor Learning to be pursued by teaching staff
- Engage the services of a landscape designer – recommend Betty Fox – to assist linking outside learning areas together.

### Area 4: Staffing arrangements

Staffing arrangements enhance children's learning and development and ensure their safety and wellbeing.

Educators, co-ordinators and staff members are respectful and ethical.

**Strategic Direction 4 Area 4** Educators, co-ordinators and staff members are respectful and ethical.

**Success measure** – Staff survey

**Strategies employed**
- Performance M. and staff discussion
- Maintenance of qualifications
- Effective use of staff - bilingual, ECW and TRT - Rosters developed
- TRT/New staff – information

**Evidence of achieving** Psychological survey complete by staff positive in all areas.

**Recommendations**
- Maintain Staff profile on DECD Human Resources computer tool
- Awareness that most staff require First Aid update by 2016.

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### Comparison of Learning Environment

<table>
<thead>
<tr>
<th></th>
<th>Sensory</th>
<th>Exploratory</th>
<th>Social</th>
<th>Pretend Play</th>
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<tbody>
<tr>
<td>2010</td>
<td>61</td>
<td>63</td>
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<td>2011</td>
<td>61</td>
<td>63</td>
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<tr>
<td>2012</td>
<td>92</td>
<td>92</td>
<td>92</td>
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<tr>
<td>2013</td>
<td>92</td>
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<td>92</td>
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<tr>
<td>2014</td>
<td>94</td>
<td>92</td>
<td>92</td>
<td>92</td>
</tr>
</tbody>
</table>
Quality Area 5: Relationships with children
Respectful and equitable relationships are developed and maintained with each child.

Each child is supported to build and maintain sensitive and responsive relationships with other

Strategic Direction Area 5 Develop improved interactions between children and between children and teacher.
Success measures RRR survey by staff Parent Opinion Survey
Strategies employed I-pad use
• Children are assisted to resolve conflicts - Restorative Justice
• Meal times where educators sit and talk with children
• Circle of security
• Children are not isolated except for illness, accident or prearranged appointment with parental consent

Evidence of achieving Graph above gives an indication of the high standard of teaching provided and support of learning either by staff or preschool services.

Recommendations The RRR observations were not completed.
Schedule for earlier in the year and involve an external assessor.

Quality Area 6: Collaborative partnerships with families and communities
Respectful supportive relationships are developed and maintained.

Families are supported in their parenting role and their values and beliefs about child rearing are respected.

The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing

Strategic Direction Area 6 Expertise of parents is acknowledged and more involvement children’s learning encouraged
Success measures Parent Opinion Survey Interview feedback
Strategies employed
• MGM wireless – a texting service to keep parents/career’s informed
• Interviews each term
• Initial questionnaires
• Profile books made available and inviting comment
• Interviews where individual learning goals for children, including home strategies to achieve, are developed with parents
Evidence of achieving Exceptionally high results for Relationships and Communication received with 100% of parents agreeing or strongly agreeing to these aspects of the service.

Recommendations from the Parent Opinion Survey Comment section (See Appendix A.)

Recommendation
Discuss with Governing Council, parents and staff, any other ideas to better engage parents more with the kindergarten. Continue to embed current effective processes.

Quality Area 7: Leadership and service management

Effective leadership promotes a positive organisational culture and builds a professional learning community.

There is a commitment to continuous improvement.

Administrative systems enable the effective management of a quality service

Strategic Direction Area 7
Success measures Parent Opinion Survey
Strategies employed
- Valuing PLC involvement
- Correct storage and archiving of records
Evidence of achieving Exceptionally high results for Leadership and Decision Making received with 100% of parents agreeing or strongly agreeing to these aspects of the service.

Recommendation Continue archiving process until complete. Allocate resourcing to ensure sustainability.

REQUIRED INFORMATION

Student Data

Figure 1: Enrolments by Term

![Enrolments by Term Graph]

Table 2: 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>
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<tr>
<td>2012</td>
<td>62</td>
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<td>2013</td>
<td>43</td>
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<td>2014</td>
<td>40</td>
<td>45</td>
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</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

Attendance

Figure 3: Attendance by Term

![Attendance Percentages Graph]

During term 3 of 2014, we had five children away on family holidays or for cultural reasons.
Various intense marketing strategies to increase numbers disappointingly did not give the site the needed enrolments to maintain a full time service. The site therefore, will need to consider being made part time in 2015.

### Table 5: Attendance Percentages 2012 - 2014

<table>
<thead>
<tr>
<th>Attendance Percentage</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 Centre</td>
<td>87.1</td>
<td>87.3</td>
<td>84.2</td>
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<tr>
<td>2013 Centre</td>
<td>93.0</td>
<td>87.0</td>
<td></td>
<td></td>
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<tr>
<td>2014 Centre</td>
<td>87.5</td>
<td>80.0</td>
<td>72.3</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>
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<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

### Feeder School Percentage Data

### Table 6: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>0308 - Napperby Primary School</td>
<td>Govt.</td>
<td>2.1</td>
<td></td>
<td></td>
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<tr>
<td>0357 - Port Germein Primary School</td>
<td>Govt.</td>
<td>2.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0363 - Port Pirie West Primary School</td>
<td>Govt.</td>
<td>4.3</td>
<td>4.7</td>
<td></td>
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<tr>
<td>0685 - Risdon Park Primary School</td>
<td>Govt.</td>
<td>48.9</td>
<td>50.0</td>
<td>48.8</td>
</tr>
<tr>
<td>0980 - Airdale Primary School</td>
<td>Govt.</td>
<td>8.5</td>
<td>8.3</td>
<td>11.6</td>
</tr>
<tr>
<td>8021 - St Mark's College Benedict Campus</td>
<td>Non-Govt.</td>
<td>38.9</td>
<td>23.3</td>
<td></td>
</tr>
<tr>
<td>8360 - St Mark’s College</td>
<td>Non-Govt.</td>
<td>27.6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9039 - Mid North Christian College</td>
<td>Non-Govt.</td>
<td>6.4</td>
<td>2.8</td>
<td>11.6</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>99.9</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
TRAINING AND DEVELOPMENT

Members of staff updated their qualifications as required. This included Child Protection Curriculum updates. All teachers completed their CPR training (to become an annual requirement) and one updated their First Aid. The Director attended training as a facilitator and led a local Professional Learning Community group for the year.

Financial Statement

The site maintained a healthy balance for the year with a closing balance of The Profit and Loss Statement for the last period of the year has been included as an attachment.

Expenditure occurred in the following areas:

- Installation of new fans $6000
- Chicken coop and egg hatching $300
- Archiving cupboards $500

Literacy/Numeracy Grant

Teachers involved in the Numeracy and Literacy Indicators Pilot study were released to trial the new tool. Release was also organized to adjust our Statement of Learning (report) to focus on learning about numeracy.

Fundraising

The following was raised through the wider parent and community body supported by Governing Council, kindergarten staff, local businesses and the kindergarten children.

- Family Portraits.... $210
- Bulbs ............ $635
- Easter Raffle .......$376
- Xmas Catalogue... $180
- Bike-a-thon.........$340
- Christmas Raffle....$480
- Kindy Disco ........$366
- Pyjama Day ..........$32 - donated to charity

TOTAL $2,619

This amount was up approximately $200 from 2013.
APPENDIX A. Comments from the 2014 Parent Opinion Survey

Parent Comments - Quality of Teaching and Learning

Suggest more focus on writing name

We think its great how there is a focus on children’s learning social skills, interaction and participation and natural play which has been beneficial to our child

The teachers are all professional, friendly, enthusiastic, well-experienced and willing to show flexibility in allowing all children to achieve their maximum potential.

Mix more education into the play time

The learning books and individual goals are great ...especially seeing the progress

We are extremely happy with the way our daughter has been taught at this kindergarten. She has come along way since her start and we are so proud of her.

Parent Comments - Support of Learning

Great to see individual children's interests encouraged

All children are treated fairly and well valued. Individuals are respected. There is a supportive and fair environment where learning as well as the skills of humanity, kindness and respect are encouraged and modelled.

Motivated to learn? My son just wants to play.

We have been very happy with the support network of this kindy

Parent Comments - Relationships and Communication

The kindy is a great place for learning and child development.

I feel actively involved in the kindy, all teachers provide feedback to me both formally and informally through discussions. I feel valued as a parent in participating in activities and council. I feel comfortable approaching all staff.

Notes are always informative - Good to see electronic communication also

The kindy has been terrific with my child

Parent Comments - Leadership and Decision Making

The kindy is a very friendly and caring environment. My son had a great year and can’t wait to get to school.

Am happy with present management

Overall I have been very happy with my child’s time at kindy. The teachers have been wonderful. Thank you.

Parent Comments - Other comments

Im very happy with what my child is learning and how they come home talking about how good kindy is.

Very happy with my boy's year at kindy with friendly staff

Thank you!!!

Very happy with everything overall, happy, friendly staff, always make the kids smile. Thanks for a great year.