



Ardrossan & Districts Community Kindergarten 2016 Annual Report to the Community



Government
of South Australia
Department for Education
and Child Development

Ardrossan & Districts Community Kindergarten Preschool Number: 6603

Partnership: Southern Yorke

Name of Preschool Director:

Jane Klæbe

Name of Governing Council Chair:

Olivia Colliver

Date of Endorsement:

15/2/2017

Context and Highlights

Ardrossan and Districts Community Kindergarten is a small Part time Rural Kindergarten servicing Ardrossan and 3 smaller Communities and feeds into the Ardrossan area school. Ardrossan is situated on the east coast of Yorke Peninsula as a coastal rural community 1.5 hours from Adelaide. Industries in the area include the dolomite mine, silo complex, salt harvesting along with mixed farming and tourism. The Kindergarten operates 5 sessions on 2 full days Odd weeks and 3 full days even weeks.. The Occasional Care operates 3 sessions per week on a Thursday - 1 session under 2 years and 2 sessions over 2 years. Staffing included a 0.7 Director/teacher [includes Universal access and OC], 0.6 ECW, 2x ECW (Occasional Care) 8.25 & 3.75 hours a week Preschool Support hours averaged about 2.5 hours a week over the year.

Highlights for 2016

- Focus was on settling children into the routines of Kindy and exploring the environment.
- PE was explored regularly on the oval with a focus on Move to Learn.
- Enjoyed the Dinosaur Science Show with the school.
- Continuity of Learning program stated with fortnightly visits and continued throughout the year.
- Helped to Clean Up Australia
- Easter Bun walk with the Reception Class.
- Focus was on the Child Protection Curriculum
- Beach Kindy program began including regular visits to the beach in Ardrossan and walks along the jetty.
- New Pump installed at Kindy which was constantly used in children's play throughout the year.
- Started Attended gym Jams with receptions once a Term
- Introduced the Fire pit as a Learning area
- Focus on Cultural awareness and the Narrunga People.
- Engaged in learning about the Olympics
- YP Vets visited
- Focus on recycling and worm farm
- Visit from Minlaton Children's centre.
- Joined the School for the Amazing Literacy and Numeracy Race
- Mobile Junk Playground workshop for Kindy to year 2 children
- Excursion Where Do you Live? Took a bus to all children's house in the surrounding area to take a photo in front. We also enjoyed a BBQ lunch at one of the families farms. We also walked to all the children's homes in the town of Ardrossan and took a photo.
- Maitland school visited
- Continuity of Learning program weekly for children attending school 2017 and also 4 sessions for Pre-entry Children
- End of Year presentation and Family celebration night.

Report from the Governing Council

2016 was a year of wild weather, blackouts, very busy kindy days and the year which beach kindy was implemented. This year's Governing Council purchased wet suits for the kindy to use on their walks around the town and specifically for Beach Kindy days.

Beach Kindy is an activity which the children love and enjoy so much the Governing Council, Jane and Kali have incorporated it into the curriculum. This means that from this year and future year's kindy children will be able to experience the knowledge and discoveries of what is "beach kindy".

The Governing Council formed a fundraising committee which in turn organised three fundraising activities. The first was a chocolate bar fundraiser, in which parents sold boxes of chocolates enabling the kindy to raise \$300 dollars.

The second fundraiser was a bacon and egg sandwich stall held during one of the Ardrossan town pop up markets. With generous donations from Drakes Foodland, the Ardrossan Butcher and parents, the kindy were able to raise \$154.50.

The third fundraiser was the chalk/ parent direct catalogues which were the parents were able to order educational toys and equipment, in turn the kindy received toy vouchers. The vouchers totalled \$236.60 which Jane and Kali along with Kristen and Belinda are thinking of purchasing new outside painting easels.

Along with fundraising the kindy children and Staff have been busy participating in school activities including Gym Jam sessions with the reception/Year 1 class, as part of the children's school transition program, Nature Play with the Junior Primary School, going on many walking excursions around the town including where do we live, a bus trip visiting all our homes to extend on where do we live, participating in the amazing literacy race at the school and enjoying a visit from prehistoric creatures in a dinosaur workshop at the school. A very busy year.

Quality Improvement Planning

Improvement Priority 1: Involving all staff in Programing and planning using the EYLF

Achievements

Over the year we trialled different ways to document planning and program and have developed an ongoing reflective cycle with some planned activities based on children's needs and interests as well intentional teaching opportunities through a termly focus including embedding the Numeracy and Literacy indicators into the daily routines.

All Staff have completed ECA online course titled Documenting and Assessing Children's learning and Critical reflections. As part of the training staff attended 2 workshops on Occupational Therapy to develop ideas for children with specific needs.

As a team we were involved in collaborative and reflective discussions about Numeracy with Lisa Jane Oconor who presented 15hours of training within our partnership titled Implementing the Indicators of Numeracy to reflect on common pedagogy and mathematical ideas and language between schools and Kindy. Through this we have developed common understandings to support Numeracy Indicators, the EYLF and Australian curriculum. We are now working towards establishing processes for relevant data collection.

The Numeracy and Literacy Indicators have been included in our program, documented through learning stories and observations and a written summary included in Termly reflections for each child.

Improvement Priority 2: Children's Learning

Achievements

Staff attended workshops on Nature Play, SA Nature play conference and Kirsty Liljgren Conference Reflecting, Reconsidering and Re energizing Practice. These workshops have helped to reinforce our pedagogy and the strengths of play based learning. This has led to the use of the beach as a learning environment every fortnight with some wonderful benefits in term of learning.

A plan for the development of the outdoor area has been established with help from a landscape person. Working bees with families has helped establish new areas including a Mud kitchen, water pump installed with financial support from local council and the establishment of Vegetable gardens with wicking beds. The sand pit was also reestablished.

Improvement Priority 3: Continuity of Learning

Achievements

The Continuity of Learning program was established for the year with the school involving regular fortnightly visits and concluding with a weekly program in Term 4. Meetings in term 1 and term 4 were set up to share information and children with any additional needs were discussed with Support staff and families.

Sessions exploring Numeracy, pedagogy and shared language were a focus involving preschool and the school staff. Agreements will be trialled next year.

Where to Next?

A. Continue with the development of the Outdoor area and focus on Children's Learning involving nature play outdoors and indoors. This includes development of the Beach Kindy program and use of technology.

B. Continue to focus on the shared pedagogy and Continuity of Learning program shared with the Area School.

C. To improve communication, sharing of information and contributions to decision making with all families.

D. To focus on collecting Relevant data to enhance program especially Literacy and numeracy outcomes.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	17	18	17	19
2015	9	11	13	13
2016	12	13	13	

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 consistent throughout the year.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	94.1%	94.4%	82.4%	89.5%
2015 Centre	100.0%	81.8%	76.9%	84.6%
2016 Centre	91.7%	92.3%	84.6%	
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

Attendance was also consistent all year and the main reasons for not attending were mainly illness.

Destination Schools

Feeder Schools (Site number - Name)	2014	2015	2016
0732 - Ardrossan Area School	100.0%	100.0%	100.0%
Total	100%	100%	100%

Destination Schools Comment

Most children attend Ardrossan Area school.

Client Opinion Summary

For nearly all areas of survey all results indicated client satisfaction with either strongly agreed or agreed.

Favourable comments from clients included

I think this is a great preschool, my child comes home so motivated, notices & points out numbers, letters, words & just things that he can then teach us about with such enthusiasm.

Thanks to the teachers for all their hard work, much appreciated!!

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.

DCSI records are either kept on site or sited by Director and checked on sign in sheet. A detailed record is kept and updated each year for all staff and regular volunteers or Private providers.

Financial Statement

	Funding Source	Amount
1	Grants: State	185566.03
2	Grants: Commonwealth	3488
3	Parent Contributions	3850
4	Other	2601.33

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	<p>All staff attended 15 hours of workshops within partnerships Titled Indicators of Numeracy to reflect on Pedagogy and mathematical ideas between schools and preschools with ILsa Oconnor. This allowed schools and preschool staff to have a deeper understanding of Numeracy . Other workshops staff attended were Reflecting, reconsidering and Re energizing Practice with Kirsty Liljgren which included embedding numeracy and literacy in the curriculum. Staff also have been using the ECA online courses to discuss and reflect on practice including Literacy and Numeracy.</p>	<p>Staff have a deeper understanding of the Numeracy and Literacy Indicators and are working towards embedding and documenting these ideas into program and assessment.</p>
Improved ECD and Parenting Outcomes (Children's Centres only)		
Improved outcomes for children with disabilities	<p>4 children were involved in specific programs for Speech including receptive Language, articulation and expressive language. Time was allocated for each child for a 1:1 program each week.</p>	<p>All children progressed in the areas of development.</p>
Improved outcomes for children with additional language or dialect	<p>N/A</p>	

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