McArthur Park Kindergarten Annual Report 2015
1. CONTEXT

Preschool Name: McArthur Park Kindergarten  Preschool Number: 6527
Preschool Director: Nikki Kirkland  Partnership: South East Coast and Vines

Site Details
• Postal address: P.O. Box 687 Millicent 5280
• Location address: McRostie St Millicent 5280
• Telephone number : 87332462  Mobile 0428 057 240
• Fax number: 87332429
• Preschool website address: http://www.mcarthurgkgn.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.

2015 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 Workers - Tracy Pratt and Candy Duckworth
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, school transition, cooking, music experiences, reading stories, offering ideas and donating resources.
• Open communication, site Facebook page to make our curriculum visible and provide another opportunity for parental and community feedback
• Special Events including - Apricot Pie café, Mother’s day morning Tea in conjunction with fundraiser for Biggest morning tea, excursion to Sir Robert Helpmann Theatre and opening of our Gathering Space, Book week visit to public library,
• Music sessions with Mrs. Fewster from Newbery Park Primary School
• 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
2. REPORT FROM GOVERNING COUNCIL

**Major decisions/actions**
- Responding to Abuse and Neglect training for members
- Creation of Gathering Space in the Reserve across from Kindy
- Approval of purchase card for Director to use when purchasing resources for Kindy when no account facilities are available
- Wattle Range Community grant application for $2000 towards mud kitchen and sensory walk was successful
- Centre improvements purchased through fundraising efforts: money put aside to upgrade verandah and cover straw ceiling.
- Equipment purchased through fundraising efforts – children were involved in decision making process to purchase resources from Pie Café fundraising, Elsa capes, pavers for roadway, magnetix shapes, monster trucks, woodwork tools, ponies and fairies, shockproof ipad cases, trucks, traffic light and puzzles.

**Governing Council Achievements**

Policies developed, review and accepted
- Procedures reviewed: Bushfire action plan, Asthma and Anaphylaxis management plan
- Creation of a Christmas tree to enter into the Millicent Visitor Information Christmas Tree Extravaganza

**Fundraising**
- Term 1 fundraiser – Bulb catalogue and Café - selling Apricot Pies
- Term 2 – Mother’s Day raffle and Biggest Morning Tea fundraiser for Millicent Cancer Support Group
- Term 3 – read-a-thon
- Term 4 – Christmas raffle, Toy catalogues and Living fundraising catalogues

3. HIGHLIGHTS 2015

The major highlight of 2015 was the official opening of our Gathering Space in the Reserve across from Kindy. Throughout Term 2 educators and children visited Millicent High School (MHS) and with support from Kathy Bell (MHS) we consulted with local Aboriginal Elder Dougie to design the space. Families, local businesses, Wattle Range Council and community members collaborated to construct the different elements within the space. At the conclusion of Term 2 the Gathering space was official opened with a smoking ceremony performed by Dougie.

During Term 3 educators and children collaborated to create a DVD to explain to new children and families the routines at McArthur Park Kindy in preparation for the pre-entry visits in Term 4. Children were also involved in a collaborative project to create a performance of Room on a Broom which was presented to families at the end of Term 3.
4. QUALITY IMPROVEMENT PLAN

QA1 Educational program and practice
Element 1.1.2 Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program / educators use intentional teaching to extend each child’s learning
- Gather information about children from families and observations
- Engage children in documenting their interests and learning using floor books
- Purchase resources based on children’s interests to further their understanding

Future directions:
- Each child’s agency is promoted, enabling them to make choices and decisions and influence events in their world.

QA 2 Children’s Health and safety
Element 2.2.1. Healthy eating is promoted
- Resources were purchased to extend opportunities for cooking through Wattle Range Council community grant
- Picture books with a healthy eating focus were purchased
- Families were involved in a supporting range of multi-cultural and healthy eating experiences for children

Element 2.3.4. Educators are aware of their roles and responsibilities to respond to every child at risk of abuse of neglect.
- Plan and implement child protection activities each term
- Educators update First Aid and Responding to Abuse and Neglect training
- Participation in Limestone Coast Early Childhood Forum – Being Well

Future directions:
- Further engage the support of local services (police and health professionals) to support children to develop a deeper awareness of and responsibility for own health and safety.

QA3 Physical environment
Element 3.1.2 Premises, furniture and equipment are safe, clean and well maintained.
- Organized replacement of linoleum, painted interior walls and created a studio in locker area as an additional space where children can investigate and create
- Purchased dining table to create a homely feel
- Natural materials and neutral colours to create a less distracting space

Element 3.1.3 Facilities are designed or adapted to ensure access and participation by every child, allow for flexible use and interaction between indoor/outdoor spaces
- Sort and organise equipment, clearly label all cupboards and storage areas with pictures to enable children to access equipment
- Arrange environment to encourage exploration, experimentation and creativity
- Gather natural loose parts for children to explore, investigate and create with

Element 3.3.1 Sustainable practices are embedded in the service/children are supported to become environmentally responsible
- Plan activities each term / Garden gnomes chart to engage all children

Future direction:
- Extend mud kitchen and create a sensory walk
- Utilize floor books as Noticing books

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.
• Used the ECA Learning Hub to further develop expertise in early childhood education (supporting children’s imaginative play and transitions).
• Participated in Lisa Burman’s Powerful Learners project
• Staff took responsibility for an area of the QIP to lead.
• reviewed 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.
• Introduced Pete and Cat and stories to discuss resilience and use as a transition tool
• What’s the Buzz and You can do it program
• Indigenous inspired art, Creation of Gathering Space, Garden Gnomes, Creation of DVD, Room on a Broom performance

Future direction:
• Collaborative projects
• Investigate Primary Care groups
• Transition teddies and letter box system

QA6 Parent and Community Partnerships
Element 6.2.1 Families have opportunities to be involved in the service and contribute to service decisions
• Familiarisation-Indicators of Literacy and Numeracy with Governing Council and families
• Visual display if Quality Improvement Plan
Element 6.1.3 Current information about the service is available to families
• Shared information about partnership plan and dispositions
• Disposition displays

Future direction:
• Collaborate with families to develop learning goals for each child
• Disposition displays
• Invite community members/groups to visit

QA7 Leadership and Management
Element 7.2.2 The performance of educators is evaluated and development plans are in place to support improvement
• Formalised Performance Development Plan for all staff with regular meetings where each staff member has the opportunity to share successes and plan future directions.

Future directions:
• Review Values and Philosophy

Funding used to support familiarization of the Indicators of Preschool Literacy and Numeracy
Staff attended training and development opportunities provided by Primary Math Association and Results Plus Leaders. Educators used the indicators as a guide when writing Learning stories or observations. We experimented with ways to inform families of progress.
5. INTERVENTION AND SUPPORT PROGRAMS

The number of children enrolled who received funded Preschool support throughout 2015 was 6. Targeted intervention and support programs addressed speech & language, behaviour and early-entry support. Most children transitioned to school with significant progress. Some had significant improvement and 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.

6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term

Total Enrolments 2013 - 2015

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>31</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>29</td>
<td>28</td>
<td>29</td>
</tr>
<tr>
<td>2015</td>
<td>32</td>
<td>27</td>
<td>29</td>
</tr>
</tbody>
</table>

Table 1: Enrolments by Term

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.
6.2 Attendance

Figure 2: Attendance by Term

Attendance Percentages 2013 - 2015

<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>2013 Centre</td>
<td>93.5</td>
<td>91.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>93.1</td>
<td>89.3</td>
<td>89.3</td>
<td>96.6</td>
</tr>
<tr>
<td>2015 Centre</td>
<td>93.8</td>
<td>92.6</td>
<td>86.2</td>
<td></td>
</tr>
<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>90.0</td>
<td>88.9</td>
<td>86.1</td>
<td>87.1</td>
</tr>
<tr>
<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
<td>86.3</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.
6.3 Destination – Feeder Schools

Table 3: Feeder School Percentage Data 2013 - 2015

<table>
<thead>
<tr>
<th>Feeder Schools</th>
<th>Type</th>
<th>2013</th>
<th>2014</th>
<th>2015</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>42.3</td>
<td>28.0</td>
<td>43.5</td>
</tr>
<tr>
<td>9045 - St Anthony's Catholic Primary School</td>
<td>Non-Govt.</td>
<td>57.7</td>
<td>64.0</td>
<td>56.5</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?
• 42.5% of children transitioned to Newbery Park PS.
• 56.5% of children transitioned to St Anthony’s Catholic PS

Why did it say this?
• The percentage of children transitioning to Newbery Park or St Anthony’s Catholic PS was consistent with 2013 figures. Fluctuations are often 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

7. CLIENT OPINION

Parent Opinion - Quality of Teaching and Learning
8. ACCOUNTABILITY

All educators, Governing Council members, volunteers and visitors have required screening assessments completed prior to being on site. Current copies of screenings are kept in office and then stored according to records management regulations.

The visitor sign-in sheet was updated to include a column for photo identification viewed by a staff member. The volunteer induction process was also updated to include all current and relevant information and compliance requirements.

9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td></td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td></td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

<Income by funding source>

<Your End of Year Profit and Loss Statement may be included as an appendix>