Mary Bywaters Memorial Kindergarten in Old Reynella provides a supportive preschool learning environment within which children develop relevant knowledge, skills, understandings and personal growth as individuals, to facilitate their belonging within our historic Old Reynella Community and beyond. In 2009 we have celebrated 62 years of Early Childhood Education within this community. Children are predominantly from Anglo Saxon background with a minority of wider cultures. The centre links closely with neighbouring childcare centres therefore enabling co-learning opportunities. Mary Bywaters Kindergarten also appears to attract high numbers of families with children with additional physical, health and intellectual learning needs. Our increasing enrolment numbers indicate parent and family respect for our commitment to children’s development and learning.

STRATEGIC DIRECTIONS AND TARGETS

Strategic Direction 1: SUSTAINABLE WORKING RELATIONS

OBJECTIVE: To improve communication systems with all families and agencies. Particular effort will focus upon families in which children are within child care situations.

TARGET: That 80% correspondence achievement with families be gained through various forms of communication in sharing knowledge of children’s learning and development together with centre daily and longer term programs.

STRATEGIES:

- Within our centre Self Review (DIAF) processes we have been able to graph “Regular” and “Irregular” parent contact opportunities as indicated in graph below.
- Informal and arranged interviews with families enabling child focussed discussions.
- Establish closer professional working relationships with local child care centres through meeting and email.
- Early evening preschool sessions for parents within work situations.
- Extensive email contact to families with children’s photos attached.
- Conscious effort by staff to address parents by name.
- An invitation to Reynella Primary School for Year 6/7 students to become involved in co-learning programs.
- Visits to be arranged each term for children to visit the Reynella Life Care (Aged Care) facility.

OUTCOMES:
- Approximately 68% of families throughout the year participated in regular conversations in their child’s preschool learning.
- Email communication increased significantly to working parents.
- One childcare centre responded to a meeting to discuss our current and future work liaison.
- In Term 4, Reynella Primary School students attended for 1 session per week to work with our children to promote a wider community focus. Leadership personnel visited from Reynella South Primary School.
- 60% of our families attended a Night Session.
- 95% of children were involved in visits to Reynella Life Care and were confident to speak with and sing for the elderly residents. 5% of all parents invited, joined us for these visits.

IMPLICATIONS FOR 2010..
- Consistently involve parents in our learning programs, informing them about learning programs and ways in which they may care to be involved.
- Increase opportunities to speak/ email with parents. Aim for 70% of parent group throughout 2010 to communicate more regularly with staff. Aim for 60% + attendance at an Evening Preschool Session.
- In 2010, Reynella Primary School students will be involved in gardening projects with our children. Map the outcomes achieved.
- Continued visits to Reynella Life Care Lodge with improved learning, confidence and parent participation.
• Regular meetings with childcare centres will be arranged to discuss best practice learning opportunities and implications for Universal Preschool Access at Mary Bywaters Kindergarten possibly in 2011.

**Strategic Direction 2: RAISING LITERACY and NUMERACY LEVELS**

**OBJECTIVE:** For children’s oral language skills to be measured and improved using the Mid Preschool and Summative Reporting Formats.

**TARGET:** That 80% of our children will have reached the “Developing” or “Competent” range in their oral language skill ability.

**STRATEGIES:**
- For staff to assess and identify early, any concerns in children’s oral language ability, involving parents in conversations and where possible speech pathologist support.
- Using the Reflect, Respect, Relate (Involvement Observation Scale) and the newly acquired Flip Camera, observe and record children’s expressive language ability.
- Data will be collected through reporting procedures, staff observation and within the Observation Scale indicator, to record the overall communication ability of children attending this centre during 2009.
- Focus on individual and small group work to enable each child opportunities to express their ideas, to listen and to answer questions.
- Provide opportunities for children to verbalize their choice in learning with their specific reasons and preferences.
OUTCOMES:
- Monitoring of oral language ability has continued with children in their “Mid Kindergarten” and final terms. Graphing only indicates children’s ability as all completed 4 preschool terms throughout 2009. (75 children) In 2010 data systems now in place will create opportunities for more effective comparisons of ability and required actions.
- Staff first used the Observation Scales as an assessment tool during Terms 3 and 4. Opinion from staff is that this is very useful in terms of child involvement information and centre practices.
- When children were re-assessed for their Summative (4th. term exit) Report, approximately 33% of children were extremely competent in their use of their oral expressive language skills. This measurement is based upon clear and broadened language use, confident answering of higher level questions and correct pronoun and grammatical sentence structure.
- When given choice, 80% of children were confident to decide between 2 or more learning activities.

IMPLICATIONS FOR 2010
- Continued monitoring of each child’s oral language skills.
- Continued use and extension of the “Observation Scales” incorporating all scale areas across 2010.
- Continued evaluation and use of data collected within children’s reports to assess their oral language skills. Practices will include small groups and where possible individual programs for all children. Incorporation of Speech Pathologist resources and programs.

OBJECTIVE: To address the Well Being of Children with a focus on healthy eating practices together with improved gross motor and coordination ability.

TARGET: 100% of children will be involved in the learning programs of health and nutrition and will become more active and more skilled in their play.

Strategic Direction 3: WELLBEING
STRATEGIES:
- Mary Bywaters Kindergarten was selected to be a member of a DECS “Healthy Eating and Physical Activity” (HEPA) Grant Project. $3,500 has been allocated across 2009 / 2010 to cover Professional Development and Resources. Certain expectations are required for participation within this project.
- Children, staff and parents will be involvement in establishing a vegetable garden. Increased awareness will arise for children in naming vegetables, sorting and categorization of vegetables and fruit.
- Children will be actively involved in the care and nurture of vegetables through seasonal growing stages. We will use our produce within healthy eating cooking sessions. Parents will be invited to support these opportunities.
- 100% of children will have data collected within their 2nd. (Mid Year) Report and/or their final Summative Report to indicate their level of gross motor skill.
- Specific challenges and support will be set up to encourage children to strive for improved ability in their climbing, swinging, balance and coordination programs.

OUTCOMES:
- Enthusiasm for this project is evident and obvious in daily centre learning projects. Winter and summer crops have been grown with genuine care and interest. Children's knowledge has expanded with names of plants and their specific parts, wise use of rain water, techniques for “mulching” Crops have been harvested, healthy cooking recipes used , and parent interest and involvement very much heightened. Thanks to a parent in the nursery industry, children have each taken a “bean plant” home to tend.
- Photographs and reports for the HEPA Project are current and continue during 2010.
- Challenges have occurred to help children across their physical skill development. The “swing” challenge in Term 4 was very popular with 60% of children able to swing independently. In Term 4 a brown snake was spotted in our outdoors. Repeated requests to the council to cut the grass in the neighbouring reserve were eventually successful. This together with extreme heat however, did influence for some time planned challenges and outdoor activities.

IMPLICATIONS FOR 2010:
- Continued involvement within the HEPA Project is a genuine commitment. Inquiry based questions and a summary DVD are essential requirements for this project.
Staff will continue with planned home/centre projects and information to promote healthy eating and physical activity within families.
Physical challenges will be set up with children to promote and record their healthy growth and development.

OBJECTIVE: During 2009 reporting procedures have been improved when recording children’s learning achievements. It is staff objective to make constructive use of this information for centre and individual children’s development.

TARGET: 100% of children will have evidence collected through photographs, pre-entry, mid term and summative reports, and staff professional observation of their progressing development. 100% of children will have a learning folder with development records.

STRATEGIES:
- A database has been devised to record and plot children’s learning across 2009. A “Join The Dots” system will be put in place and specific cohorts will be targeted.
- Developmental Learning Area Outcomes will be analysed and evaluated with implications for learning planning in 2010.
OUTCOMES:
- Information was recorded from 75 children's final reports as displayed.

IMPLICATIONS FOR 2010:
- Significant increase from “Beginning” to “Developing” has occurred in the Self and Group Identity (Item 1 of Graph) area as we would expect. In 2010 we aim to improve the numbers of children within the “Competent” field.
- In the area of “Intellectually Inquisitive” (Item 6 of Graph) staff will aim to maintain these high levels in the “Competent” field.
- Higher numbers in the Effective Communication (Item 7 of Graph) “Developing” range have been achieved and considerable time in 2010 will be spent in aiming for greater numbers in the “competent” field.
- It is pleasing to note that involvement in the HEPA Project has promoted such pleasing results and has contributed to results within the Physical Health and Well Being (Item 6 of Graph) and the Physical Skills (Item 8) areas.
OBJECTIVE: To improve both safety and aesthetic characteristics of Mary Bywaters Memorial Kindergarten and further develop internal administrative resources.

TARGET: Replacement of unsafe retaining walls to meet Occupational Health and Safety Standards and enhance the beauty of the area with appropriate planting. Purchase a new photocopier when funds become available.

STRATEGIES:
- Plan and budget collaboratively with the Governing Council to address the purchase of these 2 major items. Inform the preschool community of planned spending and seek parent comment.
- Involve children and families in the replanting projects.
- Direct funding towards the purchase of a new photocopier.

OUTCOMES:
- Both projects were achieved during 2009. Major efforts in fundraising were planned with the outcome of a successful Quiz Night in September 2009.
- A path depicting Aboriginal designs with Australian animals was also laid. With a touch sensory “stone” impact this will be invaluable when a child with 100% visual impairment attends each day in 2010.

IMPLICATIONS FOR 2010:
- With new Governing Council members in 2010 it will be important to discuss planning and improvements in view of financial constraints. The centre is well equipped with learning resources however projects such as outdoor blinds, further landscaping and painting may need to be considered as priorities.
There has been an increase in our enrolments in 2009. From the beginning of 2008 to the end of 2009, Mary Bywaters Kindergarten has increased its enrolments by 46%.

- Close liaison continues to exist with 3 local child care centres - Snow White, Reynella Community Child Care and Edge Kids Life.
- In Term 4 2009, approximately 40% of our total preschool children have received co-care with Child Care, Family Day Care and Mary Bywaters Kindergarten.
- Strong links exist with Reynella Primary School and many surrounding private schools. Parents enrolling children often refer to positive comments and recommendations they have heard in relation to our centre programs and values.
- Playgroup programs within Mary Bywaters Kindergarten are well managed and coordinated and continue to build in numbers.
- Projected enrolment numbers for Term 1 2010 are expected to be 90 with projected attendance Term 1 83.

**Enrolment / Attendance Comparison 2009**

<table>
<thead>
<tr>
<th>Term</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment</td>
<td>82</td>
<td>88</td>
<td>97</td>
<td>103</td>
</tr>
<tr>
<td>Attendance</td>
<td>74</td>
<td>77</td>
<td>87</td>
<td>87</td>
</tr>
</tbody>
</table>

It is pleasing to note the high enrolment / attendance ratio as indicated in number and by percentage below. Regular attendance is attributed through parent value of our programs together with reliable child care transport arrangements.
2 ATTENDANCE
Mary Bywaters Memorial Kindergarten / State Attendance Percentages

<table>
<thead>
<tr>
<th>Year</th>
<th>Centre 1</th>
<th>Centre 2</th>
<th>Centre 3</th>
<th>Centre 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>93.2</td>
<td>95.1</td>
<td>98.4</td>
<td>91.0</td>
</tr>
<tr>
<td>2007</td>
<td>87.8</td>
<td>88.1</td>
<td>85.3</td>
<td>87.2</td>
</tr>
<tr>
<td>2008</td>
<td>95.4</td>
<td>95.1</td>
<td>89.0</td>
<td>93.8</td>
</tr>
<tr>
<td>2008</td>
<td>87.8</td>
<td>87.7</td>
<td>86.8</td>
<td>87.1</td>
</tr>
<tr>
<td>2009</td>
<td>90.2</td>
<td>87.5</td>
<td>89.7</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>87.2</td>
<td>87.8</td>
<td>86.1</td>
<td></td>
</tr>
</tbody>
</table>

Our attendance continues to be maintained at high level. Follow up is undertaken by staff when children are away due to sickness or unexplained reason. A high priority within our centre Improvement and Accountability Framework (DIAF) continues to focus on improved communication systems with families through phone, email and photo messages. Preschool Support and Early Intervention Funding Programs have enabled children with significant physical, medical and intellectual needs to attend regularly with their much needed support personnel.

3 ABORIGINAL and TORRES STRAIGHT ISLANDER CHILDREN ENROLMENT INFORMATION.
During 2009 we averaged 3 children each term. These children and their families have been very involved in our centre programs,

4 NON ENGLISH SPEAKING BACKGROUND CHILDREN INFORMATION. Contrary to previous years, we did not have any NESB children enrolled during 2009.
**Quality of Teaching and Learning**

- eg. 88% agree and strongly agree with the statement "I am satisfied with the learning programs at my child's preschool". The lowest % response related to the statement "My child's teachers clearly inform me about the learning program."

Staff efforts and invitations to inform and receive feedback relating to our learning programs are constantly reviewed.

Although our efforts to inform parents are constant, as a staff team we will endeavour to be more available to parents and creative in our approaches.

**Support of Learning**

- eg. 100% agree and or strongly agree about the quality of teaching resources while 88% rank their child's motivation to learn "very highly."

Neutral rankings from parents make our analysis of parent opinion more difficult.

---

### Quality of Teaching and Learning

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I believe my child receives quality training at my preschool.</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>23</td>
</tr>
<tr>
<td>2. My child's teachers know what my child can do and what he or she needs</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>23</td>
</tr>
<tr>
<td>3. I'm satisfied with the learning environment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>31</td>
</tr>
<tr>
<td>4. My child's teachers clearly inform me about the learning program</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>44%</td>
<td>31</td>
</tr>
<tr>
<td>5. My child's teachers motivate and engage the child</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>12%</td>
<td>24</td>
</tr>
<tr>
<td>6. My child's teachers encourage reading and writing</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>16%</td>
<td>23</td>
</tr>
<tr>
<td>7. My child's teachers make learning interesting and enjoyable</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>30%</td>
<td>31</td>
</tr>
<tr>
<td>8. My child's teachers make learning fun and engaging</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>23</td>
</tr>
<tr>
<td>9. My child's teachers make learning enjoyable and fun</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>60%</td>
<td>24</td>
</tr>
</tbody>
</table>

---

### Support of Learning

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My child is motivated to learn at this preschool</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>23</td>
</tr>
<tr>
<td>2. My child's teachers provide help and support when it is needed</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>23</td>
</tr>
<tr>
<td>3. My child has access to quality materials and resources that they need</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>44%</td>
<td>31</td>
</tr>
<tr>
<td>4. My child's progress this year</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>50%</td>
<td>24</td>
</tr>
<tr>
<td>5. My child's teachers provide support for my child's needs during their term</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>16%</td>
<td>24</td>
</tr>
<tr>
<td>6. The preschool changes its programs and activities to improve student achievement</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>89%</td>
<td>31</td>
</tr>
<tr>
<td>7. Children know how they are expected to behave at preschool</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>29</td>
</tr>
<tr>
<td>8. Teachers at this preschool treat my child fairly</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>60%</td>
<td>29</td>
</tr>
<tr>
<td>9. This preschool provides a safe and secure environment</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>40%</td>
<td>29</td>
</tr>
<tr>
<td>10. Children have enough materials and resources for their learning</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>30%</td>
<td>31</td>
</tr>
<tr>
<td>11. This preschool has the right resources and support for their learning</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>60%</td>
<td>31</td>
</tr>
</tbody>
</table>

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**PARENT OPINION SURVEY TABLE**

Results are collated from 25 responses received (50% return)

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**DECS Parent Opinion Survey - 2009**

3649 Mary Bywaters Memorial Kindergarten

**Aggregation of Preschool Survey Responses**

**Parent Opinion - Quality of Teaching and Learning**

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**DECS Parent Opinion Survey - 2009**

3649 Mary Bywaters Memorial Kindergarten

**Aggregation of Preschool Survey Responses**

**Parent Opinion - Support of Learning**

---

**Support of Learning**

- eg. 100% agree and or strongly agree about the quality of teaching resources while 88% rank their child's motivation to learn "very highly."

Neutral rankings from parents make our analysis of parent opinion more difficult.
Leadership and Decision Making

Overall responses were positive with one concern within the analysis that not enough opportunity is given for parent opinion. Staff appreciate the number of parent responses and the positive endorsement of our teaching programs. Results, both positive and negative, are used constructively for continuous improvement in all programs.
### INTENDED SCHOOLS FOR CHILDREN AS AT DECEMBER 2009

<table>
<thead>
<tr>
<th>School No</th>
<th>School Name</th>
<th>Child Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0379</td>
<td>Reynella Primary School</td>
<td>46</td>
<td>40.3</td>
</tr>
<tr>
<td>8030</td>
<td>Sunrise Christian SchMpt Vle Cmps</td>
<td>17</td>
<td>14.9</td>
</tr>
<tr>
<td>8390</td>
<td>Prescott Primary School - Southern</td>
<td>7</td>
<td>6.14</td>
</tr>
<tr>
<td>8418</td>
<td>Sth Vales Christian Community School</td>
<td>7</td>
<td>6.14</td>
</tr>
<tr>
<td>1490</td>
<td>Braeview Junior Primary School</td>
<td>6</td>
<td>5.26</td>
</tr>
<tr>
<td>9755</td>
<td>Emmaus Catholic School</td>
<td>6</td>
<td>5.26</td>
</tr>
<tr>
<td>8014</td>
<td>Woodcroft College Inc</td>
<td>5</td>
<td>4.38</td>
</tr>
<tr>
<td>8387</td>
<td>Sunrise Chrstn Schl:Mrn Campus</td>
<td>5</td>
<td>4.38</td>
</tr>
<tr>
<td>1776</td>
<td>Woodcroft Primary School</td>
<td>3</td>
<td>2.63</td>
</tr>
<tr>
<td>8284</td>
<td>Our Saviour Lutheran School</td>
<td>2</td>
<td>1.75</td>
</tr>
<tr>
<td>9124</td>
<td>Antonio Catholic School</td>
<td>1</td>
<td>0.87</td>
</tr>
<tr>
<td>1163</td>
<td>Braeview Primary School</td>
<td>1</td>
<td>0.87</td>
</tr>
<tr>
<td>1061</td>
<td>Christie Downs Primary School</td>
<td>1</td>
<td>0.87</td>
</tr>
<tr>
<td>8029</td>
<td>S Vales Christian Comm Schl:Aldinga</td>
<td>1</td>
<td>0.87</td>
</tr>
<tr>
<td>1850</td>
<td>Aberfoyle Hub Junior Primary School</td>
<td>1</td>
<td>0.87</td>
</tr>
<tr>
<td>8311</td>
<td>St Aloysius College</td>
<td>1</td>
<td>0.87</td>
</tr>
<tr>
<td>9007</td>
<td>St Peter's Woodlands Grammar School</td>
<td>1</td>
<td>0.87</td>
</tr>
</tbody>
</table>

Children receiving their folders on their last kindergarten session in Term 2 2009.

We celebrated with a “Healthy Breakfast” making choices for our breakfast food, voting for our preferences and having fun by wearing our pyjamas.
2.4 FINANCIAL REPORTS

Funds listed below apply to spending across Strategic Priorities. Figures are approximate and will be fully detailed within the audited 2009 financial report (March 2010).

Strategic Priority 1: COMMUNITY RELATIONS
- Nirjala in Nepal Sponsorship $150 transfer costs.
- Gifts sent to Nirjala $100.

Strategic Priority 2: Raising Literacy and Numeracy Levels
- Purchase of a Speech and Language Resources Trolley $800
- Living Eggs (Chicken egg hatching program) $250
- Additional resources including puzzles, computer games, books $300

Strategic Priority 3: Well Being of Children, Families and Staff
- Sensory Learning Materials and Resources $500
- Pets and equipment for centre’s live creatures $500

Strategic Priority 4: DATA Collection
- Costs involved with Individual Learning Plans, Photo Printing $500
- New Photocopier $9,000
- Computer for staff use (Computer Recycling Program) $150
- Flip Camera $200

Strategic Priority 6: Facilities Development
- Noticeboard and covering material (Porch area) $500
- Soft Fall Material and Mulch for outdoor learning area $3,300

(Please note: A Balance Sheet with Profit and Loss information will be provided upon audit completion in March 2010. This will provide complete details of savings and spendings throughout 2009.)

Heather Ward
Director Mary Bywaters Memorial Kindergarten January 2010