



Mary Bywaters Memorial Kindergarten

Annual Report 2015



CENTRE VALUES

Trust Respect Care Equality Excellence Fun

VISION

In a safe supportive environment and in partnership with families, we aim to develop each individual child's wellbeing and learning potential.



1. CONTEXT

Preschool Name:	MARY BYWATERS MEMORIAL KINDERGARTEN	Preschool Number:	3649
Preschool Director:	JANET BUXTON	Partnership:	PANALATINGA

We maintained enrolments in the low 70s, with several children leaving and others joining us during the year.

From the beginning of Term 2 there was a variety of relief teachers and early childhood workers working with the children in the absence of regular staff. This was due to planned long service leave, unexpected injury, surgery and rehabilitation, and the requirement for the Preschool Director and other staff to attend professional development and other meetings.

Our children are enrolled in many schools throughout the southern metropolitan area and beyond, with diverse orientation and transition programs occurring from the beginning of Term 2 in one case and throughout Term 4.

2. REPORT FROM GOVERNING COUNCIL

Mary Bywaters Memorial Kindergarten – 2015 Annual Report of the Governing Council

The Governing Council for 2015 consisted of Rebecca Holdstock, Christopher Clarke, Lauren Williams, Michelle Duston, Sebastian Doeltgen, Ryan Bullivant, Kim Field and staff members Janet Buxton and Colleen Baker.

The Governing Council was involved in a number of decisions regarding the Kindergarten's management, finances as well as maintenance and upcoming council works.

2015 was one of the most successful fundraising efforts in recent years, with just over \$7,500 raised to help the kindergarten's focus on learning and development. There were a number of annual fundraising events run such as Noarlunga Bunnings BBQ, Kyton's Bakery, Toy Catalogue, Scholastic Book Club, and the Tea Towel designs as well as a few new ideas such as Family Portrait Sessions and Jamberry Wraps. We also ran in-house events such as Family Fun Day, Student's Art Show, and Mother & Father's Day Raffles. The Kindergarten also completed fundraising for the Salvation Army as well as the Nepal Earthquake Appeal and this created a great opportunity for the students to learn about other countries, cultures, nature and its effects, personal circumstances and experiences.

There were also a number of working bees held at our Kindergarten, with parents volunteering their time and energy to maintain the gardens and general Kindergarten facilities. Bark chips was scattered around the garden beds and under the outdoor play equipment, and the vegetable patch was cleared. Wooden play equipment was regularly oiled and there were a number of pieces of furniture, art easels, equipment and shelves repaired by dedicated parents.

The Governing Council was also involved in strategic decisions regarding financial planning and management for the ongoing and coming year, including contracts for gardening maintenance, quotes on improving the retaining walls and repairing garden paths, and the purchase of a new photo copier. Based on the success of the previous years fee structure, it was determined that the same, 3-term payment structure would continue for the coming year, however payment arrangements at the discretion of the Director would be continued.

The Kindergarten was advised by the local council of upcoming roadworks to Corn Street, and the Kindergarten was represented by a Governing Council member at local information sessions. We had concerns about the speed at which cars travelled along Corn Street and the safety of the students, however the plans put forward by the Council will alleviate a number of these.

During 2015, the Governing Council agreed to create and maintain a social media page with the use of Facebook to further strengthen communication between parents and the Kindergarten. Time and energy went into creating the Kindergarten's Social Media Guidelines in alignment with DECD guidelines and a thorough and comprehensive process was created.

On behalf of the Governing Council, I would like to take this opportunity to thank all parents involved in the various activities at our Kindergarten throughout 2015 for their commitment and energetic support. The sincerest thank you also to Janet, Colleen, Wendy, Lisa and the MBK team for their trust in the Governing Council and the wonderful experiences they provided to our children.

Kim Field

For and on behalf of the 2015 MBK Governing Council.

3. HIGHLIGHTS 2015

Nature play is a focus we continue to develop. We extended this with a memorable excursion to Kuitpo Forest to give our children a memorable experience of playing freely in another environment. Following this, a number of children reported that they had subsequently visited the forest with their family. Another priority is sustainability, with the children helping to make compost, care for our worm farm, plant, tend and harvest food from our vegetable garden and taste and cook the produce.

Family events to build community were very well attended. A Family Fun Day for each group ended Term 1 with a day of active participation and lunch and was also a very successful fundraiser. At the end of Term 2, each group staged an Art Show of artworks they had produced over several weeks. An End-of-Year Family Night for the whole kindergarten community was held at Reynella Primary School. This was the first time we had used a bigger venue and it enabled families to invite grandparents and other significant people to share our final event and hear the children sing, see their Learning Folders presented and enjoy some family entertainment.

4. QUALITY IMPROVEMENT PLAN

The following areas were identified as priorities in a self-review process.

Quality Area 1: Educational Program and Practice

This Quality Area has been our major improvement priority for the year.

Progress towards goals:

- 1.1.1 *Goal: Indicators of Preschool Numeracy and Literacy are introduced into our planning, implementation, assessment and reporting processes.*

Some of our educators were able to attend a professional development day about the Indicators and our Early Years Leader in Term 3, Adam Christie, came to a staff meeting to build on this introduction.

Goal: Involvement in Panalatinga Partnership's Numeracy and Literacy RESULTSplus+ work. As site leader, Janet was involved in meeting with the preschool directors and early years leaders in the partnership. Together we considered tracking and monitoring every child's growth in numeracy and literacy, a numeracy and literacy improvement cycle, changes in pedagogical practice, and clear intervention processes. This work will continue to be a focus of DECD.

Next step: As a staff team, we will continue to develop a common understanding of the aspects of the Indicators of Preschool Numeracy and Literacy. Educators will develop meaningful and manageable ways to track and monitor each child's progress and achievement in the areas of numeracy and literacy. Early intervention processes will be further refined.

1.1.4 *Goal: Provide documentation to parents on their child's progress and interests and give opportunities for parents to give feedback and drive the child's learning program.*

A Learning Folder for each child was developed to illustrate their involvement in the learning program and their particular interests. The Learning Folders were stored in a space that was readily accessible by both children and parents. Some families were regularly seen looking at the folder together. Some families brought in contributions from home, eg a page depicting a special family outing or holiday, with a photo or drawing as a prompt for the child to share with educators or friends.

A progress report for each child was given to parents early in Term 2. It included the child's answers to some questions, a drawing by the child and summarising comments by an educator. Most of these were returned with a written response by a parent.

Some families were followed up with meetings with the Preschool Director and individual goals were set for these children.

In the middle of Term 3 the Learning Folders were sent home for the child to share in depth with their family. Parents provided helpful feedback about their child's learning and interests. Parents were offered the opportunity to book a parent-teacher conversation but very few took this up.

Parents were able to write summarizing comments on their child's end-of-year Statement of Learning.

During the year, parents were involved in our learning program. For example, they helped us to expose the children to diverse languages (eg Afrikaans, Thai), brought in animals to show us (eg pythons, the hens that started as chickens from our hatching program), sent in found items (eg a tiny bird's nest).

Next step: Continue to provide parents with opportunities, both formal and informal, to give feedback about their child's participation and progress. Ensure that parents have opportunities to make contributions to our learning program, especially if they have particular expertise or their child has a specific interest.

1.1.5 *Goal: High average attendances are promoted.*

Promotional material from "Every day counts" was used to raise awareness of the importance of attendance.

Attendance data shows average attendances in the data collection weeks of 92.9% in Term 1, 91.8% in Term 2, 88.59% in Term 3 and 82.5% in Term 4. Attendance averages for Terms 1 and 2 were higher than in the previous 3 years, but did not achieve the DECD goal of 93%.

The benefits of developing a pattern of a high level of attendance will continue to be shared with parents.

1.1.6 *Goal: Each child is involved in making choices and decisions to influence events and their world.*

Children were involved in decision-making in various ways. For example, they had input into how to use the inside drama area and cubby house. During the year there were play areas such as a laundry, a childcare centre baby play room, a workshop for tradesmen, a campsite. When a dilemma arose among the children about how to decide who should ring the gong, we brainstormed ideas with them and came up with the solution of a calendar for the Helper of the Day.

The children's questions determined the directions of the Term 3 inquiry project about the human body.

1.2.1 *Goal: Each child's learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.*

Assessment is undertaken informally, occurring in the context of play or during intentional teaching times in small groups. Children's understandings and skills are diverse at the beginning of the year, partly due to the children's ages ranging from 3 years 8 months to 4 years 8 months.

We continue to work as a staff team on consistent processes, including documentation of these processes, to ensure the assessments are used to plan the next steps for children's learning and development.

Next step: The cycle of assessment, planning, documenting and evaluating children's learning and development in numeracy will be a particular focus in 2016.

Quality Area 3: Physical environment

During the year, new priorities arose in relation to the kindergarten's aging physical environment.

- Old air conditioning equipment on the roof was identified as the cause of significant and ongoing roof leaks during autumn and early winter. The decommissioned parts were removed and work on the roof and gutter resolved the issue.
- The area near the entrance, adjacent to the sandpit, was leveled and new lawn laid.
- Two café blinds on the verandah were replaced

Next steps: Undertake the following work in 2016:

- Modifications are undertaken to make a suitable changing area inside the kindergarten
- Storage is installed to replace storage previously located in the new changing area.
- Replace cracked paths in near the slide area.
- Install fencing in front corner of lower play area, coordinating with removal of temporary fencing associated with construction of the new house next door.
- Upgrade edging to retain soft-fall material in the upper play areas.

Quality Area 6: Collaborative Partnerships with Families and Communities

6.1.3 *Goal: Accurate information about our service is available to parents through our website.*

Parts of our website have been updated, with more to be undertaken this term.

Goal: Families are informed about general preschool matters using a variety of methods.

The option of the kindergarten using email to send newsletters and other notes to families was offered early in the year, with about 60% taking this up. This reduced our volume of printing.

Governing Council pursued a Facebook page for kindergarten families. A policy was drafted in line with DECD policies and the page was set up, beginning with Governing Council members and staff. It was subsequently offered to all families.

Next step: Use email to send newsletters and other routine notes to all families who provide an email address on the child's enrolment form. Provide printed copies to families without internet access.

6.2.1 *Goal: There is a high level of collaboration between parents and staff regarding children's learning and well-being.*

Collaborative conversations with parents were the vehicle for developing partnerships that promoted positive outcomes for children's security and confidence, behavior, speech and language, and advanced skills. Without these interactions we would not have had the level of insight into the children's needs or their achievements in the context of their families.

Next step: Children's records show evidence of conversations with parents and decisions about actions to be undertaken at kindergarten or home or both.

- 6.3.2 *Goal: Transition into and from the kindergarten is supported collaboratively, especially for identified children.*

As the children began at kindergarten, parents contacted us about a range of matters. The “Tell us about your child” questionnaire completed by most parents was also useful in beginning to acquaint us with children.

In 2015, some families were indecisive well into Term 4 about a school for their child, which in some cases affected the child’s attendance at school orientation visits.

Families enrolled their children in 28 different schools, which meant there were many different orientation programs experienced by the children.

There were visits by reception teachers to meet children prior to an orientation visit, especially where there was only one child coming from this kindergarten. These teachers would also speak with us, enabling us to give extra information about advanced literacy skills, etc. Parents and staff met with Junior Primary leaders in some cases to ensure an effective handover of information regarding identified children.

Next step: Begin to liaise with schools in Term 3 and include support services personnel where relevant.

Quality Area 7: Leadership and Service Management

- 7.1.3 *Goal: Site induction process for staff is complemented by a comprehensive induction folder*

The induction folder is in the process of being reviewed and up-dated in line with DECD induction guidelines and resources.

Next step: Complete the updating of the staff induction folder.
Make an induction folder for volunteers.

- 7.2.1 *Goal: A Statement of Philosophy accurately reflects our values and guides our operations.*

The staff team reviewed the Statement of Philosophy in Term 1. Several minor modifications were made.

- 7.3.1 *Goal: Sound management of filing and archiving*

This is yet to be managed effectively.

Next step: Review filing of children’s records and management–related material. Archive relevant records and dispose of appropriate records according to DECD requirements.

- 7.3.5 *Goal: Policies and procedures are documented and reviewed (involving staff and Governing Council)*

Some policies were reviewed and updated during the year.

Next step: Involve staff in developing a system and timelines to manage the process of reviewing policies.

5. INTERVENTION AND SUPPORT PROGRAMS

Preschool Support Program

Four children were identified with severe speech delays and referred for speech pathology through our orientation processes in 2014 and allocated preschool support from the beginning of the year. Five more children received preschool support during the year. Their programs were facilitated by our early childhood worker Colleen Baker, who was released to fulfill this role.

Most of the children were actively supported with their program at home and showed significant progress during the year. For some the improvement meant they no longer needed preschool support.

There was another significant allocation of preschool support for most of the year to facilitate successful participation, with support carried out by another Preschool Support worker. This support was reduced in Terms 3 and 4 and had to be supplemented with funds taken from other areas of our budget.

Thank you to our responsive DECD Integrated Support Services team of Special Educator, psychologist and speech pathologist.

Bilingual Support

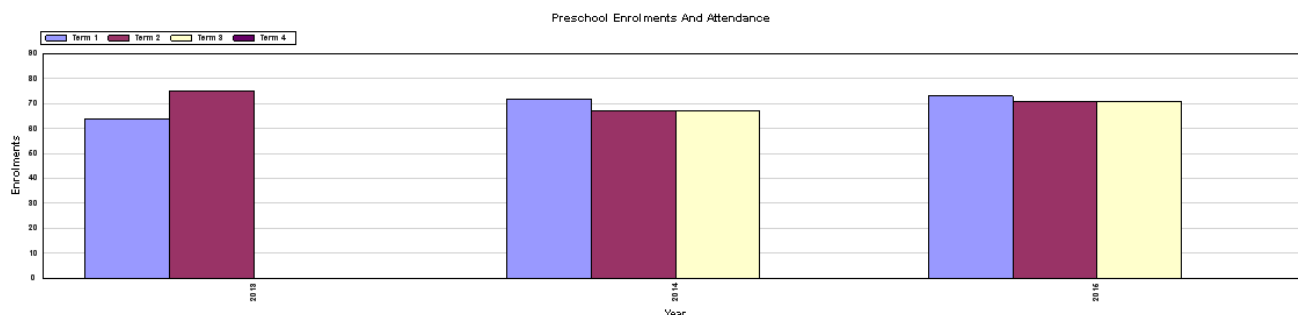
Bilingual support was allocated for Terms 1 and 2 and implemented by an Early Childhood Worker who spoke the relevant language. Significant progress was made and the support was not needed from the beginning of Term 3.

6. STUDENT DATA

6.1 Enrolments

Enrolments and attendances for the two weeks of data collection in the school terms indicated:

Year	2013	2013	2014	2014	2014	2015	2015	2015
Term	1	2	1	2	3	1	2	3
Attendances	59	67	66	60	61	68	65	63
Enrolments	64	75	72	67	67	73	71	71



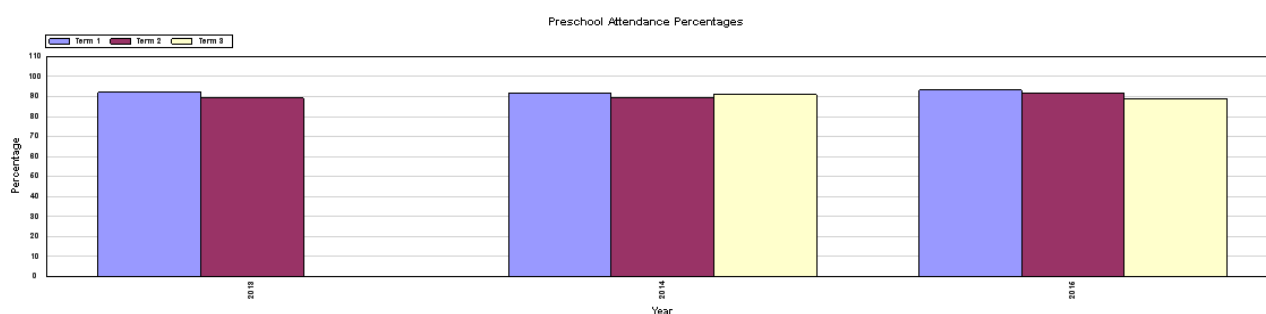
Enrolment totals hovered between 71 and 73. However there were some fluctuations for a range of reasons: transferring to a preschool closer to home; transferring from interstate; late enrolment. We were able to accommodate this number of children under the 1:13 staff child ratio.

As in previous years, our enrolments were drawn from a broad geographical area of the southern suburbs.

6.2 Attendance

Preschool Attendance Percentages for the two weeks of data collection for the school terms indicated:

Year	2013	2013	2014	2014	2014	2015	2015	2015
Term	1	2	1	2	3	1	2	3
DECS	88.7	88	90	88.9	86.1	90.5	88.5	86.3
Mary Bywaters Memorial Kindergarten	92.2	89.3	91.7	89.6	91	93.2	91.5	88.7



Attendance levels at Mary Bywaters Kindergarten are high but do not meet the DECD target. There are very few unexplained absences. Parents notify us about planned intrastate, interstate and overseas travel and surgery and rehabilitation.

6.3 Destination – Feeder Schools

Site	Type	2013	2014	2015 Term 3	Final 2015
1490 - Braeview Junior Primary School	Govt.	6.1			
1492 - Hackham East Junior Primary School	Govt.	2.0			
1059 - Pimpala Primary School	Govt.	4.1	3.7	3.2	4.3
1727 - Reynella East Coll Jun Prim Campus	Govt.	2.0			
0379 - Reynella Primary School	Govt.	34.7	29.6	40.3	40.9
1044 - Reynella South Primary School	Govt.	2.0		3.2	1.4
1776 - Woodcroft Primary School	Govt.	2.0	5.6	3.2	2.8
1163 - Braeview School R-7	Govt.		1.9	1.6	4.3
1018 - Flagstaff Hill R-7 School	Govt.		1.9		
0225 - Littlehampton Primary School	Govt.		1.9		
1906 - Morphett Vale Primary School	Govt.		1.9		1.4
0362 - Port Noarlunga Primary School	Govt.		3.7		
1907 - Reynella East College	Govt.		1.9	1.6	1.4
0548 - Black Forest Primary School	Govt.			1.6	1.4
0952 - Clapham Primary School	Govt.			1.6	
0251 - McLaren Vale Primary School	Govt.			1.6	1.4
0313 - Old Noarlunga Primary School	Govt.			1.6	1.4
1537 - Sheidow Park Primary School	Govt.			1.6	2.8
1056 - Woodend Primary School	Govt.			1.6	1.4
9756 - All Saints Catholic Primary School	Non-Govt.	2.0			1.4
9124 - Antonio Catholic School	Non-Govt.	4.1	1.9	1.6	1.4
8005 - Calvary Lutheran Primary School	Non-Govt.	2.0			
9755 - Emmaus Catholic School	Non-Govt.	6.1	7.4		
8026 - Immanuel Primary School	Non-Govt.	2.0			
8390 - Prescott College Southern	Non-Govt.	6.1	16.7	9.7	5.7
8418 - Southern Vales Christian College	Non-Govt.	4.1	7.4	6.5	4.3
8456 - St Martin de Porres School	Non-Govt.	2.0		3.2	2.8
9402 - Sunrise Christian School	Non-Govt.	2.0	1.9	1.6	1.4
8030 - Sunrise Chrstn Schl Mrpht VI Campus	Non-Govt.	10.2	3.7	1.6	1.4
8014 - Woodcroft College Inc	Non-Govt.	6.1	1.9	3.2	2.8
8435 - Pilgrim School	Non-Govt.		1.9	1.6	
8311 - St Aloysius College	Non-Govt.		1.9		
8163 - Willunga Waldorf School	Non-Govt.		3.7		
8405 - Emmaus Christian College	Non-Govt.			3.2	2.8
8284 - Our Saviour Lutheran School	Non-Govt.			1.6	1.4

9009 - St Teresa's School - Brighton	Non-Govt.			1.6	1.4
8498 - Tatachilla Lutheran College	Non-Govt.			1.6	
Total		99.6	100.5	99.7	

SOURCE: Preschool Termly Data Collection Term 3 only.

Additional schools, added after Term 3 Week 3

0179 – North Adelaide Primary School	Govt				1.4
0171 – Happy Valley Primary School	Govt				1.4
1068 – Noarlunga Downs Primary School	Govt				1.4
1053 – Hallett Cove East Primary School	Govt				1.4
1664 – Thiele Primary School	Govt				1.4
1213 – Magill School	Govt				1.4
Total					100

The table above is based on information provided to the preschool by parents up to Term 3 Week 3. At that stage there was a significant number of families who were undecided about the school at which to enrol their child. However in the following 18 weeks there were many changes to the schools parents chose for their children, for a variety of reasons. These included moving to a different part of the Adelaide metropolitan area, indecision, financial factors or late notification to the preschool of an earlier decision to change school. The final list of schools is represented in the right hand column.

This year's cohort going on to school next year will transfer to 29 schools, comprising 18 government schools and 11 non-government schools. 73.3% of the children will go to a Government School, which represents an increase on the 52% of the children in our 2014 group. There is an increase this year on the proportion of children going to Reynella Primary School, our closest government school.

Some parents delayed the decision about school until mid to late Term 4, meaning their child was not able to participate in the school's full orientation program.

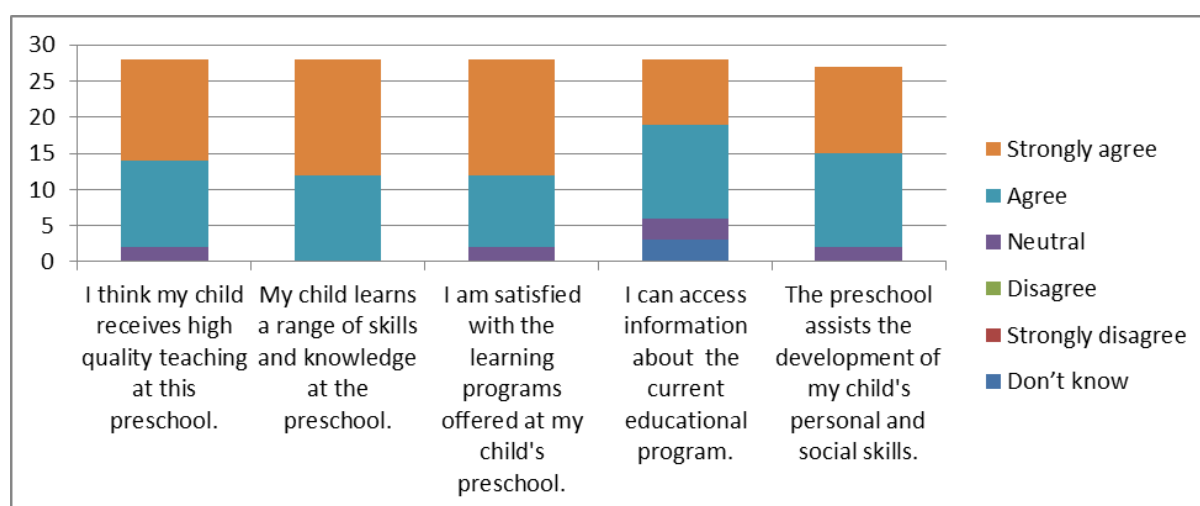
ACTION In early 2016 we will follow up parents of children whose enrolment form shows 'undecided' for the school, and encourage them to attend school tours or open days of schools they are considering.

7. CLIENT OPINION

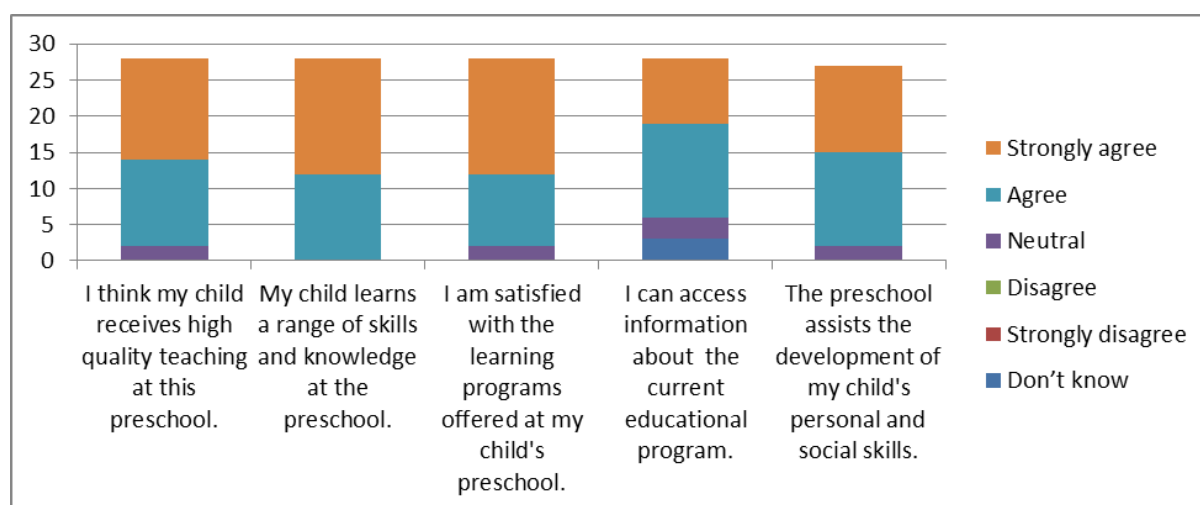
Again in 2015, a survey based on the seven quality areas of the National Quality Standard was distributed to all 72 families. 28 surveys (39%) were returned within the specified time and another one three weeks later (which was not included in the data below).

Some respondents did not rate all of the statements.

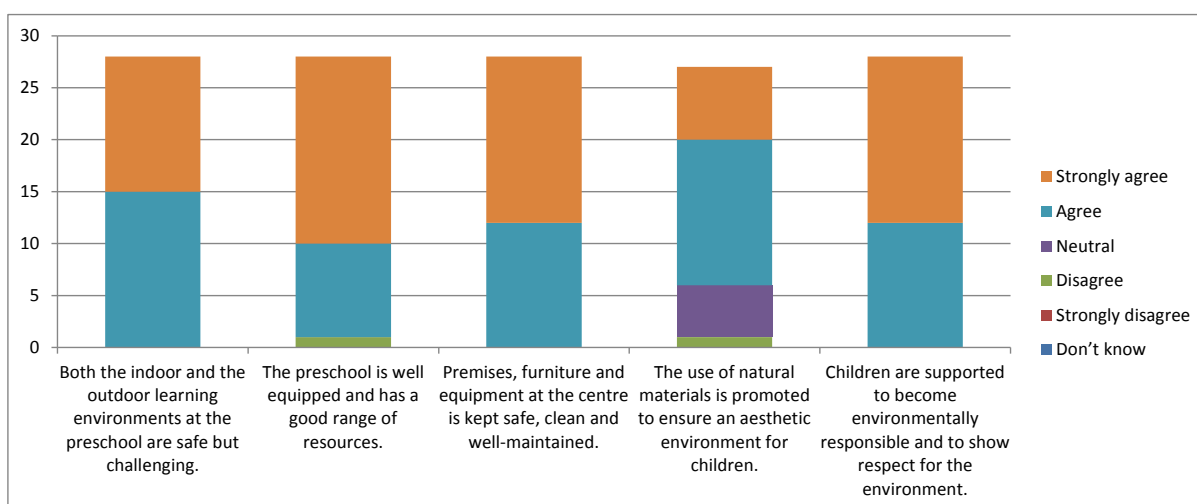
<u>Quality Area 1 – Educational Program</u>	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
I think my child receives high quality teaching at this preschool.				2	12	14	28
My child learns a range of skills and knowledge at the preschool.					12	16	28
I am satisfied with the learning programs offered at my child's preschool.				2	10	16	28
I can access information about the current educational program.	3			3	13	9	28
The preschool assists the development of my child's personal and social skills.				2	13	12	27



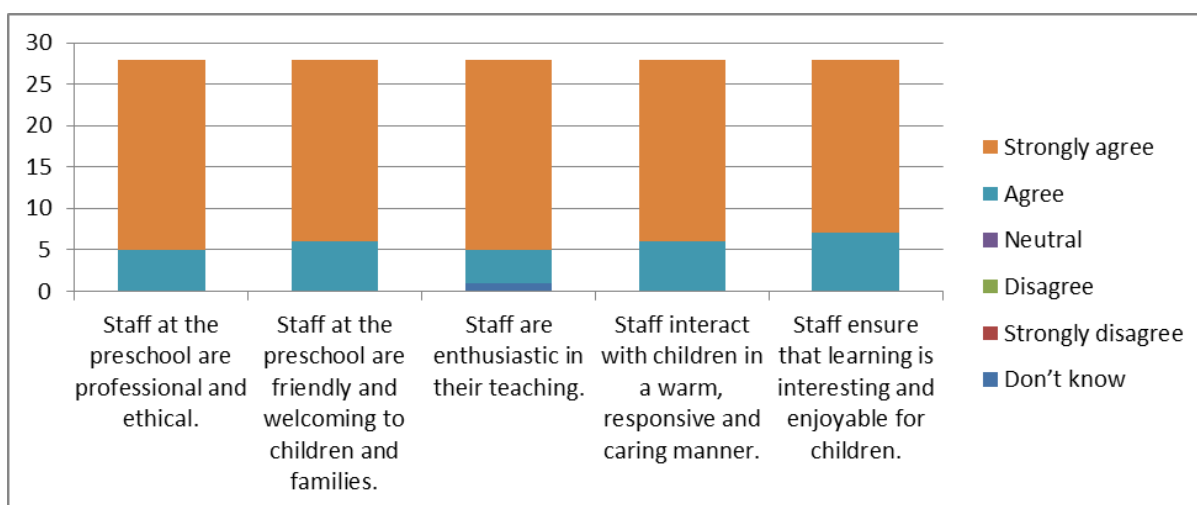
<u>Quality Area 2 – Health and Safety</u>	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	
Healthy eating is promoted at the preschool.					9	19	28
Physical activity is promoted at the preschool.				1	8	19	28
Effective hygiene practices are promoted and implemented at the preschool.					12	16	28
I feel confident my child is safe and protected at the preschool.					6	22	28
Children are adequately supervised at all times.	2				11	15	28



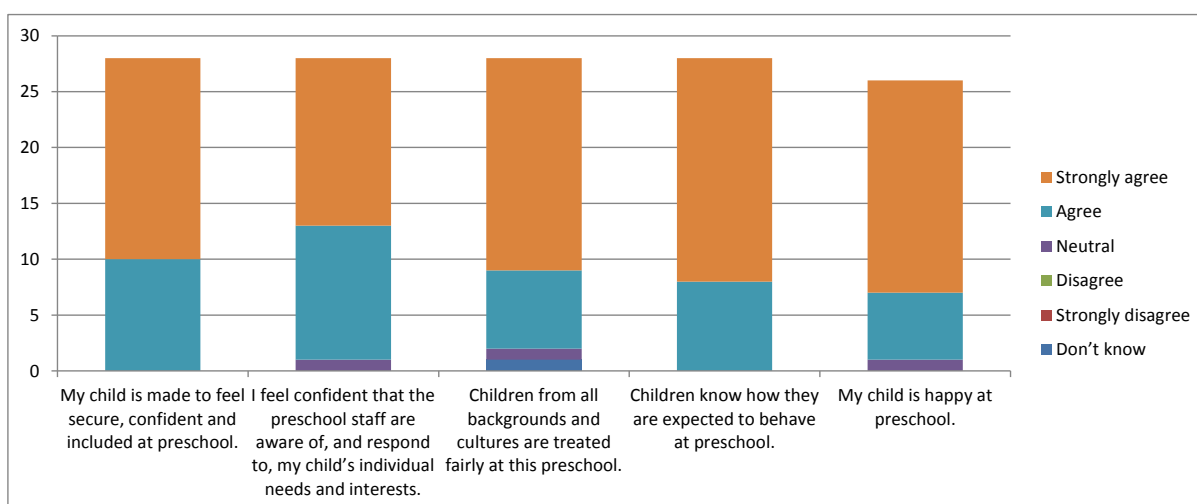
<u>Quality Area 3 – Physical Environment</u>	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	total #
Both the indoor and the outdoor learning environments at the preschool are safe but challenging.					15	13	28
The preschool is well equipped and has a good range of resources.			1		9	18	28
Premises, furniture and equipment at the centre is kept safe, clean and well-maintained.					12	16	28
The use of natural materials is promoted to ensure an aesthetic environment for children.			1	5	14	7	27
Children are supported to become environmentally responsible and to show respect for the environment.					12	16	28



	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	total #
Quality Area 4 – Staff							
Staff at the preschool are professional and ethical.					5	23	28
Staff at the preschool are friendly and welcoming to children and families.					6	22	28
Staff are enthusiastic in their teaching.	1				4	23	28
Staff interact with children in a warm, responsive and caring manner.					6	22	28
Staff ensure that learning is interesting and enjoyable for children.					7	21	28



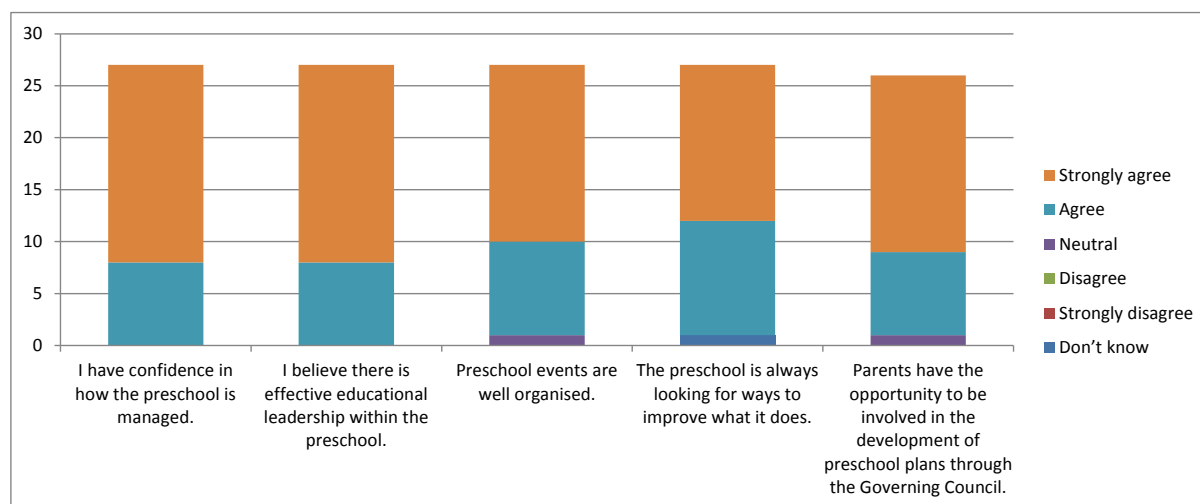
	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	total #
Quality Area 5 – Relationships with Children							
My child is made to feel secure, confident and included at preschool.					10	18	28
I feel confident that the preschool staff are aware of, and respond to, my child's individual needs and interests.				1	12	15	28
Children from all backgrounds and cultures are treated fairly at this preschool.	1			1	7	19	28
Children know how they are expected to behave at preschool.					8	20	28
My child is happy at preschool.				1	6	19	26



	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	total #
Quality Area 6 – Relationships with Families and the Community							
I feel welcome at this preschool.				1	7	19	27
I am given the opportunity to be involved in the preschool's educational activities.				1	12	14	27
The staff always listen to what I have to say about my child's development and needs.				1	10	16	27
I feel confident that I can discuss my child's progress with staff at any time.					10	17	27
I am encouraged to be involved in the preschool in all kinds of ways.				1	10	15	26



	Don't know	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	total #
Quality Area 7 – Leadership and Management							
I have confidence in how the preschool is managed.					8	19	27
I believe there is effective educational leadership within the preschool.					8	19	27
Preschool events are well organised.				1	9	17	27
The preschool is always looking for ways to improve what it does.	1				11	15	27
Parents have the opportunity to be involved in the development of preschool plans through the Governing Council.				1	8	17	26



The majority of parent responses indicated they agree or strongly agree with the statements. Written comments reflected a high level of satisfaction and appreciation for the work of the educators with their child.

8. ACCOUNTABILITY

DECD Relevant History Screening compliance

Relevant history screening clearances are requested according to current guidelines (updated February 2016).

A site register of child-related clearances is maintained and clearance documents filed.

An audit of our processes was carried out this year.

9. FINANCIAL STATEMENT

	Funding Source	Amount
1	Grants: State	\$402,019.13
2	Grants: Commonwealth	
3	Parent Contributions	\$34,502.50
4	Other	\$11,832.48

Notes:

- The major component of State Grants covers salaries
- Parent contributions are the fees paid by parents and include a kindy-logo hat for each child and the cost of any excursions or other special experiences offered in our learning program.
- Other funding sources include fundraising, donations, bank interest.
- Our 2015 Annual Financial Statement will be attached when audited.

Signatures

Chairperson (Kim Field) _____

Date _____

Preschool Director (Janet Buxton) _____