



# Hamley Bridge Kindergarten

## 2020 annual report to the community

Hamley Bridge Kindergarten Number: 2629

Partnership: Lower Mid North

Signature

Preschool director:

Ms Karlie Naulty

Governing council chair:

Jennifer Polley

Date of endorsement:

10 March 2021



Government  
of South Australia  
Department for Education

## Context and highlights

Hamley Bridge Kindergarten is a small rural Kindergarten in the mid north district. The kindergarten is well utilized by local families who access the services provided by the kindergarten. The Kindergarten offers 15 hours of Government Funded Preschool per week for children in their eligible year as well as 4 sessions of funded occasional care each week. The Kindergarten also offers an educator lead playgroup.

There was a change in leadership this year with Megan Noack, moving to another Kindergarten and Karlie Naulty, who has previously managed the site, winning the 5-year Preschool Director Tenure. With Karlie Naulty as director, Cheryl Hissey as ECW for preschool, occasional care and playgroup, Rose Muirhead as ECW in Preschool Support and Occasional care and Kathryn Krieger as the teacher 1 day a week when Karlie was still on Maternity Leave. It is a team that has all worked well together previously and it was great to come together again and continue to build on our work.

As numbers grew throughout the year, we were able to increase our Teacher Kathryn's hours, to work every day that the children attend. Karlie also increased to the full 0.7 director role for the remainder of the year. We welcomed Gloreen Tidey who joined our team as preschool support worker and did a fantastic job in her first role at our site.

Highlights of 2020 included increasing our yard size, giving the children more space to climb, run and explore. Regular cooking with the children which was led by parent volunteers each fortnight. The Nature Play Incursion in Term 1 with Glenn Wagland, the Teddy Bears Picnic and Special Person's Day were all memorable days with lots of deep engagement and enjoyment from the children.

The level of parental involvement and engagement within our Preschool program was great to see and there was a lovely sense of belonging and community within the Kindergarten. We often had parents stay and spend time with their child at Preschool, sharing their skills with the children, attend events etc. The Governing Council members had a very positive and supportive attitude and we were successful in extending our fence line and planning our next stage of outdoor redevelopment, updating policies and fundraising.

I thank the parents, Governing Council and children for their flexibility to adapt and comply to the changes Covid-19 threw at us. We feel we adapted well to requirements and were still able to provide a consistent and fun program for the children.

We look forward to continuing to build on the great progress we made this year in 2021.

## Governing council report

A big thankyou to all governing council members, Jenna Barber, Karlie Naulty, Ian Pycroft and Judy Edgecombe for their time and contributions in 2020.

Cheryl for entertaining our children so we can attend our meetings.

It was a tough year with COVID-19 restrictions. We were unable to meet during COVID-19 lockdown but still communicated thru email, messenger, and Facebook. We had few weeks of total lockdown and kids were home schooled during this time. All parents were thrilled when the kindy reopened and the kids could return to the classroom with COVID-19 protocols in place to ensure the continued safety of staff, students and parents.

I have been part of Hamley Bridge kindergarten for 7 years, with 3 of my children attending at various times.

I have seen many changes for the better with the big move of the kindy from the oval to the primary school site.

The Kindy expansion occurred during school holidays of term 1 and I was privileged to be involved with planning of the development and to see how our plans went into moving of the fence line and to create a huge outside play area which is vital for the growth of Hamley Bridge kindy. Outside play is part of child learning.

The outside path was a concern and has been improved to make it safe for parents to access from oval. We also reviewed some policies throughout year.

My favorite part of governing council was helping in fundraising with various events, and to see how the money we raised goes in improvements and towards the kindy nature play area.

We raised \$1281 in our fundraising efforts. Some of fundraising events we organized was an obstacle-a-thon, our Xmas raffle, drawn at the Hamley community event. Personalized Plates with kids own art creation was a big hit with parents. Its great to be well supported by the community in fundraising events.

On behalf of all parents and members of Governing Council I would like to thank all Staff and volunteers for their hard work in 2020, Every child enjoyed their kindy year. A big thank you to staff and to Karlie in your awesome dedication in making Hamley Bridge Kindergarten, a fun, exciting education experience for our children. A big thankyou to Cheryl in running a fabulous playgroup. We have had lots of fun.

Jennifer Polley- 2020 Governing Council Chairperson -Hamley Bridge Kindergarten

# Improvement planning - review and evaluate

We decided to focus on 1 main goal in 2020, which was a continuation of 2019's work, but adapted to suit our current educator team.

Our Goal was - Children will increase their engagement in deeper learning and create deeper understandings. Our Challenge of Practice to achieve our goal was- Educators will use pedagogical documentation to better understand that through selecting and using the appropriate scaffolding strategies, children will engage in deeper learning and create deeper understandings.

We took data which we analyzed as a team and realized that the involvement indicator missing in some of the play episodes of children was 'creative and complex thinking' and that is why they were not deeply engaged for a long period of time.

Through professional learning days, being part of the 2020 LDAR project and at staff meetings educators participated in training to grow our understanding of how to support children's creative and complex thinking, by changes to the learning environment, educator scaffolding strategies and how to best capture children's learning. We took data at the end of the year and again analyzed it, it was clear there were improvement in children's level of engagement and evidence of creative and complex thinking.

Our other going focus in 2020 was our continued focused on Cultural competency becoming embedded within our learning program.

Our main focus in this goal area was for Educators to identify where cultural competencies could be authentically introduced and included in kindergarten routines. As a result subtle changes were made to our daily routines to include a cultural competencies focus such as incorporating more cultural resources into our environment, our good morning and afternoon greetings and teaching the children about Aboriginal culture. We have begun developing our sites Reconciliation Action Plan and have have visits from the Aboriginal Education Team within the Department to support our journey. We will continue this important work in 2021.

We were fortunate enough to be successful in winning 2 grants at the end of 2020, which will go towards our improvement work in 2021.

The first is a \$5000, music in education strategy grant- letter in correspondence and a Raising Literacy Australia Community Sharing Library.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	15	12	12	12
2018	10	10	10	9
2019	12	14	13	13
2020	12	15	16	21

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

## Enrolment comment

We started the year with 13 eligible preschool enrolments but our numbers quickly grew, reaching capacity of 15 at the end of term 2. This meant we were funded a preschool teacher so we could accept our 16th eligible enrolment, we had one more eligible enrolment begin during term 4, as well as 4 children who met the early entry criteria. We had one child move to another kindy at the end of term 3, but the family decided to re-enroll their child back into our kindy 4 weeks into term 4.

# Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	95.7%	87.9%	93.1%	82.6%
2018 centre	96.0%	81.0%	87.0%	83.7%
2019 centre	96.5%	95.7%	90.5%	92.2%
2020 centre	95.0%	77.9%	86.9%	74.9%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

\*Note: Term 2 2020 data may not be available for all preschools.

## Attendance comment

Attendance was consistently good all year, even with COVID. When children were away we had good communication systems in place with families so we knew the reasons.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
167 - Hamley Bridge Primary School	81.0%	85.0%	66.7%	66.7%
325 - Owen Primary School	0.0%	0.0%	16.7%	8.3%
469 - Wasleys Primary School	9.0%	14.0%	16.7%	16.7%
746 - Woomera Area School	0.0%	0.0%	0.0%	8.3%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2020 collection.

## Destination schools comment

It continues to be pleasing that the majority of families are choosing to sending their children to Hamley Bridge Primary School. Throughout the year we have established links with the school and created a successful transition process for children and families. This year has also seen the kindergarten establish links with Owen and Wasleys Primary Schools and transition meetings were conducted for all children attending these schools in 2021. Other destination schools included the new Xavier College Two wells Campus and Woomera Area School.

# Client opinion summary

Comments Taken from the 2020 Parent Opinion Survey

## Support of Learning

-Staff have got extra support for my child, but the wait for quality support from outside specialist care is very long. Teachers give some time to give my child extra help with speech but with any help needs extra funding for special needs.

My child's skills have improved this year for his speech and fine motor skills.

## Relationships & Communication

-Teacher's communicate daily on my child's development. Personal 1:1 parent and teacher chats and kept informed of any new developments.

There is photos of children activities each week on display. Kindy communicates well with students parents.

## Quality of Teaching & Learning

-As our child has Autism, the staff do a wonderful job with the limited hours allocated to help during his time there.

-The teachers and staff have an obvious love for children and go above and beyond to provide learning opportunities to suit each child. The place has a real community feeling and I feel very fortunate to be able to send my son to such wonderful kindy.

-High quality teaching and teachers display different ways to enhance learning and make learning fun.

-The educators at this kindy put their all into a wonderful learning environment for children.

## Leadership & decision making

-Parents are encouraged to play a role in decision making and being a part of governing council. Parents can help make decisions, ask for clarity and understand behind the scenes of running a kindy.

-I am extremely happy with Hamley Bridge Kindy and their dedication to the children, however i am disappointed with Support Services and the preschool support hours for our child, its limited and unfair to staff and the child.

# Relevant history screening

New employees details are checked before commencing employment to ensure they meet the relevant screening requirements.

Current employees screening was renewed throughout the year.

The preschool director hosts "responding to abuse and neglect for volunteers" sessions for Governing council and other interested community members as needed.

# Financial statement

Funding Source	Amount
Grants: State	\$42,533
Grants: Commonwealth	\$4,771
Parent Contributions	\$6,978
Other	\$0

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	This year Educators participated in the LDAR project to explore in greater depth the Preschool Indicators of Numeracy and how to identify and plan for future learning in a play based pedagogy. At a site level we took this learning and applied it to the numeracy indicators.	Throughout the year rich evidence of children's learning was analyzed and documented to monitor children's progress and learning.
Improved ECD and parenting outcomes (children's centres only)	Funding was used to further educator practice through professional learning opportunities and new equipment bought to further the children's engagement.	All educators took part in professional learning on extending children's complex and creative thinking and embedding cultural elements
Inclusive Education Support Program	Children who were identified as needing additional support for Speech and Language or Social and Emotional Development were provided with preschool support through IESP funding and extensive adjustments application funding. Support was given within the preschool learning environment and children had individual plans.	Each child had individual learning plan and goals. There was ongoing consultation with support services, therapists and families.
Improved outcomes for non-English speaking children who received bilingual support	There were no children who needed bilingual support at our site in 2020.	We did not have any bilingual children attending our site in 2020.

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.