



Murray Bridge Preschool Kindergarten 2019 annual report to the community



Government
of South Australia
Department for Education

Murray Bridge Preschool Kindergarten number: 6549

Partnership: Murraylands

Name of preschool director:

Bev Harrison

Name of preschool management committee chair:

Sarina Hoffmann

Date of endorsement:

6 March 2020

Context and highlights

Murray Bridge Preschool Kindergarten is a community owned building, on Ngarrindjeri country, providing a Department for Education Preschool program. It is a small early years setting established in the mid 1950's, located in the Northern area of town. The Kindergarten is next to the Community Child Care Centre, the North School, Special School and near St Joseph's Primary. We started 2019 with a consistent and passionate group of educators, lower than average enrolment numbers, and a small but supportive group of parents on our Governing Council. Due to ongoing family, and educator support we have continued to offer Long Day Preschool hours, and are continually reflective of the quality of routines, experiences and interactions across the longer day to ensure children can fully engage in all aspects of the program. A highlight of our year is our families annual contribution to our philosophy statement, where everyone is invited to share their hopes and values for their child's kindergarten year. In 2019 we had a 95% contribution rate, and the resulting Wordel is displayed on the report title page. This was used by staff to inform planning and decision making to reflect what is important to our families. A big focus throughout our year was our improvement priorities of developing our intentional teaching of literacy through our play based program, and strengthening relationships with children through the use of Marte Meo strategies. In 2019 we introduced Parent Teacher interviews in to our collaborative planning cycle. This was a highlight as it created more opportunities to share and plan together. The greatest excitement for the children came from their opportunity to observe and learn about living creatures and life cycles with butterflies, silk worms, worm farming and chicken hatching. Children raised the chickens, and we kept some until they were old enough to start laying eggs, which we used for snacks and cooking with our other garden produce. Other highlights of 2019 have included our Community Bus trip excursion, Animals Anonymous Family night, Obstacle-a-thon, Monarto Zoo trip, Book Week Dress ups, Family Funfest Fair and Wobbles the Clown helping us to celebrate the end of our year together. Many thanks to our wonderful educators, Governing Council, families and children. It has been another productive year of fun, learning and improvement thanks to a great team effort, and we look forward to building on this for a great year ahead in 2020.

Report from the preschool management committee

Murray Bridge Preschool Kindergarten has had a productive, successful year in 2019. Despite low enrolments, children had a fantastic year with the opportunity for quality time with the educators providing a great learning environment for all.

We hosted another successful 'Family Fun Fest', with many families coming together to enjoy the various activities and stalls, all while raising money for our Kindy!

We had biscuit decorating, disco rooms, and Bev with a conga line of kids dancing their way through the crowds.

Our year was not without time for serious business; as a Governing Council we were able to speak from a parental point of view on various issues including reviewing Policies & Procedures, and Quality Improvement Planning. This meant working with our lovely educators to make sure everything was up to date, accurate and relevant for all children.

One achievement we are most proud of is the fresh carpet throughout; we feel it really brightens the learning space and provides clean play areas – in comparison to the old worn carpet we started the year with.

We also did some exciting brainstorming together for potential future upgrades to the play spaces for the children; with ideas such as bike tracks, slides, and tunnels. My hope is that this year governing council can work with our fantastic educators to get closer to achieving these upgrades.

I feel so privileged to have been a part of this wonderful kindy for two years, and chairperson for 2019. Our kindy has so much potential and I look forward to seeing it thrive over the coming years.

Sarina Hoffmann

Quality improvement planning

Our 2019 Quality Improvement Plan was developed after all families, Governing Council and staff members had opportunities to participate in reflection and review of our achievements and improvement areas in the previous year. Children also had opportunities during the year to talk to their families and educators about the things they liked most about their kindergarten. The feedback from this site review process, in addition to Department for Education priorities and site priorities informed our choice of focus improvement areas. We also worked in collaboration with other early years sites in our Partnership. A summary of our main focus areas and achievements include

Goal 1 Every child demonstrates progress in their oral language development.

Literacy data was collected for each child using our Partnership EPOP tool, covering Emergent writing, Phonological awareness, Oral language and Print concepts. This data was analysed by educators, and shared with families in order to plan goals and strategies to support each child's literacy progress through intentional teaching strategies. This data informed grouping of children for explicit teaching of skills through the Kindergarten Q program, and also gave staff information to plan play based opportunities to support literacy development. Data collection and anecdotal evidence at the end of term 3 shows that 100% of children made progress in their oral language development. A review of data and best practice information in the Literacy guidebooks has informed our decisions on next steps to be a focus on intentional and explicit teaching of vocabulary to enrich children's oral language.

Goal 2 Strong family and community partnerships support children's oral language development, inclusion and transition. During 2019 we have continued to develop our working relationships with Department and community Support Services staff, with families, and with Reception educators to achieve this goal. We have developed more effective processes for earlier identification of children at risk, and collaborative planning of intervention programs, leading to achievement of children's literacy and numeracy goals in their One Plan. The introduction of a more formal Parent teacher interview time supported developing relationships, and ensured that families had more opportunity to be involved in planning and setting goals for their children's learning. Involvement in the Birth to 8 Continuity PLC, in addition to developing improved communication processes has supported transition to school. Literacy data collection has been shared with Reception teachers in addition to the Statement of Learning to support teacher planning as children start school. Our strong focus on educators developing Marte Meo skills to support children and communicate with families was supportive of responsive relationships, building confidence and activating children's development, using a strengths based approach through child led play. This will be a continuing focus moving forward.

Ongoing operational improvements during 2019 include significant investment in to the development of effective processes in performance development and performance management for all staff.

Our 2019 review results inform an ongoing focus on communication and language, the need to invest intentional effort in to numeracy improvement, more involvement and information sharing with community events, the need to continue investing in family relationships to inform inclusivity and diversity, and an update of our sustainability statement. This has been included in our 2020 PQIP (Preschool Quality Improvement Plan).

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	47	44	47	50
2017	48	38	44	43
2018	55	59	59	60
2019	40	45	47	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

Enrolments in 2019 were much lower than during 2018, and this trend has continued in to 2020. Our enrolments increased over the year in 2019, and we are anticipating this will happen again this year, as other services reach capacity.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	91.5%	99.5%	78.4%	83.6%
2017 centre	76.7%	81.6%	75.8%	80.3%
2018 centre	92.3%	90.9%	86.1%	87.0%
2019 centre	87.8%	81.3%	82.9%	
2016 state	91.1%	89.0%	87.2%	87.5%
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%	

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.

Attendance comment

Attendances can be affected by a range of contributing factors. We have families affected by transport issues that have enquired about a bus service similar to Tinyeri. Illness and other family circumstances also affect attendances. Unexplained and ongoing absences are followed up with phone calls.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
299 - Murray Bridge North School	76.0%	84.0%	80.0%	74.4%
950 - Murray Bridge South Primary School	0.0%	3.0%	0.0%	4.7%
302 - Mypolonga Primary School	4.0%	6.0%	7.0%	9.3%
9049 - St Joseph's School - Murray Bridge	15.0%	6.0%	7.0%	4.7%
8203 - Tyndale Christian School -Murray Bri	0.0%	0.0%	3.0%	0.0%

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.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

The majority of our children transition to Murray Bridge North School, with a smaller percentage going to other schools in the local area. We continue to work on improving our transition to school processes each year.

Client opinion summary

We have once again used our own version of the Parent Opinion Survey during 2019. The Survey from last year was updated and reviewed in consultation with staff team and Governing Council with minor changes being made. Surveys were emailed in advance to give time for reflection and then personally distributed wherever possible. We had a 67% response rate. All responses agreed or strongly agreed with all statements with the exception of


- 1 respondent who said "don't know" about the kindy being involved in the community. This will be an area of reflection and improvement in 2020. A small selection of feedback about Quality area 1 - Educational Program and Practice has been included. A detailed summary of results is available at the Kindergarten.

Very good. My son has learnt so much and I'm very happy. He loves kindy.
 My child has grown confident with so many more activities.
 My children improved their skills and development.
 My child often reports enjoying a range of activities. Teachers also available to discuss learning and my child.
 I mentioned that I would like to teach my child to write his name before school and the kindy responded so well, starting straight away. Very active on Storypark which I love.
 Great kindy and my child has learnt many new things while being here.
 Every time I drop my children at kindy the staff ensure to have contact and have included me in all decision making.
 My child enjoys going to kindy and talks highly of her enjoyment.
 Thanks to the app I am able to keep track of my children's progress and am able to contribute whenever I can.
 My child loves coming to kindy every day. Storypark is brilliant.
 Everything is very well planned. No problems at all.
 My child is always excited to come to kindy. Tells us all the new things she learns.
 Programs are always changing, keeping the kids interested and learning.

Relevant history screening

The safety of children is paramount and all staff and volunteers undertake Police checks and/or DSCI screening./ Working with children checks. Processes are in place to ensure expiry dates of checks are monitored. Child and Family Information is stored securely and Information Sharing Guidelines are followed.

Financial statement

	Funding Source	Amount
1.	Grants: State	460,788.40 
2.	Grants: Commonwealth	0
3.	Parent Contributions	8985
4.	Other	1485

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	Funding was used to support reps to attend PD - literacy summit and expo, "I am reading" course, Aboriginal conference- vocab. Develop resources for the KindergartenQ level of "Read it Again" program. Also topped up staffing to collect data, work 1 to 1 and small groups with Aboriginal learners and Wave 2 learners.	Oral language progress for 100% of learners.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	IESP funding used to provide one to one or small group support to identified children, working towards goals and targets identified in One Plans by educators, families and support staff.	Achievement of goals in One Plans and sharing of information at transition.
Improved outcomes for non-English speaking children who received bilingual support		

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