



Tailem Bend Kindergarten

2022 annual report to the community

Tailem Bend Kindergarten Number: 6554

Partnership: Murraylands

Signature

Preschool director:

Mrs Jackie Venus

Governing council chair:

Katrina Mills

Date of endorsement:

22 March 2023



Government
of South Australia
Department for Education

Context and highlights

Tailem Bend Kindergarten is a Department for Education stand-alone centre. It is situated 100kms of the GPO on the Coorong. Tailem Bend is a small rural community with a population of approximately 1,400 people and consists of mainly European cultures with a small number of Aboriginal and/or Torres Strait Islander people. Tailem Bend Kindergarten is a member of the Department for Education Murraylands Partnership. The Partnership includes 4 preschools, a CPC, 8 primary schools, 1 R-12 school and a High School. The Partnership leaders from each site meet twice a term and the partnership improvement plan is linked to our site improvement plan, a focus on continuity of learning and an improvement in literacy and numeracy outcomes for all learners.

The team engages in ongoing self and site review processes, analysing pedagogical documentation and formative assessment to program and plan for ongoing improvement in learning outcomes for all children. The centre offers an inclusive play-based program to support the individual needs and values of the children, working in partnership with their family and the community. The Early Years Learning Framework (EYLF) and the Preschool Literacy and Numeracy Indicators are the basis of our programming, formative assessment, and reporting. There is a primary focus on emergent literacy – emergent writing, oral language, phonological awareness and print concepts, numeracy, and social and emotional wellbeing.

There is a strong community participation level which involves parents, local schools from Tailem Bend and Jervois, local businesses, Coorong District Council, Tailem Bend Community Centre, and service groups. The preschool mainly feeds the two local primary schools, Tailem Bend and Jervois, as well as other feeder schools further from the centre.

Children eligible for preschool attend full day sessions Tuesday and Thursday (odd weeks of the term) and Tuesday, Wednesday, and Thursday (even weeks of the term). Pre-entry sessions are offered in term 4 in the year prior to commencing preschool. Our centre offers a rural care program for children aged from birth and operates Monday-Friday from 8am-6pm for 50 weeks, only closing for two weeks over Christmas and New Year.

Governing council report

It was a rewarding position being the chairperson of the Kindy committee for 2022.

Having a say and being a part of the Kindy really helps with the integration of your child's first experiences on their education journey. Working with the committed staff and fellow parents makes it easy to have your say and put forth your opinions and ideas.

Your input as a Kindy Committee member means we can maintain the wonderful sense of community we have at Tailem Bend Kindergarten, and ensure that the kindy meets the needs of our families now and into the future.

The Kindy committee meets 1-2 times a term and the meetings go for about an hour, therefore it's not a huge time commitment. The committee overlooks things like finances, learning strategies, correspondence, fundraising to name a few. I personally like hearing about the planning that goes into the Kindy from the dedicated staff and having a say about what fundraisers will be on offer throughout the year.

I believe being a Committee member is enriching to your community, your children and yourself, it is well worth the little effort required. I would recommend taking on a role on the Committee and just see how you go.

Preschool quality improvement planning

Literacy and Numeracy Goal – To extend children's use of mathematical language to share their thinking and understanding in numeracy.

Challenge of practice – If we intentionally model and engage using mathematical vocabulary through sustained shared thinking, we will extend children's mathematical language to share their thinking and understanding in numeracy.

Educators were strategic in creating opportunities for shared reciprocal conversations to stretch children's ideas and knowledge with and alongside children in play. Educators promoted numeracy talk, critical thinking and problem solving between/with children and educators. Educators collected multiple forms of data - transcripts of children's conversations with peers and/or Educators (written, audio, video) and were analysed to plan for ongoing improvement in learning outcomes for all children.

Children contributed to the program through spontaneous learning experiences that occurred following their interests and were added to the daily program as they arose. Children's voice is evident in documentation, for example in learning stories, the daily planning/reflection book and child surveys.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	23	21	21	22
2020	15	N/A	16	16
2021	18	18	20	21
2022	15	18	18	17

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.

Attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	96.4%	67.2%	78.6%	63.6%
2020 centre	91.9%		84.0%	64.9%
2021 centre	85.2%	59.8%	85.7%	70.9%
2022 centre	86.3%	77.1%	86.4%	67%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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

Families who attend Tailem Bend Kindergarten are committed to their children's early education and see the importance of regular attendance. The children are enthusiastic to come to Kindy.

COVID-19 did impact on attendance earlier in the year as parents kept their child home when they were showing signs of illness. There were some children who were regular non-attenders, due to family reasons, and were followed up with a phone call from the Director.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
194 - Jervois Primary School	23.5%	26.7%	25.0%	53.3%
424 - Tailem Bend Primary School	164.7%	173.3%	162.5%	146.7%

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 2022 collection.

Destination schools comment

Tailem Bend Primary School continued to be the main feeder school for the Kindergarten children. We have a close association with the school and have reciprocal visits throughout the year. We work collaboratively with them around transition to school and special events held at the school, e.g., Book Week, Sports Day, Little Eagles.

There were three destination schools in 2022, Tailem Bend Primary School had the highest percentage followed by Jervois Primary School and Murray Bridge North Primary School.

Family opinion survey summary

Of our 18 enrolled families only 2 families completed the Parent Opinion Survey, which means that the data is invalid due to the extremely low response rate.

However the responses received were either Agree or Strongly Agree. The only comment was within Quality of Teaching and Learning – “My daughter loves how the staff/teachers help her to try and do new activities. The teachers go above and beyond to all of the children and they make sure everyone has a fair go”.

Action for 2023: To develop further ways of communicating to families about their child's progress and development and to have input into the curriculum decisions.

Relevant history screening

All DfE employees working on site have the relevant WWCC as part of their registration and/or employment, and all TRT's provide copy of Authority to Work/Teach forms.

All parents and caregivers who volunteer provide a copy of WWCC and RRHAN-EC Training for volunteer's certificates.

Financial statement

Funding Source	Amount
Grants: State	\$435,539
Grants: Commonwealth	\$0
Parent Contributions	\$4,980
Other	\$3,947

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	Staff were involved in three student free days throughout the year where they engaged in critical reflection working towards improvement in documenting, reporting and assessing children's literacy and numeracy development.	All children's oral language skills improved, and children demonstrated growth in using mathematical vocabulary.
Inclusive Education Support Program	Five children were referred to Support Services and received preschool support. The Kindergarten paid for additional staffing throughout the year to support one child who was diagnosed with Global Delay. IESP funding was strategically used to support a speech and language program to support 4 children and worked alongside DfE Speech Pathologist and Special Educator.	Speech support ensured the children's ability to communicate increased, having a positive impact on social interactions and learning.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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