



Tailem Bend Kindergarten

2020 annual report to the community

Tailem Bend Kindergarten Number: 6554

Partnership: Murraylands

Signature

Preschool director:

Mrs Jackie Venus

Governing council chair:

Peta Robins

Date of endorsement:

3 March 2021



Government
of South Australia
Department for Education

Context and highlights

Tailem Bend Kindergarten and Rural Care 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 families.

There is a strong community participation level which involves parents, local schools from Tailem Bend and Jerois, local businesses, Coorong District Council, Tailem Bend Community Centre and service groups. .

The kindergarten mainly feeds the two local primary schools, Tailem Bend and Jerois. Children eligible for kindergarten attend full day sessions Tuesday and Thursday (weeks 1,3,5,7,9) and Tuesday, Wednesday and Thursday (week 2, 4,6,8,10). Pre-entry sessions are offered in term 4 the year prior to commencing kindergarten.

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. 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, 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.

In 2020:

Kindergarten staffing consisted of Jackie Venus, Director; Lee Follett, Teacher; Emma Taylor, Preschool Support; and Lee Freaney, Finance Officer.

Rural Care Program staffing consisted of Gayle Juergens, Emma Taylor, Katrina Touzeau, Jessie Tytler and Rachael Murray.

The centre was well supported by the Governing Council, which consisted of five parents, one community rep and two staff members. The Governing Council organised and helped to run a Bunnings BBQ and Drakes Community Dollars early in the year. Parents were keen to do more and offered suggestions but unfortunately due to COVID-19 it restricted our fundraising efforts.

Governing council report

None

Improvement planning - review and evaluate

Quality Area 1 Educational Program and Practice; Quality Area 5 Relationships with Children; Quality Area 6 Collaborative Partnerships with Families and Communities; Quality Area 7 Governance and Leadership

Based on the data we collected in 2019, our focus for 2020 was to improve children's oral language/vocabulary and phonological awareness skills to enable them to describe and express their ideas.

Aboriginal literacy was a prominent focus in 2020. In collaboration with the Early Years Aboriginal Education, Curriculum Support and Learning Division we targeted individual and small group: adult interactions to improve Aboriginal children's use of language to describe and express their ideas.

We collected data for all children in two areas of literacy which link to the Early Years Learning Framework (EYLF), Preschool Literacy Indicators and Literacy Guidebook

1. Phonological awareness - awareness of syllables, awareness of rhyme, awareness of initial sounds
2. Oral language - vocabulary and concepts, uses sentences, oral narrative

Each term we collated the data for each child to track and monitor the growth they had made during the year. We collected work samples, anecdotal notes, observations and photo's to gather evidence throughout the year.

Educators created an environment that was rich in oral language and used intentional teaching strategies that were evidence based e.g. Marte Meo, Strive for Five, Tell Me a Story and modelling oral recount and narrative. Marte Meo is an approach educators use to improve children's oral language by naming what the children are doing and educators noticed an improvement in the children's oral narrative, and their vocabulary.

Children were able to articulate their ideas, concepts, ideas and opinions and were able to contribute to the program through spontaneous learning experiences and these were added to the daily program as they arose. Children's voice was evident in documentation, for example in learning stories, the daily planning/reflection book and child surveys.

Quality Area 2 Children's Health and Safety; Quality Area 3 Physical Environment

Improvement to the outdoor learning environment – the boundary wall and fencing was deteriorating and was removed and replaced with new zinc fence panels in term 4.

Quality Area 6 Collaborative Partnerships with Families and Communities

Due to COVID-19 restrictions in 2020 it made it difficult to connect with families as they weren't allowed to come into the Kindy so they weren't as involved as they would have liked. As a way of staying connected with them we used the SeeSaw app in Term 2. Each family was invited to join and it was a huge success. Feedback from the parents was they liked being able to see photos of their child during the day and it formed a link from home to Kindy.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	19	21	21	26
2018	22	23	21	28
2019	23	21	21	22
2020	15	N/A	15	16

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

Enrolments have been consistent throughout the year.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	85.3%	81.2%	59.8%	74.6%
2018 centre	82.7%	84.3%	65.7%	79.9%
2019 centre	96.4%	67.2%	78.6%	63.6%
2020 centre	91.9%	N/A	84.9%	#Error
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 data fluctuated during the year. Most of the non-attendance was due to COVID-19, family holidays or illness. There were regular non-attenders due to family reasons or illness and all were followed up with a phone call from the Director.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
194 - Jervois Primary School	10.0%	5.0%	11.8%	13.3%
424 - Tailem Bend Primary School	75.0%	95.0%	82.4%	86.7%

NOTE: The data is collected in Term3. 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), Term3 2020 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 this school and have reciprocal visit throughout the year. We work collaboratively with them around transition to school and special events held at the school e.g. book week and sports day.

There were 2 destination schools in 2020, Tailem Bend Primary School had the highest percentage, followed by Jervois Primary School.

Client opinion summary

The results show that parents/caregivers are generally very happy with the quality education and care for their children.

Examples of parent/caregivers comments:

"I can safely say the staff at the Tailem Bend Kindy are exception and should be recognized more for the fantastic work they do, especially in the year we have just had"

"I have nothing but positive to report about Tailem Bend Kindy. My son has absolutely thrived since commencing. Staff are wonderful"

"I have felt welcome and they have supported me in many ways, help me to understand and explain things I don't know"

"A very good, happy experience. My child and I will be sad to leave"

"Love, love this Kindy, always lots of communication from staff about activities and any behaviour problems"

Relevant history screening

All staff and visitors met the relevant screen requirements for 2020

Financial statement

Funding Source	Amount
Grants: State	\$386,450
Grants: Commonwealth	\$0
Parent Contributions	\$4,545
Other	\$479

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	Marte Meo - Educators attended two refresher sessions during the year Aboriginal Literacy Project & Formative Assessment - Educators attended site based PD, Student Free Day Purchased "Conversations" and "Formal Assessment" resource books for educators to read and discuss to broaden their understanding	Formative assessment of data allowed educators to track and monitor each child's progress in oral language and phonological awareness
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Employed an ECW to support children who have speech and language or behaviour needs who worked alongside Support Services	Speech and language program implemented at the site with support from Department for Education Speech Pathologist
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.