



Kimba Community Kindergarten

2021 annual report to the community

Kimba Community Kindergarten Number: 6626

Partnership: Central Eyre 1

Signature

Preschool director:

Miss Esther Flavel

Governing council chair:

Lisa Baldock

Date of endorsement:

18 March 2022



Government
of South Australia
Department for Education

Context and highlights

Context

Kimba Community Kindergarten is located in the Centre of the Eyre Peninsula, 460 kilometres from Adelaide and 120 kilometres from Whyalla. The Kimba district is a rural farming community with many self-employed farmers. The kindergarten is rated a Category 2 site, with a physical capacity of 30 children. It is a part time site that operates full time sessions on Tuesdays and Wednesdays and a half day every Thursday. An occasional care program runs concurrently with the kindergarten.

Highlights

2021 was another successful and enjoyable year for our children, educators and families. Despite an incredibly emotional year following several losses in our community, and the ongoing unpredictability of Covid-19, educators remained positive and strived for continuous improvement and high-quality programming and practice.

The community is an embedded, valued and important part of our kindergarten. We were fortunate enough to hold many community events across the year. Term 1 included our well-supported Welcome BBQ, and Kindy AGM. Our large attendance and resulting committee highlights the investment our community holds in early childhood education. In March, we celebrated 51 years of Kimba Kindergarten at its Park Terrace address. In Term 2, we held another committee-led Kindy photo day, we celebrated the special ladies in our community at the mother's day morning tea and pulled off another very successful Facebook auction fundraiser – featuring the debut of an alpaca donation. In Term 3, we enjoyed weekly library visits, parent teacher conversations, and the Kindy Olympics. We welcomed in our Kindy and Occasional Care Dads for a Father's Day breakfast, had our Book Week Parade, and started our "Kids in the Kitchen" Program making many amazing child-chosen dishes each week. We held our Kindy Art Show and ended the term by remembering our friends Willow and Peg when participating in the 'Friends of the Kindy' Walkathon. In term 4, we held our Movie Night and completed our transition visits for those starting school or kindergarten in 2022. We enjoyed a Bus Tour of Kimba, local community excursions and National Agriculture Day featuring the unveiling of our farm play space which has been an absolute hit with young and old.

We were fortunate to have a visit from the Department for Education Chief Executive, Rick Persse, who was very impressed with our site goal in the exploration of meaningful data experiences for the children, and had many positive things to say regarding our learning environment as a whole.

Governing council report

In 2021 the Governing Council consisted of Lisa Baldock (President), Abbie Villis (Secretary, Finance Officer), Whitney Allen (Treasurer), C-Jay Kemp, Ashleigh Inglis, Madison Chambers, Tanya Parsons, Chantel Kassebaum, Jessica Clements, Emily Rayner, Talia Allen, Kyley Smart, Kristen Arcus, Kirby Nottle, Esther Flavel (Director), Lateisha Stutley (Teacher), Corinne Tucker (OC Leader).

Our fundraising was a huge success with \$8,721.95 raised after expenses, via several different events including a pre-seeding bake sale, our 4th highly successful online auction, the Kindy art show, and a movie night. We would like to thank the wider community for their continued support of our efforts.

2021 ended up being a very emotional year, and a time of grief with the loss of Peg and Willow. Very quickly we came together and worked on ideas to remember both girls by and support the children through these times now and in the future. A small garden area has been created at the back of the Kindy, with beautiful lavender lining the way to an area where the children will be able to go and have time to listen, learn and reflect. There are a few final touches to be made in this coming year, but it has become an area to honor the children that are no longer with us now and in the future. A beautiful wooden swing has also been inscribed in honor of Peg, a place that you always found her beaming at you, as you walked in the gates. This year "The Friends of the Kindy" took on our annual walk-a-thon as a fundraiser for the Whitwell and Bone families in memory of their daughters. The Bones have created a plaque in memory of Willow from these funds along the Rooru Walking Trail, and the Whitwell Family have asked that we create a fairy garden in the Kindy facility in memory of Peg.

On National "Ag Day" we opened the Kindy's Ag space consisting of various animals in life size models, an area that has been completely funded by money raised by the committee over the last few years. This area provides the opportunity for children to learn about different aspects of farming and country living.

I would like to thank our Kindy photos sub-committee and local photographers, Katie and C-Jay, for our beautiful Kindy photos, and Ashleigh for her ongoing assistance in the inscribed brick path project. I would also like to thank the outgoing committee for their support and dedication to the Kindy in 2021. Some of the fundraising ideas that have been put forward or set in motion for 2022 are looking like they will be incredible. This is my last time on this committee after 6 years and I feel so privileged to have been able to dedicate this time to our amazing facility.

Preschool quality improvement planning

Our Preschool Quality Improvement Plan (PQIP) is a fundamental document at our site which drives our process of self-assessment, practice and reflection over the year. All staff review it regularly and it is integrated as a key component of every staff meeting.

Our first site priority in 2021, was to deepen children's understanding of data concepts through everyday problem solving. Educators were intentional with the utilization of resources and experiences to create a learning environment for children to playfully explore and manipulate data concepts. To engage families, we created a data pack which went home with every child over the year. This pack created opportunities for children and their families to explore data in their home environments and record their findings. Educators utilized observational data and pedagogical documentation to track and monitor children's growth. We were delighted to see that all children demonstrated growth in what they know, can do and understand in the realm of data exploration. Children developed skills in analyzing, reading and organizing data in their world.

Our program is child centered and we provide many spontaneous and open-ended experiences that provoke learning and develop dispositions. The program highlights are documented in a floor book, which include photos, children's voice and learning outcomes. We also utilized a closed Facebook page and Class Dojo app to share our learning journey with families. This connected with our National Quality Framework priority of increasing parent and family involvement and sharing of information regarding our site curriculum.

All educators are involved in gathering data/observations of children's learning focused around the EYLF outcomes and the literacy and numeracy indicators. These observations and our PQIP inform our program as we discuss and record children's interests, strengths, observations, highlights, children/family voice, goals, intentional teaching strategies, specific learning objectives, planned learning environments/experiences, group times and weekly reminders. All educators are involved in critical reflection, which aligns to children and their learning. There is a clear alignment from observation to the program, so no child goes unnoticed and thus forms our cycle of learning. Our other key priority in 2021 was in developing a successful and positive site culture with our new staff team. This was achieved with regular collaborative planning, staff meetings, staff activities, PDP sessions and regularly celebrating staff successes. The staff team have all demonstrated extensive personal and professional growth and goal setting skills, and are enthusiastic to continue this collaborative journey in 2022.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	24	24	24	25
2019	16	16	16	17
2020	13	13	13	13
2021	19	19	19	19

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
2018 centre	91.0%	94.3%	84.5%	96.2%
2019 centre	79.5%	83.9%	81.7%	92.6%
2020 centre	86.7%	96.0%	94.3%	97.7%
2021 centre	95.5%	80.1%	95.8%	95.9%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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

All families were generally committed to regular Preschool attendance with all rates above 80% across the year. Non-attendance was most often due to sickness, or needing to travel to access services that are unavailable in the Kimba community. Parents consistently kept the Kindergarten informed on the nature of absences. COVID-19 appeared to have minimal impact on our overall attendance, with data only slightly lower than previous years. The increase of 13 to 19 enrolled students from 2020 to 2021 should also be taken into consideration for the change in percentages.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
736 - Kimba Area School	100.0%	100.0%	100.0%	100.0%

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.

Data Source: Site Performance Reporting System (SPER), Term 3 2021 collection.

Destination schools comment

Kimba Area School is the only school in the area. All children attend K.A.S. unless they are moving away or utilize correspondence Education (School of the Air).

Family opinion survey summary

We were delighted to have 13 of our 19 families complete our Parent Opinion Survey in 2021. The overall response was predominantly positive, as well as highlighting some key areas which have been included in our Quality Improvement Plan priorities for 2022. We were delighted to see that most of our data was placed in the realms of 'Agree' and 'Strongly Agree' across all four areas – Quality Teaching and Learning, Support of Learning, Relationships and Communication and Leadership and Decision Making.

Some comments made by parents included:

"High quality teachers, who truly care about the education of our children. Our community is very fortunate to have these educators"

"They do a wonderful job to make sure kids learn in a fun, enjoyable way"

"Educators always make themselves available to discuss issues around learning when needed"

"Fantastic Communication"

Other comments – particularly in the Leadership and Decision Making area have highlighted areas for consideration in our future program and practice. These were further unpacked as part of the Department's 'Leader Advisor' program, and as aforementioned have been included in our improvement planning for 2022 and beyond.

Relevant history screening

DSCI child-related employment screening has been undertaken by all educators, volunteers and contractors working at the site as per Departmental policy. All teachers have history screening as part of Teacher Registration. Records of these screenings are retained confidentially at the Kindergarten and reviewed periodically to ensure compliance.

Financial statement

Funding Source	Amount
Grants: State	\$51,167
Grants: Commonwealth	\$0
Parent Contributions	\$6,485
Other	\$8,722

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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 engaged in ongoing Professional Development in line with our Numeracy based PQIP goal. Funding provided opportunity to purchase additional literacy and numeracy learning materials and resources for use in the centre and to extend the learning into the home environment.	Children have increased their phonological awareness skills (indicated in PASM data) and understanding of Numeracy concepts.
Inclusive Education Support Program	ECW was employed for 8 hours p/w across the year to provide support for children needing support with their speech and language needs.	Support for children to participate in small group & individual learning experiences with an ECW. Children showed considerable growth in functional speech and language skills.
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.