



Tumby Bay Kindergarten

2022 annual report to the community

Tumby Bay Kindergarten Number: 6670

Partnership: Central Eyre 2

Signature

Preschool director:

Ms Virginia McTaggart

Governing council chair:

Kristy Roeger

Date of endorsement:

6 February 2023



Government
of South Australia
Department for Education

Context and highlights

Tumby Bay Kindergarten is an integrated Preschool and Rural Care (Long Day Care) service. The Preschool is part time and operates Tuesday and Thursday all day and Wednesday afternoons to provide the 15 hours of preschool under Universal Access. The centre is staffed with a 0.8 Director, 0.6 Teacher and a 0.6 ECW.

Tumby Bay is a category 1 site.

Rural Care is a full day Long Day Care service operating five days a week running a 2 worker program with up to 14 children 3 days a week and a three worker program 2 days a week with up to 19 children.

Highlights 2022

In 2022 we refined our preschool quality improvement plan based on the evidence we had collected in 2021. We had two clear literacy goals and a numeracy goal and a termly check in supported our next steps to plan and extend children's learning. We found that the preschool literacy and numeracy guidebooks were valuable resources to know the research and practical implications for educators in our daily practice.

As a centre we are passionate about our philosophy and practice of a play based curriculum and a highlight for us was that we were able to achieve our goals and collect necessary data while still maintaining our play based approach. Our practice reflects a commitment to building respectful relationships with each child and strong positive relationships with our families where we engage in shared decision making to support learning outcomes for children. Sustained shared thinking strategies to challenge and stretch children's thinking and conversations where we value children's opinions are embedded in our practice.

The goal for Rural Care focused on increasing vocabulary, conversations and interactions using rich vocabulary/ what, who, where questions. Evidence shows us that our children are developing speaking and listening skills at a much younger age showing the benefit of an integrated rural care / preschool centre.

Learning environments inside and out are central to our practice. We have observed as our outdoor environment has become more established and areas extended that it has supported children's dispositions for learning such as curiosity and imagination supported by open ended play experiences that extend critical and creative thinking.

As a whole site we have started using pedagogical documentation to know what children can do and understand.

In Term 4 we trialled some practices which has supported the decisions we have made for our program and practice in 2022. We look forward to our next steps on our journey in this area.

The extension to our Rural care area was completed in April and has promoted consistent learning routines and utilises time more effectively for learning. In addition we extended our outdoor area with a focus on nature play following the culture of our centre. Feedback from families was very positive particularly in relation to the accessibility and layout of the new space as a designated rural care area.

Governing council report

The governing council was successful in fundraising in 2022 raising over \$4000 for the Rural Care and Kindergarten with funds to go towards improving the nature play sand pit area. I would like to thank Ginny for her outstanding effort for her work towards the assessment by the Education Standards Board and the high levels the centre received. Thank you also to all the committee members who have volunteered their time and help with fundraising.

Preschool quality improvement planning

Goal 1 - To improve children's understanding and use of number to quantify. (Preschool)

Challenge of practice was to develop educators numeracy knowledge and understanding of the progressions of number to then see growth in children's number sense. .

Actions - Develop educators knowledge through reading and discussing evidence based research, guidebooks and ACARA

progressions. From this we fine tuned our practice to implement activities and experiences in steps to best support children's growth in number sense.

After trialling the formative assessment practice of Pedagogical documentation in Term 4 2021 we reviewed and set in place our process to track and monitor each child using pedagogical documentation in 2022. Our evaluation of the process was that it told us clearly what children know, can do and understand and is a valuable way to share children's learning with families.

Based on evidence researched we intentionally planned our weekly program to support children's ability to quantify. Evidence from our termly check ins, Individual learning plans and observations show that all children have grown in their ability to quantify. They can all count to 10, one to one, subitise and 80% can form an AB pattern. Educator knowledge has translated into focused, relevant planning and our reflection is that evidence of children's growth supports research we based our practice on and the increase in our knowledge has supported us to improve the quality of our program.

We have had numeracy as our goal for two years and the success of our practice is also supported by the high achievement level Pat M numeracy data in year 1 at Tumby Bay Area School. Our reflection on 2022 is that our numeracy practice is embedded and we will continue our processes but in 2023 we will focus on mark making as our next improvement goal. We can improve our practice in this area to develop our knowledge and implementation of activities and experiences to strengthen children's understanding.

Goal 2 - To improve children's vocabulary and ability to use longer sentences (Rural Care)

Challenge of practice was if educators apply evidence based teaching strategies that support use of tier 2 words and extended conversations then children's vocabulary and use of sentences will improve.

Actions - Develop educators knowledge of the continuum of oral language skills and evidence based strategies.

Based on Universally Speaking we developed an oral language rubric where all educators focused on one child plotting their developmental stage at the beginning of the year. Over the year educators were involved in termly check ins using pedagogical documentation of language interactions in learning stories. At the end of the year children were plotted on the rubric again and all children showed a marked increase in their use of language and extended conversations. Actions that supported growth were daily conversational reading, what, who, where questions sustained back and forth conversations.

This year was our first year using pedagogical documentation where interactions child to educator and child to child were recorded as part of a learning story. Over the year educators have grown in their ability using this practice. We will continue in 2023.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	22	25	25	24
2020	23	N/A	23	24
2021	29	29	27	27
2022	20	20	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
2019 centre	92.8%	90.0%	91.0%	82.5%
2020 centre	89.6%		71.0%	89.1%
2021 centre	91.4%	88.4%	90.1%	90.0%
2022 centre	95.0%	79.5%	87.3%	89.9%
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

Attendance rate is always high. Our children are only absent if unwell or going away on a family holiday and families always let us know if children are going to be away.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
743 - Tumby Bay Area School	55.0%	71.4%	76.9%	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 2022 collection.

Destination schools comment

Of our total enrolment we have 1 child going to Port Neill Primary and 1 child to Ungarra Primary School. All the other children will be attending Tumby Bay Area School.

Family opinion survey summary

Our Parent Opinion Survey is based on the National Quality Standard but we have also added two sections of two things families were pleased about and two things they would like to see changed. It is a high priority that we are receiving relevant feedback from families to guide improvement.

Of the surveys sent out we had 70% returned. All the responses were agree except for 1 person who was unsure about information available about support agencies that could be accessed. Comment was " probably not informed because I didn't need support. "

In the section where they are asked two things they would like to see changed the only comment from one person was they would like " more opportunities to come in and see what the children have been doing " Unfortunately the COVID restrictions made it difficult for families to be involved as they were used to. Hoping in 2023 we can involve families again as we always have done before COVID.

Feedback on Seesaw as our main form of communication continues to be positive but in addition we survey families to know what other forms of communication they may be interested in. Comment - " i found Seesaw particularly good "

Positive comments from our survey - exceptional staff, teachers amazing as always, beach and bush kindy are highlights, level of communication, welcoming / fun environment, great support from speech pathologists and OT's, wonderful facilities and passion that the teachers have for the children. A number of families also said they really liked the fact their children were involved in the Heggerty program, that they had regular updates on the learning program, our proactiv approach to child protection and how the children's progress and achievements are always celebrated.

Relevant history screening

All staff and volunteers have a Working with Children Check. I have a hard copy spreadsheet with timelines for everyone and a record on my desktop.

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$7,140
Other	\$6,291

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	Funding was used to access resources, backfill staff and access training. As a staff team we documented and reflected to plan our next steps to support children's numeracy and literacy outcomes.	Outcome is we have seen growth in children's skill levels i.e speech and language development, listening comprehension, range of vocabulary to engage in extended conversations and a sense of number to quantify
Inclusive Education Support Program	Funding was used to involve educators in training e.g. Key Word Sign to support particular children. Also to release educators to work with speech pathologists and OT's on programs with a group of children who were supported by MAC:SWD funding. ((Ministerial Advisory Committee : Students with Disabilities) These children were not at a level to be verified by Dfe which made the input of this funding extremely valuable to enable support. Meetings were held with the Tumby Bay Area School to update the teachers and pass on programs.	All children showed growth in their expressive and receptive language abilities. Two particular children went from having very little language at the beginning of the year to being very fluent, engaging in extended conversations, forming friendships, interacting / contributing to in large group discussions by Term 4.
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.