



Minlaton District Early Learning Centre Annual Report 2015



Government of South Australia
Department for Education and
Child Development

1. CONTEXT

Preschool Name:	Minlaton District Early Learning Centre	Preschool Number:	2686
Preschool Director:	Janet Stephenson	Partnership:	Southern Yorke

Service: The Centre is a 0.5 service with the kindergarten sessions Tuesday and Thursday and alternate weeks Tuesday, Wednesday and Thursday. 39 children attended kindergarten at the beginning of the year. This shrunk to 35 children by term 4 with 2 families moving from the district and 1 child beginning school midyear (Independent school mid-year intake). 3 Aboriginal & Torres Strait Islander children attended. Occasional Care sessions were offered only on Friday morning and Friday afternoon due to the high numbers of kindergarten children (site capacity of 40 children). A funded under 2 years session was offered for the first time on Friday mornings.

Staff: the kindergarten's warranted staffing was Director, teacher and ECW. The teacher was new to the site. The Occasional Care staffing remained the same as the previous year and the kindergarten ECW was appointed to the under 2 years ECW.

The support ECW continued from 2014,

One ECW continues with her Bachelor of Early Childhood Education study.

2 Diploma students undertook placement in the Centre

1 Minlaton District School Certificate 3 in Child studies student attended through the year.

2 volunteers attended throughout the year, 1 visiting each Thursday morning for an hour with her Minda support worker.

2 other agency professionals speech pathologist and Occupational therapist, attended the Centre.

Bus service: 59% of kindergarten children accessed the school bus service.

2. REPORT FROM GOVERNING COUNCIL

39 children enrolled for the start of 2015 (including 3 sets of twins). The year ended with 34 Kindy, 37 Pre-Entry, and 25 Occasional Care children; a total of 73 families. During Term 4, some of the staff had educated up to 98 children in a week! These figures are a record for the Centre. Minlaton and the surrounding district are thriving with young families.

A new position was created at the Governing Council AGM in Term 1 – an Occasional Care parent representative. As numbers for Occasional Care children have increased, the Governing Council was making important decision about the running of Occasional Care. We felt a parent rep was needed on the committee. A new Under 2's Occasional Care session began in Term 1. It was a great success and the session continued all year on Friday mornings in conjunction with an over 2's sessions. The afternoon was busy with 2 over 2's sessions. (One of these over 2's was funded by the Centre.) Even with all these sessions we still had a waiting list for Occasional Care! At the end of Term 4, the Centre was notified that we have been allocated an extra over 2's Occasional Care session. I applaud the Governing Council and staff for providing these services to our local community families.

The Governing Council members were very pro-active in 2015, meeting twice a term. Each member contributed towards decision making issues, day-to-day running of the Centre, organising and running fundraising activities and adopting policies. Everyone's involvement on the Governing Council over the year was significant to help provide a safe and content learning environment for our children. A big thank you to the Governing Council Secretary who was awarded the MDEL Volunteer's Award on 12th November in recognition of the effort she has put into the role this year.

Fundraising this year was well supported by parents, children and the community. The Easter Raffle in April, Trading Table in June, People's Choice Lottery, Toy Catalogues, Labels and the biggest fundraisers for the year – the "Walk-a-thon" for the Kindergarten children and "Game-a-thon" for the Occasional Care children. The money raised over the year helped fund new resources for the children and to also pay for an extra Occasional Care session to meet the needs of a growing community.

The Centre also has raised money for two charities: the "Biggest Morning Tea" for the Anti- Cancer Council and "Dress Up Day" for the Royal Society for the Blind.

This year the Governing Council secured the funds for the staff to purchase office items from their "staff wish list". A new computer, a printer and air-conditioner have been installed and the Centre is now WIFI friendly. A big thank you to local community groups, the Minlaton Lions and Lioness Club for their generous donation towards the new desk top computer.

3. HIGHLIGHTS 2015

Visitors and excursions

- Beach excursion to Hardwicke Bay Beach
- Hosted Barry Peter's 'Off We Go' performance – Yorketown Children's Centre and Warooka School based preschool children also attended.
- Hosted 'Jingo Shows – Frog in a Book' performance
- Visited Minlaton Bakery and the Minlaton Post Office
- Excursion to Ardrossan Kindergarten, Ardrossan GymJams then calling in to see Colin Butler's Clydesdale horses on the way home
- Excursion to Ballywire Farm with lunch at Edithburgh and visit to Wattle Point Wind Farm
- Termly visits to Minlaton Junior Primary classes and Community library plus South Park and Melaleuca Aged Care sites.



Community



raffle.

- Family bbq, volunteers morning tea, Fathers/Grandfathers evening and End of Year concert.
 - Parents' involvement – created a herb garden and soft fall area under climbing tree, installed aviary, organised memento tea towels with children's drawings, a visit by Fire Truck, an area for home corner play in the yard, walkathon/gameathon, brought in pets – rabbit, kitten, pup, sheep dog, learning activities - cooking, science and art activities.
 - Walkathon along the town walking trail to Cootes scrub and back again for kindergarten children. Gameathon at the Centre for Occasional Care children
 - Charlotte Germaine and her dog Henry visited to talk about her life with her guide dog
 - June trading table in Main Street, Easter
- Donations made to Centre by Minlaton Lions and Minlaton Lionesses: \$600 each (purchased computer), Minlaton Service group \$1,000(purchased play equipment) and \$100 by a family member to purchase herbs for the new garden.
 - Biggest Morning Tea raised \$385.50 for Cancer Foundation, Dress up days raised \$160 for the Royal Society for the Blind
 - YP Country Times and Gum Flat Gazette articles – walkathon/gameathon, Lions, Lionesses and Service Group donations, Dress up day and 2015 volunteer of the year award.
 - DECD volunteer award presented to Governing Council secretary



4. QUALITY IMPROVEMENT PLAN

4.1 Quality Improvement Plan

Goal 1.1.4 All parents receiving feedback on their child's progress

The kindergarten Profile book End of Term highlights included each child's Statement of Learning for the term. All kindergarten children received at least one learning story each term. One Occasional Care staff member made themselves available at arrival and departure. The parent opinion surveys revealed 100% kindergarten parents received feedback. 87% of Occasional Care parents indicated they received feedback which was below the goal of 95%.



Recommendation – Occasional Care staff to ensure that families are receiving feedback on their child's progress – see 7.

Goal 1.2.2 Kindergarten staff becoming more familiar with the DECD Indicators of Preschool Literacy and Numeracy

2 of the 4 kindergarten staff accessed information sessions. Staff spent time discussing the indicators and brainstorming what they look like in the Centre but more training is required.

Recommendation – 2016 all kindergarten staff to further access training – see 4.1 also

Goal 1.2.2 Children becoming more proficient in their questioning skills and numeracy skills

The term 4 Teacher rating of Oral Language and Literacy (TROLL) oral language assessment revealed that 97% of children were achieving questioning skills.

Mid Term 4 Developmental Learning Outcome (DLO) 5 numeracy skills data indicated that 96% of children had achieved these.

Goal 2.3.2 The outdoor play area being safe for tree climbing and bike riding

The working bee in March created a soft fall area under the climbing tree meeting the Australian Standards. All woody plants were removed from the bike trail.



Goal 6.1.1 Increasing kindergarten children's attendance resulting in building on positive wellbeing, social skills and learning

As can be seen in 6.2 Kindergarten attendance the target of 92% was not met. The average for the first 3 terms was 86% - a decrease of 7% on the previous year's average.

Recommendation – clearly communicate to families the importance of regular attendance on children's learning in newsletter articles, personally and at the time of enrolment.

Goal 6.1.2 All parents given the opportunity to contribute to the service decisions therefore having an impact on their child's learning and development

Meeting dates were included in newsletters and all families were invited to Governing Council meetings. Newsletter articles also invited families to contribute to the program such as bringing in baby animals and joining the



Centre on excursions. 100% DECD surveys agreed that they were given the opportunity to contribute.

Goal 6.2.1 For parents to be given opportunities to be involved in setting directions for their child's learning which can lead to improved sharing of information between home and the Centre

At the Term 1 parent conversations the Partnership Rainbow included in the child's Profile book was outlined – children, families and educators deciding on a termly goal for the child. A drop off of family goals was noted from term 2 to term 3. At the beginning of term 4 families were approached upon the return of the Profile book if a goal had not been identified – 100% of parents identified a goal for their child.

Goal 6.2.2 Parents being able to access information about other services and resources that may support their family or child's development

The entrance shelves were rearranged early term 1 to accommodate information of other services and displayed appropriately. Occasionally accompanying the newsletter information of other services was emailed out such as the Dental service. 100% of DECD survey respondents agreed that information of other services was available.

Goal 6.3.2 For children to become familiar with the teacher and classroom that they will be entering the following year so that they confidently begin at school with this knowledge avoiding emotional stress if change occurs at this already stressful time.

The Centre and feeder schools agreed on a same day transition program to replace the program that each individual school set with families. The 2 independent schools were not part of this and ran their own program.

About 50% of families responded to a survey along with school and kindergarten staff. Overall most parents thought the program was excellent. Critical feedback included families needing more information on the first day re where to meet, child's class, having a tour of the school and suggested having the parent meeting at the beginning of the program not the end.

Staff feedback included the program being too long for term 4 when schools are busy with end of year work/concerts.

The program was run on kindergarten days that allowed the Centre to host the pre-entry children in the morning. Many of the feeder schools children did not return to the Centre on half and full day visits affecting Centre attendance and program. The 2 independent schools arranged their own program which resulted in 2 children being at the Centre on days the kindergarten children were not present.

Results of the survey were distributed to the feeder schools in week 9 (term 4).

Most children were aware of their teacher for 2016. One Junior Primary teacher was displaced late in the term resulting in that group of children not having the opportunity to become familiar with their 2016 teacher.



Recommendation – reassess the 2015 program with feeder schools in light of the survey results and also invite the independent schools to join in.

4.2 Self Review

This was undertaken as part of staff meetings each fortnight. Comments were added to the 2014 Self- review Discussion Record Document in which the 2012, 2013 and 2014 self- review comments had been added. Quality Areas 1 and 2 were reviewed in 2015.

Area needing improvement – element 1.2.1 – ensure that educators have entered child observations and reflection of practice/learning in the appropriate record book.

4.3 Indicators of Preschool Literacy and Numeracy

The kindergarten staff team spent time going through the Indicators of Preschool Literacy and Numeracy book. From this the small groups adopted a literacy and numeracy indicator for each term. 2 staff members attended training of which one was an introduction session.

Recommendation: staff to attend more Indicators of Preschool Literacy and Numeracy training to imbed the Indicators into practice.

5. INTERVENTION AND SUPPORT PROGRAMS

3 children received support during the first 2 terms – 2 children diagnosed with autism and 1 for speech support. During Term 3 the family of a special needs child moved from the Centre. The Centre allocated funding (2.45 hours Term 1 & 2, 9 hours Term 3 & 4) to maintain the support ECW for 13 hours per week. During Term 1 and part of term 2 an ECW was employed for 3 hours (10am – 1pm) to support staff over the group time and lunch periods

7 children were referred for DECD speech support with 3 children eligible to receive support. The Ferre Laevers Wellbeing and Involvement and the TROLL termly assessments identified 6 boys who needed support with their oral language skills and involvement (social) skills. At the beginning of term 3 a small group was created at both morning and lunchtime small groups to increase not only their oral language skills but also their wellbeing and involvement. By the end of the year the children had reached the highest level of wellbeing and involvement and had all progressed at least one level on the oral language scale.



A referral was made to Learning Together at Home for one child due to low attendance and eventually non attendance.

Aboriginal resources such as big books, stories and CD's, posters, puzzles and sets of books were purchased. Staff attended a Move to Learn workshop that supported children's literacy skills. The Centre hosted 2 performances (Barry Peters 'Off we Go' and Jingo shows 'Frog in a book') encompassing oral language skills. Each family received a Little Big Book Club 'Play – ideas for every day' book that included strategies for

families to promote literacy. At enrolment each kindergarten family received a copy of the booklet or cards 'Early childhood literacy and numeracy: Building good practice'.

6. STUDENT DATA

6.1 Enrolments

Table 1: Enrolments by Term

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2011	13	12	10	11
2012	15	17	22	29
2013	28	29	21	15
2014	24	23	25	27
2015	39	39	37	36

The Centre enrolments increased by about 30% on the previous year and for the past 5 years have shown a gradual increase.



6.2 Attendance kindergarten

Table 2: Attendance Percentages 2013 - 2015

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2013 Centre	96.4	100.0		
2014 Centre	95.8	95.7	92.0	88.9
2015 Centre	84.6	92.3	81.1	
2013 State	88.7	88.0		
2014 State	90.0	88.9	86.1	87.1
2015 State	90.5	88.5	86.3	



The Centre attendance was overall down on the previous years. In 2015 4 families consisted of twins or siblings. When 1 child was absent often the other child did not attend affecting attendance.

6.3 Attendance Occasional Care

Funded Occasional Care

Percentage attendance by Term					
Year	Term 1	Term 2	Term 3	Term 4	Year ave
2010	108.5	98	101	103	103
2011	101	107	116	117	110
2012	102	99	100	100	100
2013	100	96	93	101	98
2014	96	100	100	101	99
< 2 years 2015	80	85	70	83	80
> 2 years 2015	100	98	99	71	92

Due to the high kindergarten enrolment numbers (39 children) the Occasional Care service was held on Friday mornings and afternoons.

The attendance for over 2's remained high as in previous years.

This was the first year of an under 2 years Occasional Care session which was held in the morning alongside the over 2 years session/s.

The attendance was below that of the over 2's and absences were due to mainly sickness. Although a

waiting list existed it was often difficult for families to attend on short notice.

Unfunded Occasional Care

Percentage attendance by Term 2012					
Year	Term 1	Term 2	Term 3	Term 4	Year ave
2012	69	99	119	55	86
2013	160	112	110	63	111
2014	100	127	154	94	119
2015	82	93	99	nil	91



The unfunded over 2 years' session was offered each Friday morning along with the funded over and under 2 years.

The average was below previous years but the buildup of children attending in the first 3 terms was similar to the previous year.

The cost to the Centre was \$2045.68 for the year.

6.4 Attendance Playgroup

2015 Average	Term 1	Term 2	Term 3	Term 4	Average
Children	12.3	9.7	10	9.6	10.3
Families	6.6	5.9	5.7	5.9	6

Year	2009	2010	2011	2012	2013	2014	2015
Ave Children	12.5	17.11	20.5	22.6	21.6	19.35	10.3
Ave Families			26.3	29	29	27.25	6

6.3 Destination – Feeder Schools

Table 3: Feeder School Percentage Data 2013 - 2015

Feeder Schools				
Site number - Name	Type	2013	2014	2015
0114 - Curramulka Primary School	Govt.	9.1		18.9
0365 - Port Vincent Primary School	Govt.	4.6	12.0	2.7
0411 - Stansbury Primary School	Govt.	4.6	4.0	8.1
0781 - Minlaton District School	Govt.	81.8	84.0	64.9
9092 - St Columba's Memorial School	Non-Govt.			2.7
9103 - Maitland Lutheran School	Non-Govt.			2.7
Total		100.1	100.0	100.0

There has been double the percentage of children this year attending other schools in comparison to 2014 and 2013. 1 child left mid-year to begin at an independent school.

7. CLIENT OPINION

DECD Opinion Survey

There was a 100% response rate to the DECD opinion survey.

All areas except Support of Learning had no disagreements. The one disagreement was related to children's expected behavior at preschool along with a comment also related to this topic.

Recommendation: review the Centre behavior management policy with all stakeholders – children, families and staff. Each term revisit policy and publish in the newsletter to keep families informed.

Occasional Care Survey

There was a 100% response rate to this survey. Parent comments were extremely positive regarding the service. There was a 3% disagreement that appropriate feedback was received and 3% disagreement that adequate induction and information was received.

Recommendation: review the enrolment procedure to ensure that all families are receiving all the information required at this time including the Parent Information handbook. Review arrival and departure times to ensure that at least one educator is available to speak to families.



Staff Stay, Stop, Start staff survey

Each year the educators have an opportunity to provide feedback on Centre practice via this survey. The start ideas addressed mainly programming such as more floor puzzles, reintroduce the 'show n tell' box, photo displays, rotation of toys and cooking activities. The kindergarten observation book had been developed and educators needed to be aware of recording observations at the end of the day – as term 4 progressed this was improved. The Occasional Care educators created their own observation book, which was shared with kindergarten staff as children moved into the preschool

service. Good housekeeping was an issue identified with equipment and resources not being returned to the original storage site.

Recommendation: ensure that resources and storage shelves etc. are clearly labelled so that materials can quickly and easily be packed away.



Transition survey

See 4 - Quality Improvement Plan: Goal 6.3.2

8. ACCOUNTABILITY

All staff have up to date Child Related Employment Screening certificates. The Governing Council members submit their forms soon after the AGM at the beginning of the year. Centre contractors, volunteers and visiting professionals supply the Centre with a copy of their certificate before commencement.

In February a Screening Audit was conducted by DECD. Actions required from the screening included recording the expiry date for all clearances, full names as per the DCSI certificate and review records regularly. <http://www.decd.sa.gov.au/docs/documents/1/RelevantHistoryScreenin-1.pdf>

Recommendation: ensure all actions are undertaken.

9. FINANCIAL STATEMENT

Minlaton & District Kindergarten

1 West Terrace
MINLATON SA 5575

Account Reconciliation

2015

Opening Funds Available	1/1/15	44340.21
Add Year to Date Income		289094.02
Less Year to Date Expenses		293878.58
Closing Funds Available		39555.65

BSA Closing Statement Balance	2114.88
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Less Unpresented Cheques

153417 Yorke Appliances	\$79.95
153365 Modern Teaching Aids	\$285.85
153590 RSB - dress up day	\$160.80

\$526.60

Add Outstanding Deposits

31/01/2015

0.00

BALANCE SHEET ITEMS

Total BSA Funds Available	1588.28
Sassif Closing Statement Balance	34501.86
Funds Receipted but not Banked	0.00
Trade Debtors (money owed to Kindy)	3465.51
Trade Creditors (money owed by Kindy)	0.00
GST to claim	0.00

TOTAL FUNDS AVAILABLE	39555.65
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