Kindy Highlights 2015

Engaging environments promote enquiry based learning

Community involvement helps us belong

Play assists children to develop relationships and concepts

Play allows for the expression of personality and uniqueness

Play enhances dispositions such as curiosity, persistence, creativity and co-operation

Play enables children to make connections between prior experiences and new learning

Play stimulates a sense of wellbeing
1. CONTEXT

Hawker Childhood Services Centre is located at Hawker, South Australia. It is 400km northeast of Adelaide and is co-located on the same site as the Hawker Area School. Hawker is a small rural community with families involved in pastoral, tourism or service industries. The Centre is staffed with a Director and 1 Early Childhood Worker. A Pre-school Support Worker also supported children during 2015. The Centre has offered a DECD Extended pre-entry program. Families have strong connection to the Centre.

2. REPORT FROM GOVERNING COUNCIL

In 2015 our Governing Council comprised of 9 committee members and we met 8 times during the year including the AGM which was held in February.

Six Kindy children were enrolled and four Extended Pre Entry students.

Through Universal Access, 15 hours per week of pre-school was secured. 15 hours has been secured for the next two years to follow (2016-2017).

The Governing Council worked closely with the Director and Staff team to review policies and raise funds through our main fundraising events, the Easter Cake Stall, our Melbourne Cup Luncheon and the Toy Catalogues.

Our fundraising efforts allowed us to fund a Provide First Aid course for parents and carers of HCSC. Also contributing to our Outdoor Learning Environment area and access to water awareness with pool entry, Vacswim and Swim and Survive registrations (held January 2015). A great incentive to encourage our children to be safe around water and participate in physical activity with the wider community.

The Outdoor Learning Environment is coming along and a working bee was held where parents planted trees, donated rocks and logs and organized bark chips for the area. The area will be completed by professionals and the committee is greatly appreciative of this as time is poor for many of us.

The kindy had its long awaited upgrade in the holidays between 3rd and 4th terms. The area looks great and I think all staff and children are pleased to be back in the kindy after a couple of weeks spent over in the multi-purpose room of the school as the renovations were being completed in the 4th term.

2015 saw Playgroup and Active play change to a Monday so as not to interfere with kindy on Wednesdays. Both have worked smoothly together. Active Play funding ceased in June 2015. The Kindy has funded the rest of this year and plans to do the same for 2016. Governing Council fundraising has and will continue to contribute to help fund the Active Play sessions.

During the year the Playgroup went on an excursion to Flinders Bush Retreats, home of our outgoing vice president, Sharon McInnis. Families enjoyed feeding animals including, pigs, dogs, ponies, chooks and ducks. All agreed it would be great to do again in the future.

Three babies were born this year from families within the HCSC. It’s always lovely to see our small community expanding.

Thank you to all committee members for your contribution and support over the last 12 months. You have been a dedicated committee, wanting to be involved and focused on improvement of the Centre for optimum educational outcomes for our children.
I’d like to personally thank our Vice President for her 13 years of service with the HCSC. Also thanks to our secretary. All have children graduating from Kindy this year and heading off to Reception in 2016. Your efforts have been greatly appreciated.

As a Governing Council we appreciate the dedication of all staff in providing a stimulating learning environment for all children in an open and caring way.

Mija Reynolds - President HCSC Governing Council

3. HIGHLIGHTS 2015

As displayed

4. QUALITY IMPROVEMENT PLAN

Quality Improvement Plan

Our Quality Improvement Plan identified priorities and these have been the focus of our improvement work in 2015.

Quality Area 1: Educational Program and Practice

Identified Goals

.A whole centre approach to Oral language program including the use of Phonological Awareness Skill Mapping (PASM)

.Continue improvement in numeracy skills.

.Understand new thinking about the Transition to school process

Key Achievements:

All children completing their Kindy year achieved improvement in their Phonological awareness by possessing the ability to segment syllables, match rhyme and produce rhyme. The majority of children were able to identify the first sound of words.

Each child has a learning story detailing their numeracy learning linking to the Indicators and Early Years Learning Framework.

Whole staff meetings enabled educators to reflect, discuss, and improve practice by sharing understandings and learning about the Phonological Awareness Skills Mapping _PASM, and how to use this to inform our program. Staff have increased their knowledge and confidence in recognizing preschool Numeracy and Literacy indicators. Staff programmed to ensure the indoors and outdoor learning environments were intentionally set with resources to promote exploration of numeracy and literacy in their everyday play scenarios.

Staff continued their learning journey by attending a workshop introducing the new Literacy and Numeracy Indicators.

Recommendations:

• Staff to undertake I training in the Strive for 5 Program to consolidate this into practice and pedagogy in 2016.

• Dedicate T&D for staff to deepen understanding of the Literacy and Numeracy indicators for all learners including 3 year old Aboriginal children.

• Inform families regarding Strive for 5 program and link to learning dispositions and oral language. Present workshop for families about dispositions for learning via pamphlets and PowerPoint.

• Formalize Transition Plan through collaboration with families, school, and kindy Term 1 2016.

Quality Area 3: Physical Environment

Identified Goals:

.Upgrade the indoor bathrooms to meet OHSW and National Quality Standards

.Upgrade and refresh outdoor learning environment to meet NQS requirements

Key Achievements:

The indoor bathroom area has been completed and functional. Provides wheelchair access for both adults and children.
Alows children to access toilets by direct entry from outside. Ensures privacy for children when toileting. Successful collaboration with DECD personnel and Facilities Manager.

Recommendations: 2016 commitment for the Outdoor learning environment to be completed as soon as possible as all plans are in place. Children and families to be involved in the development of the garden and sensory plants.

5. INTERVENTION AND SUPPORT PROGRAMS

All children are screened using the Phonological Awareness Skill Mapping and referral for support is based on findings and discussion with parents/carers.

Employment of a Preschool Support Worker supported the Centre targeting specific areas of need catering for both group and individual needs. Improvement was recorded for all children.

All children participate in the Active Play programme supporting skill development in grossmotor and fine – motor skills. The programme also supports awareness of healthy eating and variety of fruit and vegetables.

The Centre received books from the Indigenous Literacy Foundation to support literacy in the homes of all children including Aboriginal children by gifting books.

The PALS social skill development programme engages all children for social skill development.

Continuation of DECD Associated Program of Extended pre-entry involved 4 children in 2015.
6.1 ENROLMENTS

Figure 1: Enrolments by Term

Total Enrolments 2013 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>2014</td>
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<tr>
<td>2015</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>6</td>
</tr>
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</table>

Based on person counts in the two week reference period each term.
Excludes pre-entry.
Source: Preschool Data Collection, Data Management and Information Systems

Enrolments in 2015 were higher than in the previous 2 years. The community has evidenced the fluctuations of births and this is not uncommon in rural areas as the population has gradually aged and declined over the past decade. Projections for 2016 are portraying an increase in eligible numbers of kindy children.

During 2015 the associated program - Extended Pre-entry was well attended. This states that children may begin pre-entry at age 3.5 years and at age 3 if of Aboriginal culture. The Extended pre-entry cohort does not count in enrolment or attendance data in Annual Reports. It must be noted though that a wider cohort of children to interact with enhances opportunities for social interactions, learning and friendships. The Centre also accepts extra bookings of a sessional nature for Kindy-of-the-Air students.

Whilst the area has several young families in the district there is no guarantee that they will enroll at the Centre due to difficulties associated with long distances to travel and lack of school buses.
6.2 ATTENDANCE

Figure 2: Attendance by Term

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry Note: Figures have been revised for previous years, using integer deemed attendance not decimal.

Source: Preschool Data Collection, Data Management and Information

For three terms the Centre achieved 100% attendance rates and we attribute this to the Centre’s Attendance improvement initiatives which support families by:

- offering pre-school as two full days and another full-day fortnightly. Distances travelled to deliver & collect children impact on families and a full day is preferred and manageable.
- offering a quality and stimulating learning environment
- following up absenteeism
- promoting the importance of play in the early years
- a welcoming environment for all families to belong and connect with others
- Term 2 sickness prevailed hence lower attendance

At times semi-isolation is the reason given when families travel away to attend medical appointments, shopping or family commitments.

It is recommended in 2016 the Centre strongly promotes the importance of the early years of a child’s development in newsletters and promote regular attendance by way of brochures eg. *Every Day Counts*

Table 2: Attendance Percentages 2013 - 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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<tbody>
<tr>
<td>2013 Centre</td>
<td>100.0</td>
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<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
<tr>
<td>2015 Centre</td>
<td>100.0</td>
<td>80.0</td>
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<tr>
<td>2013 State</td>
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<tr>
<td>2014 State</td>
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<td>87.1</td>
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<td>2015 State</td>
<td>90.5</td>
<td>88.5</td>
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6.3 Feeder School Percentage Data

Table 3: Feeder School Percentage Data 2013 – 2015

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
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<th>2014</th>
<th>2015</th>
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<tbody>
<tr>
<td>0175 - Hawker Area School</td>
<td>Govt.</td>
<td>100.0</td>
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<td>100.0</td>
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<tr>
<td>Total</td>
<td></td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Based on the percent of children currently enrolled who will attend school in the following year, where the expected school is known. Due to rounding totals may not add up to 100%.
Source: Term 3 Preschool Data Collection, Data Management and Information Systems

7. CLIENT OPINION

A modified Parent Feedback Survey was conducted as DECD do not accept data for less than 5 opinions.
Areas for improvement were identified:
- more information regarding the learning program
- time for outdoor facilities to be refreshed.
- improve communication by introducing a variety of methods including Facebook page.
Very positive comments on child–staff relationships, safety and running and resourcing of Centre.

8. CRIMINAL HISTORY SCREENING

Evidence is required that staff, Governing Council and volunteers have current DSCI Screenings.
The Director ensures forms are issued to persons required and when evidence has been produced it is entered on spreadsheet and a copy is filed in the Governing Council folder in the site’s filing cupboard. An electronic copy is also evidenced.
Governing Council, volunteers and staff are supported financially with the cost by the Centre.
Staff conducted an end of year audit to ensure all Screenings are current.
This is documented in the Kindy diary as well as on spreadsheets.

9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
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<tbody>
<tr>
<td>1 Grants: State</td>
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<td>2 Grants: Commonwealth</td>
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</tr>
<tr>
<td>3 Parent Contributions</td>
<td></td>
</tr>
<tr>
<td>4 Other</td>
<td></td>
</tr>
</tbody>
</table>

1. NQS compliance upgrade funds will be expended Jan–Feb 2016.