



Moana Kindergarten

2018 annual report to the community



Government
of South Australia
Department for Education

Moana Kindergarten number: 3690

Partnership: River Hub

Name of preschool director:

Sophie Northcott

Name of preschool management committee chair:

Ross Whitfield

Date of endorsement:

Context and highlights

Moana Kindergarten is a full time service in the Department for Education (DfE). We are located on the northern side of Moana Primary School and are next to Seaford Community Centre. The kindergarten is 30 kilometres from the Adelaide GPO and is in the council of Onkaparinga. The building and land on which the kindergarten is located is owned by the DfE.

The kindergarten is located near the beach and our families have a strong beach culture. Some of our families live in lower cost rental accommodation which was recently established as part of new housing development in the area, whilst others live on the Esplanade in close proximity to the Beach. The kindergarten has a growing number of blended and single parent families and an increasing number of parents working full or part-time, or returning to study. Our families are mainly from United Kingdom or European origin, with a small number from Aboriginal and multicultural backgrounds.

Moana Kindergarten is part of the River Hub Partnership of education services consisting of 4 preschools, 5 primary schools and a secondary college. As a partnership we meet twice per term to work on partnership and site based improvement priorities.

Moana Kindergarten staffing is funded for 1 Director, 1 Teacher and 1 Early Childhood Worker plus universal access funding which provides further teaching hours. The teaching positions were filled by 2x 0.7 teachers and 2x 0.6 ECW positions. A new Director began her tenure at the start of 2018 and remainder of the staff team have been working at the site for a number of years.

As my first year as Director at Moana Kindy, I feel very proud of what we were able to achieve through collaboration with staff, governing council & community to support improved outcomes for our children.

Some highlights from the year include: Getting our pilot Beach Kindy Program up and running with collaboration from Nature Play SA, Launching of our new website and development of our new Logo, Going deeper with the project approach and professional development around Floor books to consult children, Planned a nature play outdoor environment upgrade in consultation with children, families and staff (due to begin term 1, 2019), Conducted an indoor site audit of our learning environment which resulted in vast changes and started the Musical Muscles program to support children's literacy skills, strong collaborations with the community centre & Moana Primary School.

Report from the preschool management committee

The Moana Kindy held its AGM on Friday February 15, 2019. The purpose of the meeting is to elect a new governing council for the 2019 kindy year. The current governing council members participated in regular meetings throughout the year to discuss various items including Finances, Policy and Procedural changes, Fundraising, Training and development, Site developments and other general business items.

The year saw the kindy's commitment to the learning outcomes of the students and their development and the governing council participated in various fundraising activities to help support additional learning opportunities such as the very successful Beach Kindy pilot that was facilitated by nature play SA; and the extension of the kindy music program run by Caleb.

The Fundraising activities included;

- Mother's day Raffle
- Lollipops café social session
- VIP Day
- Dad's Night
- Obstacle-athon
- Tea Towels with children's self portraits

The Kindy honed in and focused on the environment during the year. "I wonder what is beyond the fence?" was one of the topics and the learning stretched into the environment of the Beach and school. We participated in an incursion with the junk man about up-cycling and recycling resources for loose parts play and we went on excursion to see a performance adaptation of the much loved story – the cranky bear.

Another very popular topic was "what do you notice in our environment?" It incorporated a focus on nature, animals, different environments, community and sustainability.

As part of this focus, we held a fire pit day at the Kindy, a VIP planting day at the site and visits to the community centre garden and Kuitpo forest to connect with nature and undertake numeracy based nature play experiences. The Beach Kindy pilot formed part of this curriculum also.

In summary, it was a very successful year for the Kindy and governing council.

Quality improvement planning

Quality area 1: Educational Program and practice - Educators are becoming familiar with the observing, recording and using record sheets for Numeracy Learning Processes

Outcome - To consolidate knowledge and practise of using recording sheets for Learning Dispositions and Numeracy Learning Processes and use information to scaffold teaching

Progress - Partnership meeting with early years in term 1 to discuss format of observations. Priority changed as a partnership as focus moved to using project work and floor books to support children's development of numeracy processes. The staff have become more confident with language of numeracy processes and are integrating this into daily practice. We have also been trialling new observation sheets and tracking learning dispositions. Simon Breakspear professional development helped facilitate this.

Quality area 2: Children's Health and safety - Children are becoming uncomfortably hot and irritable as the evaporative air conditioning unit is not able to cool the internal spaces effectively.

Outcome - Cooler internal learning space for children to play and learn.

Progress - The request to head office to have the system replaced has been ongoing all year – approval to replace a/c for like for like and additional heating has been approved but no work has yet begun. Additional cooling in office area was rejected by the dept. – site to self-fund a unit.

Quality area 3: Physical Environment - Indoor learning environment is not being utilised fully and does not cater for ongoing project work.

Outcome - Indoor furniture upgrade/adaptation to support inquiry learning/project approach and better utilise space to see environment as the third teacher.

Progress - Closure day in wk. 9, T3 – was used to review learning space (Reflect Respect Relate active learning environment scale, Lisa Burman reflecting on learning environments to reflect on the internal changes to environment and changes implemented.

Quality area 4: Staffing arrangements - The Early Childhood Workers (ECW) are valued employees but continuity of each individual ECW is not guaranteed as they are contract staff

Outcome - To maximise each child's wellbeing and learning potential by providing continuity.

Progress - Staff will be supported to apply for positions when required by Director. Both staff made permanent early 2019.

Quality area 5: Relationships with children - Individual children are developing resilience and need support with their emotions and behaviour.

Outcome - A calm, happy and productive learning environment where all children have the opportunities to reach learning potential

Progress - Children respond positively to the explicit teaching of relaxation practice, restorative practice and natural spacious environment and conflicts are reduced.

Quality area 6: Collaborative partnerships with families and community - Connect children's learning beyond the fence
Outcome - Learning relevant to child's context and world and connect with local community and resources

Progress - After much work behind the scenes (e.g. paperwork, risk assessments, parent handbook development) the program began mid-term 3 and continued into term 4. Collaboration with Nature play SA supported the development of the program. This program will be embedded into our ongoing program yearly.

Quality area 7: Leadership and service management - New director starting tenure

Outcome - Consistent and effective leadership of site

Progress - some additional admin hours put to director to support the success in new role, Leader advisor program, PD - agile leadership, Mentorship from ECL and ED, partnership networking, positive feedback relating to leadership in kindy parent survey.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	66	68	69	69
2016	66	66	62	64
2017	63	64	65	64
2018	66	66	64	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

Moana Kindergarten continues to attract a high number of families seeking to enrol their children. Although our capacity is 66 there were over 100 children on the waiting list. The site was operating at full capacity throughout the year. One child moved interstate in term three and two children left to go to Private school mid way throughout the year. The spaces made available in the latter half of the year were then able to be utilised by a new enrolment within the catchment area and early entry visits at the end of the year for the 2019 cohort.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 centre	96.1%	94.7%	92.0%	93.2%
2016 centre	94.9%	93.2%	88.4%	90.4%
2017 centre	95.6%	92.2%	93.8%	90.8%
2018 centre	95.1%	94.6%		
2015 state	92.4%	90.2%	87.8%	88.5%
2016 state	91.1%	89.6%	87.9%	87.9%
2017 state	90.6%	88.8%	86.7%	87.7%
2018 state	90.8%	88.7%		

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.

Attendance comment

There has been strong attendance at the site and we continue to focus on strengthening relationships and work with families around the importance of consistent attendance.

Our shorter sessions on a Wednesdays (8.30am to 1.30pm) have slightly lower attendance rates. Being aware of this, at the beginning of the year we set up attendance improvement programs to encourage families to bring their children to Kindy. Strategies included - musical muscles program, beach kindy sessions and visiting the school library to borrow books that the children could then take home and share with their families.

We did have a few families who decided to not attend the Wednesday sessions due to work commitments (e.g. child went to childcare). Not all these families are reflected in the attendance rate as confirmation that they would not be enrolling in Wednesdays at all was not collated and enrolments updated at the beginning of the year so the data would have been slightly negatively skewed.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018
0251 - McLaren Vale Primary School	1.0%	4.0%	0.0%
0313 - Old Noarlunga Primary School	1.0%	1.0%	0.0%
0362 - Port Noarlunga Primary School	0.0%	1.0%	0.0%
1071 - Moana Primary School	85.0%	76.0%	85.0%
1537 - Sheidow Park Primary School	0.0%	3.0%	0.0%
8390 - Prescott College Southern	1.0%	1.0%	0.0%
8498 - Tatachilla Lutheran College	3.0%	3.0%	3.0%
9133 - Galilee Catholic School	0.0%	0.0%	1.0%
9756 - All Saints Catholic Primary School	6.0%	7.0%	10.0%
Total	100%	100%	100%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children.
Source: Data Source: Site Performance Reporting System (SPER), Term 3 2018 collection.

Destination schools comment

Most children from the site continue their education at Moana Primary, with the others attending All Saints Catholic School, Galilee Catholic School, Tatachilla Lutheran College. A small number of children attend other public schools in surrounding area. There are a number of children who also attend the local child care centres, both public and private.

It was a site priority to focus on developing the transition process and foster a strong relationship with Moana school and staff. E.g. transition program additions, gym, grounds & library visits, Nature play collaborations & cross site mentoring, involvement in joint community events.

Client opinion summary

Overall the feedback from the parent community was very positive and reflected a high degree of satisfaction in all areas of program and practice. A sample of over half of the parent community were provided with the survey. A total of 17 responses were received.

Quality of teaching and learning:

majority strongly agreed with all questions asked.

Support of learning:

majority strongly agreed with all questions asked.

Relationships and Communication:

majority strongly agreed with all questions asked.

Leadership and Decision making:

majority strongly agreed with all questions asked.

"I can see a major improvement in the way the kindy is now running, this is due to the new Director this year Sophie."

Other Comments:

"My child has loved the extra activities included at kindy this year. Musical muscles being a favourite and also beach kindy. I feel very lucky they have these opportunities."

"It is so nice to see my son settled at kindy, this is due to his close bond with two of the teachers - Sophie and Kerri. They are both amazing teachers."

"Moana Kindy has fantastic teachers and a wonderful nature based learning environment for kids. My child could not be happier and has grown so much in preparation for school next year, all thanks to the lovely educators."

Areas for improvement:

Increased notice of upcoming events to families for forward planning and more information available about other support agencies.

Increased approachability of all staff to parents so they feel that they can check in at any time on children's learning and development at any time.

A parent mentioned "I would like to see the children doing more letters, numbers, reading and writing skills" - so communicating/making visible the learning that is happening through a play-based curriculum could be better communicated with families.

Relevant history screening

Documentation of Relevant History Checks is kept up to date by site leader for all relevant persons working with children. We had one education student from Tafe and a work experience student from Seaford Secondary School. All relevant paperwork was sought and provided before commencement of placements.

Financial statement

	Funding Source	Amount
1.	Grants: State	\$437,867.57
2.	Grants: Commonwealth	\$0.00
3.	Parent Contributions	\$37,950.00
4.	Other	\$2466.00

2018 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2018 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	<p>Literacy - resources were put into starting up ongoing Beach kindy (learning beyond the fence) and musical muscles program. The site also put additional funding from budget into staffing to top up preschool support for oral language development. Additional support and time from speech pathologist - partnership funded program to create consistent speech and language screener.</p> <p>Numeracy - partnership focus and site focus on development of children's numeracy processes. Professional development for staff around project approach and floor books, planning for STEAM and Nature play relating to mathematics</p> <p>improved ECD and parenting outcomes: N/A</p>	<p>All children made progress in, if not all, some of numeracy learning processes, as well as demonstrating improvement in their learning dispositions over the year.</p> <p>Improved outcomes for children in both indicators of literacy and learning outcome 5 - effective communicators.</p>
Improved ECD and parenting outcomes (children's centres only)	<p>improved ECD and parenting outcomes: N/A</p>	<p>All children receiving Preschool Support made progress in all EYLF Learning Outcomes, significantly in Learning Outcome 5, children become effective communicators.</p>
Improved outcomes for children with disabilities	<p>8 children received additional preschool support funding throughout the year to support their individual needs. The majority of the children received support to assist speech and language development. The practice of the centre is to utilise the substantial skills of one of our ECW's as Preschool support worker, thereby increasing the amount of support the children receive throughout their day and across each week.</p>	<p>All children receiving Preschool Support made progress in all EYLF Learning Outcomes, significantly in Learning Outcome 5, children become effective communicators.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>N/A</p>	<p></p>

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.