Annual Report
2014

Philosophy Statement:
Wellbeing - We believe children learn best in an environment where their wellbeing is nurtured. Children feel safe, secure, respected and supported.

Play - Play is children's work - it is fun, creative, hands on, risk taking and explorative.

Relationships - Developing positive and respectful relationships with children and families is fundamental for supporting children's learning.

Children's Learning - Children learn through a balance of free play and explicit teaching opportunities. Children need to have time to practise and master skills individually and in groups.
Preschool Name: Maitland Children's Centre  
Preschool Director: Louise Hanrahan  
Preschool Number: 6612  
Partnership: Southern Yorke  

We are an integrated service that has a Kindergarten program and a Rural Care program. We are a 0.6 centre for Kindergarten and 1.0 Rural Care. Children attend on a fortnightly cycle of 2 days one week and 3 days the following week.

### 2014 Staffing

**Director:** Louise Hanrahan  
**Teacher:** Melissa Richards  
**ECW:** Joanne Rawlings and Di Hicks  
**Preschool Support:** Di Hicks  
**Aboriginal Worker:** Kellie Sansbury  
**Rural Care:** Rosemary Liebelt, Jasmine Stone; Michelle Weatherald & Tien Platten

### Governing Council Chairperson’s Report 2014

**Thank you** - Thanks to all the staff at the Kindy - Louise, Melissa, Jo, Di and Kellie, and to the rural care staff - Jasmine, Rosie, Michelle, Tien, Vicki and Lisa for their kindness and patience with the children during the year. It was the first year of the one entry system was introduced and I think the staff did a wonderful job adjusting to this, given they had a class full of children who were new to the Kindy system! Thanks to all the parents that have helped in the Kindy throughout the year and especially to those parents that helped out with the working bee. Volunteering is a crucial element of every community, and in the case of the Kindy the assistance given allows the staff to be able to focus on the children’s learning environment rather than attending to time consuming maintenance. Thanks to the Governing Council representatives who generously volunteered their time throughout the year, it is a vital part of the Kindy to ensure the smooth running of the operation and management of the Maitland Children’s Centre. Thanks also to all those that gave their time to the Parent Participation Group who helped to raise money for the Kindy. **Fundraising** - We successfully raised a total of $1800.00 through the following events: At the Barley Stacks gala Day a stall was held selling cupcakes made by the PPG volunteers. A big thanks to Nikki McCauley for her outstanding decorating ability, and also to the Mums that volunteered to work at the stall and cook the cupcakes. At the Obstacleathon that was organised by the Kindy staff. The children were asked to complete obstacle circuits and were sponsored by family and friends. Thanks to the Kindy staff for organising the event, to the family and friends who sponsored the children and to the families that came to support the children and the event. A tea towel fundraiser showcasing drawings by each child at the Kindy. Thanks to Belinda Wheare for arranging this to happen. Raising money through the Chalk and Parent Direct toy catalogues. A portion of the money raised has been allocated to a new basketball backboard and ring - thanks to Belinda and Matthew Wheare for arranging the purchase and installation. The remaining amount will be put towards the purchase of whitegoods for the new Preschool.

The data shows that there is close to 50/50 split to both schools. The difference is attributed to the children starting school having siblings already attending the school or family tradition. Families are happy with the programs at both schools.

### Parent Opinion Surveys

Out of 27 families only 9 survey responses were returned. This is less than half of the families. Results were positive with majority of responses were in the agree or strongly agree, there were a few responses in the neutral category which when analysing the data was only 1 person’s response each time.

The highest ranking areas were: I receive helpful information about my child’s progress and achievement; The preschool provides opportunities to discuss my child’s progress; I am well informed about preschool activities; I believe that if I have concerns or suggestions, the preschool would respond appropriately; I am comfortable about approaching my child’s teachers to talk about his/her progress; I think my child receives high quality teaching at this preschool; My child’s teachers make learning interesting and enjoyable; I believe there is effective educational leadership within the preschool.

This is very positive and reflects the things we have been working on developing the way we report to families and being approachable.

No comments were written in the Parent Opinion Surveys. We collected comments from families who had written in their communication books on the last day of Kindy. Comments include: “Thank you for your support in teaching ‘I’ the last 2 years of Kindy. She has grown so much. She really has enjoyed her time spent at Kindy.” “Hello girls, I wanna say a big thankyou for all you have done for ‘H’ THANKYOU” “Good Morning...for the last time! Thank you for all of your wonderful input over this past year with ‘J’ and for the past years with ‘A’ and ‘M’ also.”

### Accountability

Criminal History Screenings were completed for all Ancillary Staff who required updating throughout the year. There was a time when staff were unable to be on site due to the screenings not returning in time for expiration dates. Governing Council members completed screenings also. All screenings were recorded on a spreadsheet and kept securely in the office.

### Financial Statement

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$5296</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$7082</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$6262</td>
</tr>
<tr>
<td>4 Other</td>
<td>Rural Care: $4500</td>
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and volunteers; all staff members have been inducted including relief staff; volunteers have also been inducted.

- Philosophy Statement - The philosophy statement has been finalised and approved through Governing Council with the years work of development and consultation with families.

**Governing Council Evidence Seen For Quality Areas**

QA1 - Profile folders; overview in newsletters; family posters; songs and games.

QA2 - Obstacleathon (fitness); encouraging outside play; shared fruit; healthy cooking; supporting dietary/allergy requirements; hand washing rules; sunsmart; recycling.

QA3 - Different stations on tables to learn about things; safety door to kitchen; different themes; different areas in room for play; recycling.

QA4 - Agreed with indicators.

QA5 - Agreed with indicators; staff promote relationships; staff worked with challenging behaviours.

QA6 - Home visits; visits to school events; Governing Council; gymjams; communication books.

QA7 - Policies and procedures; newsletters; Governing Council; strive towards improvement.

**Intervention and Support Programs**

We started the year with a child with multiple disabilities. Staff participated in Gastric Feeding Training as well as Epilepsy and Intranasal Midazolam Training. Support was gained through Novita and Kilparrin. One to one support was given to the family and assistance with transition to school which will occur as the family feel stable with the child’s health. Speech and Language support was provided for 7 children based on the reports from the Speech Pathologist, a couple of children weren’t eligible for Preschool Support but the site funded some hours for their programs. Behaviour Support was also accessed. Aboriginal 3 year old children were supported with an Aboriginal Worker coming in once a week.

**Enrolments**

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>2012</td>
<td>40</td>
<td>33</td>
<td>33</td>
<td>31</td>
</tr>
<tr>
<td>2013</td>
<td>35</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>28</td>
<td>27</td>
<td>22</td>
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</table>

Enrolments are low this year due to the implementation of Same Start Day, the enrolments no longer show rural entry with children attending for 6 terms rather than 4. There was a drop in enrolments in Term 3 due to children starting at the Lutheran School and some children moving to another centre.

**Attendance**

The attendance rates are around the 80-85% as we have rural families who take their annual holidays during census weeks as this works with their farming schedules. When taking a deeper look at the attendance rates of every child over the year the rates were: 83-89%. A site priority has been to reduce the amount of unexplained absences and this

<table>
<thead>
<tr>
<th>Attendance Percentage By Term</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>2012 Centre</td>
<td>80.0</td>
<td>84.8</td>
<td>81.8</td>
<td>77.4</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>85.7</td>
<td>88.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>82.1</td>
<td>81.5</td>
<td>86.4</td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></td>
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**Preschool Works** - The new preschool construction is scheduled to begin during the April School holidays. While the plans have been finalised, the plans still require approval. Approval from the National Quality Standards takes up to 13 weeks to be granted, in addition to other building approvals as required.

Emma Mann, Governing Council Chairperson, 2014.

**Highlights**

- Maitland Show Parade Picnic
- Port Vincent Marine Centre and Beach Excursion
- Harmony Day
- Pyjama Day Breakfast (Charity Cancer Council)
- MLS Porridge Performance
- Ardrossan Kindy visit
- Wipe Out Waste Performance
- Fire Truck Visit
- MAS Compass Rose Performance
- South Australian Museum Excursion
- Ready Set Go
- Obstacleathon
- Pt Pearce visits
- Gymjams

**Reflect Respect Relate - Building Teacher Capacity funding**

The whole site team attended 2 training sessions which included Marc Armitage’s “Do Approach to Learning” and “Transition with School”. These sessions provided information and time to reflect on how this will benefit the learning and wellbeing of children and therefore be reflected in the RRR scales. 2 staff members attended a “Disposition” session and talked to all staff about this in relation to the Active Learning Scale.

**Quality Improvement Plan**

The year started with the plan being reviewed and updated with some goals for 2014. Staff discussed progress throughout the year. In Term 4 a Self Review Discussion Record was started with staff reviewing the site and identifying strengths and areas of improvement ready for 2015. This discussion record will continue to be used throughout 2015 to identify centre priorities.

**2014 Target Areas**

Quality Area 1 - To investigate and implement principles and practices from Reggio Emillie. To incorporate MAS and PPAS with having a 0-8 focus for Reggio.

**Reflect, Respect, Relate** - To achieve a ‘pass’ score on the Active Learning Scale.

**Numeracy** - To meet DECD standards for numeracy.

**Attendance** - To have all children attending 95%. To have no unexplained absences. (more below in attendance section).

All Improvement Areas - To continue to work towards completing tasks identified on QIP.
ACHIEVEMENTS

- **Numeracy** - As the standards were in draft form and we were unsuccessful in being a chosen trial site we were unable to use them. Staff embedded Numeracy in the program with tools available for use and language role modelled by staff. Some focus activities on measurement throughout the year (tape measures, links, cooking, sandpit holes, rhymes and finger plays, timers).

- **Reflect Respect Relate** - Staff started looking at the scale during staff meeting at the start of the year which created lots of discussion that we do offer the different play types. 2 staff members attended a disposition professional development session and shared the information with other staff members.

- **QA1 Educational Program and Practice**
  - We were unsuccessful in becoming a part of the Reggio project so the joint meetings with the school didn’t occur. Kindergarten staff attended training at the end of 2013 and started to implement Reggio practices into the program and some staff have been reading the Carla Rinaldi report. Marc Armitage PD referred to Reggio which was attended by all staff.
  - We have changed our approach with more child initiated and open ended practices and project work throughout the year. Lots of evidence collected; Melissa created proformas to use to record the evidence so it was written not just verbal discussions. Programs now include hand written sections so it can be updated fortnightly with child interests.
  - Using Children’s Voice - Children were asked for input into the program during group times with it recorded and activities then reflect these discussions; projects developed from children's interests.

- **QA 2 Children’s Health and Safety**
  - Health Needs of Children and Awareness of Infectious Diseases - Families were responsive to update information when asked throughout the year. Health plans were returned and displayed as required. Families were good at phoning when their child was absent with illness. Notes were in newsletters with reminders to tell staff about infectious diseases. Notifications from “You’ve Got What” book were sent out as required. Staff contacted health service when unsure about symptoms being seen in the site.
  - Develop Outdoor Environment - Children really engaged in gardening and planting projects; skills focus of gross motor development; obstacalthon; monkey bars were popular with children developing skills in using them; moving climbing equipment to other areas to spark interest; purchased new trucks, basketball ring and under 2 equipment; updated the horses.

- **QA3 Physical Environment**
  - Safety of Equipment - outdoor safety checks were completed daily; minor maintenance tasks were completed during a working bee; bridge was ‘closed’ for maintenance; pest control arranged for red back spiders; soft fall replenished continually as required on the tyres, around slide and swings.
  - Natural Environments and Sustainable Environmental Strategy - projects focusing on gardening, planting and recycling; outdoor area used for different learning experiences including a campfire; natural resources used in the collage table; visit to SA Museum learning about biodiversity; Wipe Out Waste performance started discussions about recycling and inspired home conversations; children recycling at lunchtimes; rainwater used to water the garden; visit to Bottle recycling centre.

- **QA4 Staffing Arrangements**
  - Professional Development - CPR training completed; Whole staff team PD sessions were more beneficial as information could be integrated into the centre with common understanding.
  - Positive Staff Interactions - Very supportive of each other; lots of positive comments and encouragement; kept the workplace positive and good self esteem throughout a challenging year.

- **QA5 Relationships with Children**
  - Staff noticing all children - ILP focus groups has made staff more aware of children in their groups; Learning Story writing list assists to identify children who ‘fly under the radar’.
  - Behaviour Management Consistency - Behaviour policy updated, approved and used continually throughout 2014; large focus on behaviour management; staff continually discussing strategies for different children to ensure there was consistency; discussions during Governing Council meetings; parent information about behaviour management was distributed.

- **QA6 Collaborative Partnerships with Families and Communities**
  - Enrolment Interviews - Kindy families had an interview during Term 1 which worked really well to discuss how children were settling and setting individual goals; Kindy still had a parent information session with new families before they started. Rural Care families are inducted in an enrolment interview; Rural Care staff talk to each family on arrival and departure to discuss the child.
  - Increase Parent Feedback and Using It - more feedback was written in the profile folders each term by parents; comments during Governing Council were positive about the program; communication book notes from parents giving feedback were also received; parent feedback was used in programming and ILP goals; feedback was discussed during staff meeting after forms were received.
  - Local Community Involvement - visits to MAS and MLS for performances; Emergency Services Expo organised; Roger Morgan's Dinosaurs at the local CHATT centre; Maitland Show Parade.

- **QA7 Leadership and Service Management**
  - Policies and Procedures - All policies and procedures were updated and are ready for review; Policy folder out by the visitors sign in desk.
  - Induction Information - Jo has completed the new induction folder for staff.