



Annual Report 2017



1. CONTEXT and HIGHLIGHTS

BISHOP KINDERGARTEN

- Is a full time Category 2, stand alone Preschool
- Has a 30 child physical capacity.
- Occupies a well maintained, 48 year old purpose built building, with street parking.
- Is 1 of 9 Early Childhood Services in and close to Port Lincoln.
- Works with the Preschool Community and the Port Lincoln Office for Education to support the placement of children.
- Families come from diverse backgrounds and travel from within the city limits and outlying rural areas.
- Has a warranted staffing of 2.5 and an enrolment capacity of 55 children.
- Utilizes the Universal Access funding to employ an additional 0.4 teacher.
- Children attend either Monday and Wednesday 8.45a.m. - 3.00p.m. and Friday 8.45a.m. - 11.15a.m. or Tuesday and Thursday 8.45a.m. - 3.00p.m. and Friday 12.30p.m. - 3.00p.m.
- Groups remain stable so as to maximise continuity of relationships and involvement in the curriculum.
- Uses the Early Years Learning Framework for Australia - Belonging, Being and Becoming to assist in facilitating the children's play-based learning.
- Uses the National Quality Standards to guide a yearly systematic review.

Is a welcoming, safe and stimulating learning environment where the outside play space can be utilized in all weather and the children use the natural environment to extend their play and learning.

To be a part of the Bishop Kindergarten Community is a privilege and to be part of the teaching team who are responsive to the children's strengths, abilities and interests provides numerous highlights and puts a smile on our faces daily.

Connecting with the broader community to develop and extend learning opportunities are the highlights which the children talk about.

- Erin Phillips's visit was a sharing of football and fishing skills.
- The local fire engine and fire officers visit resulted in pretend play for weeks.
- The annual visit by the students and teachers from Muroto, Japan, was a morning filled with shared learnings and the language of play was the only common 'speak'.

Building relationships at Preschool, at home and the Community underpins everything we do and in week 8 of term 4, 195 family members joined staff for shared teas to celebrate a year of Preschool.

Highlights at Preschool are celebrated every day.





2. REPORT FROM GOVERNING COUNCIL

2017 has been a busy and productive year for students, staff and the Bishop Kindergarten Governing Council. Governing Council members and other parents attending meetings have been kept well informed by staff about literacy and numeracy programs and practice within the kindy, as well as financial reports, staffing and the Quality Improvement Plan.

We have worked to improve the outdoor play spaces including supporting the ongoing management of the lawn area and plans for improving the paving which will occur in 2018. Plans are also in place for the roof to be replaced over the 2017 Christmas break.

A new sign has been erected at the entrance to the kindergarten which includes a board for communication to parents and caregivers and a height chart for that all important first/last day of kindy photos. Re-covering of the post out the front of the kindy was also done and fridge magnets with the kindy's contact details to include in welcome packs will provide benefit to the kindy community into the future.

Consistently inviting parents to join the Governing Council and/or attend meetings though notes in children's message pockets, messages on the communication board and verbal communication with others has helped with the transition to kindy for our families. Visits from all the schools at our meetings during 2017 has also supported parents being informed about the transition to school for our kindy kids. Other guest speakers have included the DECD Speech Pathologist discussing oral literacy and Karlie Bell (Occupational Therapist) discussing Yoga and mindfulness to support children's emotional regulation.

Developing relationships with staff as well as other parents and caregivers has made this year on the Governing Council a valuable and enjoyable experience for all involved.

Caitlin Parker.

3. QUALITY IMPROVEMENT PLAN

The National Quality Standards Assessment and Rating instrument was used to assist us to reflect on our practice while developing our 2017 Quality Improvement (QIP).

Raising Attendance Rates so that all children maximize their involvement and engagement has been a constant in our QIP for the last few years.

- We have put a variety of strategies in place and have refined these to meet the needs of the Preschool Community each year.
- No child was absent without a reason, and booking times were adjusted to accommodate the individual child and their family's needs.

Although our centre's attendance was better than the states, bouts of illnesses caused our centre's attendance to go below 90% in term 2. We will continue to strive for high attendance and emphasize 'Every Day Counts'.

Integrating Phonological Awareness into our program.

During 2017 we used the Phonological Awareness Skills Mapping (PASM) as a tool to measure what phonological knowledge the children bring with them to Preschool.

We then modified our practice and intentionality so that all children had meaningful opportunities of diverse literacy experiences while playing at kindergarten.

Since implementing PASM in 2014 there has always been a significant growth between term 1 and term 4 results but the 2017 results were outstanding as shown below.

	T1 BLUE	T4 BLUE	T1 GREEN	T4 GREEN
Segment syllables Preschool/Early Reception	78.5%	96.42%	59.25%	96%
Match rhyme	57.14%	100%	44.44%	96%
Produce rhyme End of Reception	35.71%	85.71%	29.67%	76%
Identify first sounds	28.57%	67.85%	14.81%	88%

PASM has been a positive assessment tool which we will continue to use.

Integrating Numeracy Knowledge into our program.

As educators we believed if we operate with intentionality in establishing a numeracy enriched environment and model consistent mathematical language the children's learning in mathematics becomes more visible.

During 2017 we improved our practice of observing and recording children applying their problem solving skills, spatial awareness and verbalizing their understanding of the number system, etc.

Changing our language to 'I wonder' or 'I've noticed' the children were more inclined to verbalize their thinking.

We will continue to develop our mathematical knowledge so that we can share our learning with the children and families.

Outdoor play spaces are upgraded.

During 2017 we continued to design, organize and maintain our play spaces.

- The new turf which was installed in January did not survive the 'foot traffic' throughout the year and needed a lot of TLC during the December holidays.
- A butterfly attracting garden was established to encourage the children to care and respect the living environment.
- A new sign was designed and installed at the front gate.
- Play furniture was upcycled from Lincoln Gardens School and the children quickly put these pieces to good use in their pretend play.
- The shade over the sandpit was replaced.
- The new roof was installed with insulation in January 2018

Each year we not only need to plan maintenance projects but also add to the learning environment so as to meet the different interests and needs of each year's intake of children.

Developing strategies so that all families experience a positive enrolment and orientation to Preschool and School.

Working within the restraints of time and capacity we provided the best orientation to Preschool and School that we can. We gauge the success of our limited orientation by how the children and their families enter the 2018 Preschool and School year.



4. ENROLMENT

Enrolment by Term				
Year	Term 1	Term 2	Term 3	Term 4
2015	60	60	59	59
2016	57	59	56	57
2017	55	54	54	56

Since the introduction of our centre's child capacity whether it be 60 or 55 as it was in 2017 we have had little variation.

5. ATTENDANCE

Attendance Percentage				
Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	92.5%	85.6%	87.5%	88.4%
2016 Centre	91.8%	90.0%	89.7%	92.7%
2017 Centre	93.1%	89.3%	90.7%	
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%	

Over the year our attendance remained higher than the states average but we did have sick children especially in term 2 and our attendance dropped below 90% during the 2 week reference period.



6. DESTINATION SCHOOLS

Feeder Schools				
Site number - Name	Type	2015	2016	2017
0351 - Poonindie Community Learning Centre	Govt.	1.7%	1.8%	1.9%
0899 - Kirton Point Primary School	Govt.	1.7%	0.0%	0.0%
1277 - Port Lincoln Junior Primary School	Govt.	60.0%	45.5%	65.4%
8333 - St Joseph's School - Port Lincoln	Non-Govt.	25.0%	32.7%	30.8%
8425 - Navigator College	Non-Govt.	11.7%	20.0%	1.9%
Total		100.0%	100%	100%

The majority of children from Bishop Kindergarten continue to transition to Port Lincoln Junior Primary School.

The large drop in children attending Navigator College is due to the school establishing its own Early Learning Centre.

We promote Public Education but also believe families in Port Lincoln are very lucky to have such a large choice of schools and encourage them to always make informed choices.

7. CLIENT OPINION

The majority of responses were agree or strongly agree to the questions asked in the 4 areas of the survey.

- I really like how the 'kindy day' is run. It's great that the children get a mixture of free / creative play time and some more structured learning time at 'mat time'. My child responds well to the teaching staff and really enjoys learning new things.
- The teachers at Bishop Kindy always have a clear awareness of where my child is developmentally. They always let me know of any activity that directly affects my child. On top of that all activities undertaken are fun but informative.
- Bishop Kindergarten is a very supportive learning environment, and my child is made to feel important and a valued student.
- Sending home their personal folders is a wonderful way of them sharing the things that they do and achieve at kindy, not only with immediate family, but other family and friends too.
- Bishop Kindergarten has very strong leadership. They are inclusive of parents when making decisions about our children's learning environment.

During 2018 we will address any areas of concern which arose during 2017 but also take time to discuss with the new community any areas where they think we can improve.

The Parent Survey is only one method of gaining feedback on our practice.

8. IMPROVED OUTCOMES FUNDING

Numeracy / Literacy

Funding was allocated to purchase appropriate resources to support improved outcomes for Numeracy and Literacy.

The children were supplied with additional play materials as well as staff to support their learning.

All children showed growth in Numeracy and Literacy Knowledge.

Children with Disabilities

21% of the children attending Bishop Kindergarten were identified, assessed and appropriate resources put in place to support the development and purposeful involvement in the Preschool Curriculum. Some money was provided by Support Services and some came directly from our centre's budget (and savings). This provided 1:1 support for those children with speech and language and behaviour needs.

All children showed growth in their skills and all transitioned to school.

Thank you to the wonderful 2017 Governing Council who supported the continued growth of the children and families at Bishop Kindergarten. The informative guest speakers, the honest open communication and the wonderful suppers made 2017 a fun, learning growing year.

Continue to enjoy your child's learning journey and have fun learning with them.

