



# Bute and District Kindergarten 2017 Annual Report to the Community



Government  
of South Australia  
Department for Education  
and Child Development

Bute and District Kindergarten Preschool Number: 6604

Partnership: Northern Yorke

**Name of Preschool Director:**

Julie-Anne McInnis (acting) Claire Flowers

**Name of Governing Council Chair:**

Madeline Jak

**Date of Endorsement:**

10/5/2018

## Context and Highlights

Bute & District Kindergarten is situated in Northern Yorke Peninsula, in a small service town within a predominantly wide farming district and is part of the DECD Northern Yorke Partnership.

- The Kindergarten operates as a Rural Care & Preschool Centre. The Rural Care program is funded by both the State and Commonwealth Governments and is administered by the Department of Education and Child Development (DECD). The Rural Care Program offers a long day care service for children 0 – 12 years in rural South Australia. The service cares for up to 15 children with our 2 worker program. Care is provided for up to 10 hours per day for five days per week per child depending on availability. The centre is part of the Northern Yorke Partnership ensuring a collective responsibility for all children in the partnership.
- The centre operates a preschool under universal access delivering 600 hours of preschool education in the 4 terms prior to starting school. The Preschool is under the process of Amalgamating and is to become a school based Preschool in 2018.

Highlights include- Excursions-

- o Visits to the Kadina Community Library
- o Yorke Peninsula Country Times Tour
- o Kindergym
- o Peninsula Nursery visit for the children to learn about plants and help select plants for the fruit and vegetable garden
- o Bowmans Park
- o Port Broughton Kindy, beach and playground day
- o Music is Fun at Wallaroo Mines PS
- o Playgroup SA Messy Play Day at Kulpara
- There have been many opportunities for the children to have family members come into the centre for special occasions. These included the Dad's Sports Day, Mother's/Grandparents Spring Day, Pyjama Day.
- The kindy has been working closely with the school, with regular weekly visits to the school library and interactions with the JP class. This allows for good social interaction and smooth transitions to school.
- Many changes have occurred in the yard this year, with a fire pit, rainwater tank, bark chip area extension, and outdoor garden room and raised vegetable garden beds, a chicken coup and fence for the silky bantams to be more 'free range'.
- The children (and the adults!) have loved seeing the new additions to the centre. These include the chickens, silk worms, stick insects and tadpoles. These additions have provided so many wonderful learning opportunities for our children.

## Report from the Governing Council

This year the centre has had many events and changes take place. Below is a summary of what has been achieved this year.

- Bute and District Kindergarten farewelled Claire Flowers half way through Term 3 as she was going on Maternity Leave, and welcomed Julie McInnis as the Kindy Director. We thank Claire and Julie for their time and dedication as Director's here.
- The governing council, with guidance from Joann Weckert and Amanda Narroway (from Education Office) have gone through a community consultation process to amalgamate the Bute and District Kindergarten and Rural Care with the Bute Primary School. This will take effect in 2018 after a unanimous parent vote for an amalgamation to go ahead. I would like to acknowledge Julie's efforts in this process. She has done a fantastic job and spent many hours on this.
- We had three main fundraisers for the year, with a total of over \$1500 raised from fundraising efforts which was over fundraising target of \$1000. A big thankyou goes to parents, staff and governing council members for their time, donations of food and/or working on the night of the teas. The Mundoora Club catering raised a total of \$741.50 (November) and \$570 (March), whilst the Picture Plate fundraiser raised \$193.50. This fundraising has been important for adding additional things to benefit the centre, with purchases such as the quad pram, and indoor and outdoor lounges, and garden beds.
- The kindy has gone on many excursions this year. A big thankyou goes to all the wonderful staff and volunteers we have in Kindy and Rural Care. You make this place welcoming and go above and beyond for our children. I appreciate the time Thank you to the members of our Governing Council, Karlie Bettess, Tammy Whitehead, Karen Green, Meagan Daniel, Megan Bellman, Claire Flowers and Julie McInnis. It has been a busy year and I thank you for your time and commitment.

## Quality Improvement Planning

Priority 1 Children are capable. Goal: Educators to view children as competent & capable

QA1 - Educators will base the program on each individual child's rights. 1.1.1, 1.1.2

Educators will assess each child's learning and development using the EYLF & Preschool indicators. 1.1.1, 1.2.1, 1.2.3

QA2 - Educators will provide opportunities for children to develop risk taking, persistence, creativity, collaboration and relaxation when planning the environment. 2.2.1, 2.2.2

QA3 - Educators will support children to be environmentally responsible. 3.3.2

Educators ensure the environment promoted competence, independent exploration and learning through play. 3.2.1, 3.2.2

QA4 - Educators will engage with other educators to discuss, plan and evaluate for each child's learning. 4.2.2

QA5 - Educators will build relationships based on sustained conversations to gain a deeper understanding of their knowledge, ideas, abilities and interests. 5.1.1, 5.1.2, 5.1.3

QA6 - Educators will be able to articulate the view that all children are capable through documentation and discussion with families. 6.1.3, 6.3.1, 6.3.2

QA7 The philosophy statement reflects our current thinking. 7.2.1

Educators will have regular performance and development discussions focusing on continuous improvement. 7.2.2

Success measures - How will we know?

- Improved educator conversations with children –

- o RRR data – Active Learning Environment data taken early Term 2 and again in Term 4. Amanda (ECL) will conduct survey

- Changes in language –

- o “Growth Mindset” language explored and educators starting to use this language to discuss children during planning and evaluation

- o Educators focus on the rights of all children

- Family feedback received –

- o Parent's starting to notice our change in thinking evident in parent surveys

Priority 2– Integrated Planning: Holistic approach to curriculum. Goal: Educators plan together for all children

QA1 - Educators will base the program on each individual child's rights. 1.1.1, 1.1.2

Educators will assess each child's learning and development using the EYLF & Preschool indicators. 1.1.1, 1.2.1, 1.2.3

QA2 - Educators will provide opportunities for children to develop risk taking, persistence, creativity, collaboration and relaxation when planning the environment. 2.2.1, 2.2.2

QA3 - Educators ensure the environment promoted competence, independent exploration and learning through play. 3.2.1, 3.2.2

QA4 - Educators will engage with other educators to discuss, plan and evaluate for each child's learning. 4.2.2

QA5 - Educators will build relationships based on sustained conversations to gain a deeper understanding of their knowledge, ideas, abilities and interests. 5.1.1, 5.1.2, 5.1.3

Educators enable collaborative learning opportunities. 5.2.1 QA6 - Collaborative partnerships with families and communities

Educators will communicate to families through discussion and documentation. 6.1.3, 6.3.1, 6.3.2

Educators connect with support agencies to ensure all children are supported 6.3.1, 6.3.2, 6.3.3

Links to the local community. 6.3.1, 6.3.4

QA7 - Educators will have regular performance and development discussions focusing on continuous improvement. 7.2.2

Effort is made to provide continuity of educators. 7.1.3

Success measures -

- Improved educator practice –

- o Staff can articulate the process.

- o Children's ideas are found in the program.

- o Children's portfolios will give a true indication of the child's knowledge, ideas and abilities.

- Family feedback received –

- o Parent's starting to comment on learning stories / parent board



## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2015	7	7	7	7
2016	13	14	14	16
2017	8	9	9	8

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

## Enrolment Comment

Enrolments in 2017 fluctuated due to the increasing transience in the Bute area. In 2018 we are expecting an average of 3 children and 6 children in 2018.

## Attendance

Year	Term 1	Term 2	Term 3	Term 4
2015 Centre	68.3%	100.0%	87.2%	87.2%
2016 Centre	71.0%	95.9%	80.1%	87.4%
2017 Centre	89.3%	97.2%	89.2%	
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%	

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the DECD 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

Bute attendance figures are above the state average for terms 2 and 3. Term 1 was also well attended. We encourage families to send their children and the data reflects this. It is a valued service in the community.

## Destination Schools

Feeder Schools (Site number - Name)	2015	2016	2017
0702 - Bute Primary School	100.0%	100.0%	63.6%
0741 - Port Broughton Area School	0.0%	0.0%	9.1%
0778 - Kadina Memorial School	0.0%	0.0%	27.3%
Total	100%	100%	100%

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

## Destination Schools Comment

Late changes in enrollment to schools suggests that the above data hasn't accounted for 1 child attending Kilkenny Primary school and another child attending St Josephs school Murray Bridge, due to families leaving the district. These 2 Students were enrolled at Bute Primary School.

## Client Opinion Summary

Didn't receive survey responses  
N/A

## DECD Relevant History Screening

## Financial Statement

	Funding Source	Amount
1	Grants: State	9115.00
2	Grants: Commonwealth	N/A
3	Parent Contributions	3120.00
4	Other	

## 2017 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant DECD Standard of Educational Achievement outcomes (where applicable);*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	All educators attended training on Book making and implementing the strategies in site and with the Reception/ Year 1 class at Bute Primary school. We had regular visits with the class to share the children's learning and stories. Resources were purchased to set up a story table and actively involve children in literacy learning and enjoyment..	educators embed story telling and writing as part of their pedagogy  Children engage with text and make meaning. They are communicating, creating, encoding and decoding.
Improved ECD and Parenting Outcomes (Children's Centres only)	N/A	
Improved outcomes for children with disabilities	N/A	
Improved outcomes for children with additional language or dialect	N/A	

\* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.