Moana Kindergarten
Annual Report
2014
1. CONTEXT

Preschool Name: Moana Kindergarten  Preschool Number: 3690
Preschool Director: Josie Agars  Partnership: River Hub

Moana Kindergarten is a full time service in the DECD River Hub Partnership. 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 Department for Education and Child Development (DECD).

The kindergarten is located near the beach and our families have a strong beach culture. A number of families live in lower cost rental accommodation which was recently established as part of new housing development in the area. 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 or multicultural backgrounds. There are an increasing number of families moving into the area directly from the United Kingdom.

Moana Kindergarten is part of the River Hub Partnership of education services consisting of 4 preschools, 5 primary schools and a 7 – 12 secondary college.

Most children from this site continue their education at Moana Primary School, with the others attending All Saints Catholic School, Galilee Catholic School, Tatachilla Lutheran College, or other private schools in the southern area. An increasing number of children also attend the local child care centres, both government and private.

Moana Kindergarten was staffed by 1 Director, 1 Teacher and 1 ECW plus a universal access position. The teaching positions were filled by 2x 0.5 teachers, a 0.4 universal access position, 2x 0.6 ECW positions. All staff have continued from the previous year, bringing a sense of continuity to the site.

2. REPORT FROM GOVERNING COUNCIL

Moana Kindergarten Governing Council Chairpersons
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Council Members: Kiran Wedge, Kylie Myer, Kelly Culbertson, Gail Peel, Carole Thornley, Kathy Penver, Genevieve Skehan:
Some council members unfortunately resigned throughout the year due to work and family issues

Meetings: Council sat for 6 meetings throughout the year
The fundraising committee had 3 meetings

Staffing: Director – Josie Agars Tenured until end of 2017
Teachers – Kerry Addison, Kerri Allen
Early Childhood Workers- Annette Little, Lyn Revi, Leah Bunney
Finances: Kindy finances looking very good at close of 2014. 
   SASIF account - $69471.93
   Cash at bank - $12286.23
   
   Outstanding debt from unpaid fees that had accumulated over 4 years was written off by governing council in August. No 2014 fees included in that.

Fundraising: We had a very good year with fundraising.
   Events included a mothers day & fathers day raffle
   obstacle-a-thon, picture plates, dress up day,
   family portraits, sausage sizzle and family portraits.
   The kindy also took part in Drakes supermarket reward system using barcode tags to accumulate points for a $200 voucher

Other: National Quality Standards – still no assessment!
   Spot check taken place in October with no areas of concern reported.
   Numbers – 66 children accepted for 2015, with some places remaining for transfers over holidays

Universal Access: Waiting on results of the ProductivityCommission to decide funding. Currently offering 12 hrs to be held on mon/tues or thurs/fri, if 15 hrs go ahead alternate wednesday mornings will be held

Summary: It was a great year for the kindy, with the transition of 1 intake working well, with solid bonds between the children.
   The staff are to be commended for their efforts, quite often going above and beyond requirements. Issues that arose were dealt with promptly, with no fuss and pleasing outcomes. Parents were always made welcome and supported. Whilst the children gained knowledge, support, and everything they need to move on to school life.

On Behalf of the 2014 Governing Council Committee
Kelly Culbertson
3. HIGHLIGHTS 2014

The Motor Stars Program continued successfully in 2014. This Program is an intensive fine and gross motor skills development program which also develops confidence, listening skills, language processing and logical sequencing.

We held 2 ‘Very Important Person Days’ (VIP) to encourage families to participate in their children’s learning. Both of these were very well attended and feedback indicated they were highly valued by families. For the 1st VIP day families were encouraged to help their children plant in our Butterfly, Native and Vegetable gardens which was valuable in developing a sense of belonging to the Kindy for children and families. Other Parent Inclusion activities were the Obstacle-a-thon, African Drumming, Cooking and an evening End of Year Concert which was extremely popular.

The planting, watering, harvesting and cooking of vegetables is part of our Healthy Eating, Food Exposure program to encourage children to see, smell, touch and taste healthy food. It is also part of our Sustainability Focus which also included officers from The Natural Resource Management Board and Onkaparinga Council discussing recycling and worm farms. We also had an incursion where ‘Bugs and Slugs brought in an array of mini creatures for children to observe and learn about.

Child Protection events included a visit by the Community Police Officer and Fire Officers with fire engine plus excursions to the Road Safety Centre and Moana Surf Lifesaving Club.

The Seaford Secondary Students studying VET child studies came and held a Super Hero day for the children which involved a number of games and foods.

Families from multi-cultural backgrounds were encouraged to come in and share their cultural experiences with the children. This included cooking, African drumming, Diwali festival and Hanukkah.

4. QUALITY IMPROVEMENT PLAN

**Standard and Element**

**1.2**

Educators and coordinators are focussed active and reflective in designing delivering the program for each child

1.2.2 Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning

**Achievements**

- Curriculum Check lists displayed and areas of learning recorded upon
- Individual child observation record sheets created and records kept to inform future planning and practise.
- Programs are reviewed and children’s interests and learning noted to lead future planning.
- Daily Journal displaying current teaching and children’s learning used to inform future practise.

**Into 2015**

Continue current practise

Program a structured numeracy curriculum to explicitly teach the various numeracy components over the year.

**Standard and Element**

**2.1** Each child’s health is promoted

2.1.2 Each child’s comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Achievements
• Storage of resources in Rainbow room redesigned and moved into Store Room, clearing space and improving ambience of room
• Relaxation sessions routinely
• run at the end of each day
Into 2015 –
Continue relaxation routines, Yoga sessions.

Standards and Element
3.3 The service takes an active role in caring for it's environment and contributes to a sustainable future.
	3.3.2 Children are supported to become environmentally responsible and show respect for the environment
Achievements
Melinda Roberts field officer has attended staff meetings and provided information of Landcare grants.
Applied for grant for vegetable and native gardens
Melinda established worm farm with children
Onkaparinga Council talked to children about recycling, played the sorting game and left coloured recycling bins.
Nude Food Policy was introduced.
Families helped children plant native plants and vegetables
Into 2015-
Repeat these successful practises

Standard and Element
4.2 Educators, co-ordinators and staff members are respectful and ethical.
	4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills to improve practise and relationships.
Achievements
A teacher researched Nature Play Curriculum which inspired all staff to access professional learning in this area and led a change in the outdoor learning environment
Into 2015-
Budget and Plan for all staff professional learning to enhance cohesive learning and working environment

Standard and Element
5.1 Respectful and equitable relationships are developed and maintained with each child
	5.1.3 Each child is supported to feel secure, confident and included
Achievements
The 2 set group structure was extremely successful in establishing secure trusting relationships between children and with adults. It extended into families with parents establishing trusting relationships with staff and other families.
Into 2015-
Retain 2 set groups with 1 main teacher.
Swap Friday morning session to Wednesdays to improve continuity of learning

Standard and Element
6.1 Respectful, supportive relationships with families are developed and maintained
	6.1.1 There is an effective enrolment and orientation process for families
Achievements
Successfully negotiated with Moana Primary 4 Transition visits for current Kindy children to school to open space to run 4 Pre-entry sessions
Orientation sessions held for new parents
A number of parents expressed satisfaction with information provided at orientation meetings
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**Into 2015**
- assess level of parents understanding of Kindergarten program and routines
- Negotiate with Moana Primary to continue Transition program

**Standard and Element**

7.1 Effective leadership promotes a positive organisational culture and builds a professional learning community

7.1.3 Every effort is made to promote continuity of educators and co-ordinators at this service

**Achievements**

- Teachers worked as back up relief for each other,
- Professional learning and curriculum planning ideas were shared
- Both contract ECWs reapplyed for positions.
- One current contract ECW completed finance training and worked as Finance Officer and applied for this position for 2015, and the other worked as Preschool Support Worker.

**Into 2015**
- Increase Professional Learning Budget to provide all staff team Professional Learning opportunities
- Establish standards for staff meetings and professional discussions.

**Respect Reflect Relate**

In 2014 we employed the Involvement scale from the Respect Reflect Relate curriculum. Funding was used to provide relief staff to back up centre staff to do observations of children, and do the scales. The observations were discussed amongst the staff and staff and we were able to reflect on the Learning Environment and consider improvements for 2015.

**5. INTERVENTION AND SUPPORT PROGRAMS**

In 2014, 2 children attended 1 session a week in terms 3 and 4 under the Early Entry Program for Speech and Language. Both are now enrolled as eligible for fulltime Kindergarten in the centre.

- 8 children received Preschool Support. 4 for Speech and Language, and the other 4, for Speech.

All of these children made significant gains under Learning Outcomes 1-4, which was largely due to concentrated efforts in successfully engaging these children in the broader learning environment of the Kindergarten Because of the level of severity of language delay of 1 child his articulation and language comprehension remained severe.

Despite encouragement given to parents to play speech games daily with their children for them to practise sounds, etc, a number of families found this difficult. As a result a couple of children made little progress, while others showed improvement.

- 4 of the children would continue working with the Speech Pathologist at Moana Primary School.
- There were 2 Aboriginal children enrolled. Both of these girls had well developed literacy and numeracy skills.
6. STUDENT DATA

6.1 Enrolments

Figure 1: Enrolments by Term
Total Enrolments 2012 - 2014

Table 1: Enrolments by Term

<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>2012</td>
<td>53</td>
<td>56</td>
<td>61</td>
<td>68</td>
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<tr>
<td>2013</td>
<td>65</td>
<td>66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>65</td>
<td>67</td>
<td>66</td>
<td></td>
</tr>
</tbody>
</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

6.2 Attendance

Figure 2: Attendance by Term
Attendance Percentages 2012 - 2014
### Table 2: Attendance Percentages 2012 – 2014

<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>2012 Centre</td>
<td>86.8</td>
<td>83.9</td>
<td>85.2</td>
<td>88.2</td>
</tr>
<tr>
<td>2013 Centre</td>
<td>92.3</td>
<td>89.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 Centre</td>
<td>95.4</td>
<td>92.5</td>
<td>90.9</td>
<td></td>
</tr>
<tr>
<td>2012 State</td>
<td>87.4</td>
<td>85.9</td>
<td>84.5</td>
<td>85.5</td>
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<tr>
<td>2013 State</td>
<td>88.7</td>
<td>88.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2014 State</td>
<td>89.9</td>
<td>88.8</td>
<td>85.9</td>
<td></td>
</tr>
</tbody>
</table>

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 Systems

Attendance rates for Moana Kindergarten dropped off over the year. This may have been related to the fact that the Same First Day Policy meant that a number of younger children were enrolled, and these children became increasingly tired as the year progressed.

Despite running activities such as Very Important Person visiting day, Cooking activities, Special Guests, Obstacle-a-thon and other such events aimed to increase attendance, alternate Friday morning sessions continued to record higher rates of absentees.

Lifestyle choices of some families and environmental factors for others also had a negative impact on children’s attendance.

The SMS system, specifically purchased for parents to notify of children’s absences, was extremely underutilised. Despite a specific publication being sent to parents promoting regular attendance and requesting they text a specific number, only 2 parents used this system. Phone calls to parents, and 1 to 1 conversations to address repeated absences failed to influence parental behaviour.
### Table 3: Feeder School Percentage Data 2012 - 2014

<table>
<thead>
<tr>
<th>Site number - Name</th>
<th>Type</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>0313 - Old Noarlunga Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>3.3</td>
</tr>
<tr>
<td>0362 - Port Noarlunga Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>1.7</td>
</tr>
<tr>
<td>1056 - Woodend Primary School</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>1.9</td>
</tr>
<tr>
<td>1071 - Moana Primary School</td>
<td>Govt.</td>
<td>79.6</td>
<td>81.8</td>
<td>76.7</td>
</tr>
<tr>
<td>1900 - Mark Oliphant College (B-12)</td>
<td>Govt.</td>
<td></td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>8014 - Woodcroft College Inc</td>
<td>Non-Govt.</td>
<td></td>
<td></td>
<td>2.3</td>
</tr>
<tr>
<td>8498 - Tatachilla Lutheran College</td>
<td>Non-Govt.</td>
<td>1.9</td>
<td>4.6</td>
<td>5.0</td>
</tr>
<tr>
<td>9756 - All Saints Catholic Primary School</td>
<td>Non-Govt.</td>
<td>16.7</td>
<td>9.1</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>100.1</td>
<td>100.1</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 System

The greatest number of children transitioned to Moana Primary which is adjacent to the Kindergarten. However, 2014 saw the largest number of children moving on to independent schools, as well as the greatest range of different schools, for a number of years. A number of children were enrolled at public schools other than Moana Primary as Freida Corpe Kindergarten at Port Noarlunga, and Madge Sexton Kindergarten at McLaren Vale, were full and so a number of those local families enrolled here. They then went on to their local public school. Other children went on to All Saints Catholic Primary, Tatachilla Lutheran College, Woodcroft College and St Johns Catholic Primary School.

### 7. CLIENT OPINION

A local site Parent Opinion Survey was given to 100% of families in Term 4. 33% of them were returned. The Local Parent Survey addresses each of the 7 Quality Areas of National Quality Standards, framing elements as positive statements for parents to respond to. The results indicated a high level of satisfaction with the Kindergarten Services in all 7 Quality Areas.
### Quality Areas

<table>
<thead>
<tr>
<th>Quality Areas</th>
<th>Don’t Know</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Program</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4.00%</td>
<td>18.00%</td>
<td>78.00%</td>
</tr>
<tr>
<td>Health and Safety</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
<td>74</td>
</tr>
<tr>
<td>Physical Environment</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>50</td>
<td>47</td>
</tr>
<tr>
<td>Staff</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
<td>93</td>
</tr>
<tr>
<td>Relationships with Children</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
<td>85</td>
</tr>
<tr>
<td>Relationships with Families and the Community</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>26</td>
<td>72</td>
</tr>
<tr>
<td>Leadership and Management</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>23</td>
<td>74</td>
</tr>
</tbody>
</table>

#### Comments from Parent Survey

“I cannot give enough praise to the Director and all staff of the Kindy. I was so glad that I choose this Kindy for my son.”

“We were so impressed with how all the staff took on the challenge of a diabetic child. They all undertook training which made us feel safe in the knowledge our daughter was safe.”

“Resources could be better but staff and parents are working together to rectify this.”

“Better age appropriate outdoor play—although visits over to the school do compensate.”

“I have nothing but praise and satisfaction about the quality and high standards of the way staff manage and run the Moana Kindy.”

“I have been informed of other Kindys in the local area doing a lot more, for example Bush Kinda, visits to museums and Galleries, in house plays that parents can attend. Non of which was done at Moana”

“I have been consistently impressed by the teaching staff at this school. They have always been ready to discuss my son’s needs, issues and strengths and improvements. They have taken an active interest in his life outside of Kindy and have always been open with ideas on how I can help at home.

They have played a big role the shaping of the person he is becoming. I cannot speak highly enough of this Kindy.”

### 8. ACCOUNTABILITY

A log was used to record names and dates for those requiring a current Relevant History Screening. The Director used this log to record names, position held, date of issue, date of sighting and date of renewal. Copies of Approval Letters are now kept.

### 9. FINANCIAL STATEMENT

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>0</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>0</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$36259.20</td>
</tr>
<tr>
<td>4 Other</td>
<td>0</td>
</tr>
</tbody>
</table>

The Profit and Loss Statement is sent as another attachment.