



Craigmore Kindergarten

2022 annual report to the community

Craigmore Kindergarten Number: 2608

Partnership: Uleybury

Signature

Preschool director:

Ms Anna McGovern

Governing council chair:

Fiona Frencham

Date of endorsement:

6 April 2023



Government
of South Australia

Department for Education

Context and highlights

Craigmore Kindergarten was opened in 1983. It is located in the northern suburbs of Adelaide. It is a large centre with a spacious indoor area and an extensive outdoor learning area, which enables us to facilitate rich learning opportunities for the children. We utilize this lovely space by working with the children to care for the natural environment by having a strong focus on nature play and inquiry-based learning. We use bookmaking pedagogy and targeted intentional teaching strategies, including Language and Reading Groups, to support children's early literacy development. Craigmore Kindergarten is currently a Category 1 full-time kindergarten, with diverse cultures and languages. With enrolments of up to 80 children and up to 40 children in a session and a high number of children with special rights and complex behaviours. Children are entitled to attend 15 hours of preschool each week - 2 full day Kindy sessions from 8.45 to 3.30pm, and a 9 Friday sessions from 8:30-3:20 in either Terms 1 and 2 or 3 and 4.

At Craigmore we believe in the importance of relationships, this allows educators to plan for both the individual child and the whole group, taking into account the differing interests, needs and abilities of all children. We use our 'Listening Tool' and collaborative professional discussions to track, monitor and extend on children's learning over time, responding to observations with intentional tweaks to learning experiences, the implementation of provocations to spark curiosity and considered changes to our practice. Strong relationships provide the opportunity for children to develop a strong sense of wellbeing in a safe and secure environment. This provides the foundation for children to develop dispositions for learning, such as confidence, persistence, resilience and curiosity. Our educators have been on a journey reflecting and deepening our knowledge and understanding of critical reflection processes. Our practitioner inquiries through the Re-imagining Childhood EChO project and other influential connections and pedagogical thinking has informed and changed our practice over time. We utilise floor books and deep discussions to analyse our teaching and learning, reflecting on our strengths and areas for improvement in accordance with NQS. Through a whole site approach, we gather evidence of our sites embedded strengths, allowing them to be visible to others whilst also highlighting the importance of a continual improvement journey. Along with this, we also identify our gaps and areas of improvement, making whole site agreements to allow for continuity from all educators, as well as to ensure the practice is embedded over time.

Governing council report

This year was a great year for the children and educators at Craigmore Kindergarten. The team of educators show true passion for working in the early years with a strong focus on children's wellbeing, relationships and developing their dispositions to support them to be life long learners. This year the educators engaged with the Department for Education Self Regulation Service alongside Adam's Road Children's Centre. This included attending 3 workshops led by an OT, building educator understanding around co-regulation and self regulation and how to support this in preschool. The two sites also hosted a session each at the respective kindergartens, sharing best practice and delving deep into the learning spaces offered to the children.

The Governing Council and Director approved the installation of an outdoor fence, to separate the large yard in order to have more purposeful learning experiences in the chicken and vegetable space, as well as to support supervision.

Our annual Colour Explosion was a great hit this year, with the children raising over \$4500 which was used to fund Dancify lessons and the end of year disco as well as an incursion from Animal Anonymous for both groups.

The Governing Council also donated their own time and resources, wrapping books and presents for the children for goodbye gifts, sorting the colour explosion items and organising the kind donation of two wardliss from the Ardrossan Men's Shed, just to name a few.

It has been wonderful having our children attend Craigmore Kindergarten this year and we look forward to the next year of learning.

Preschool quality improvement planning

Our Goal for 2022:

To accelerate children's expressive language skills, specifically their ability to comprehend and express narratives in their play, to foster stronger growth in their overall oral language development.

Challenge of Practice:

If educators actively facilitate multi-modal oral storytelling experiences (make-believe play, story tables, bookmaking, retells) through intentional and spontaneous teaching, then we will improve children's ability to retell and create a narrative using narrative concepts (character, setting, problem, solution). As a result children will show growth in their expressive language, specifically the length and complexity of their sentences and use of conjunctions.

What actions we will take:

- Educators will embrace the creation of children's own stories expressed in any form, be it orally, pictorially, acted out or written down; and extend their skills by playing with it in a number of different forms. Educators to model expressing narrative through oral story telling, acting out familiar texts and bookmaking.

Educators to have a narrow focus on concepts of narratives (setting, character, feeling, problem, attempt, consequence, ending) using the process of teaching sprints.

- To build educator capacity around how to accelerate children's expressive language, specifically oral narrative and storytelling, through exploring and using the Talk, Play, Read document and the DfE Literacy Guidebooks. - observations of practice using SSTEWS subscale 4 item 10

- Educators will track and monitor children's expressive language in relation to their narrative and storytelling abilities using observational data and Talk, Play, Read formative assessment tools (cubed and Wood and Atfield 'Framework for dramatic and socio-dramatic play of a child').

- The site commit to working with parents towards the literacy development of their children by sharing simple strategies, making their child's literacy learning visible and building on their understanding of story telling in the early years.

Success criteria:

Analysis of pedagogical documentation will show that children regularly;

- Have accelerated in their expressive language and vocabulary, evident as they use new and more complex words from texts at preschool [literacy tracker and reading group observations - all educators]

- Express their strong understanding of a narrative, using longer and more complex sentences to tell a story, incorporating conjunctions and concepts of narrative [evidenced through analysis of oral story from sample group Term 1 and 3 and observations taken during combined reading group 'acting out sessions' where familiar texts are orally acted out by children - once per term].

- Communicate meaningfully to others by confidently retelling, interpreting or creating stories orally in play [voice/video recorded at story table and bookmaking table by educators Term 1, 3 and 4] and initiate sustained back and forth conversations about texts with others, particularly in play [Literacy tracker and talk audit].

Data and assessment tools: PASM, video recordings with analysis using SSTEWS pg58 'Framework for Dramatic and socio-dramatic play of a child', 'Talk, Play, Read' audits and the Literacy guidebooks.

NQF Priorities:

- To deepen our practice of embedding cultural perspectives, particularly Kaurna culture within children's everyday learning and to extend this to the wider community to build strong, meaningful connections.

- Create stronger opportunities for educators to learn skills from one another. To share expertise and use formal observation to build educator capacity and confidence.

- Sustain and embed existing Phonological Awareness practices and assessment tools.

Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2019	92	95	95	98
2020	95	N/A	94	95
2021	73	76	74	74
2022	69	75	76	80

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	85.9%	85.2%	85.6%	84.4%
2020 centre	88.3%		81.4%	82.9%
2021 centre	79.4%	89.1%	85.5%	80.2%
2022 centre	76.1%	83.1%	79.5%	80%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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.
*Note: Term 2 2020 data may not be available for all preschools.

Attendance comment

Throughout 2022 our attendance has remained at an average of 81% with general illnesses and COVID19 affecting a large number of our children over the year. Educators continually contacted vulnerable families and those who had long periods of absence to support them in coming back to kindergarten.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1854 - Blakeview Primary School	12.6%	17.4%	9.7%	10.7%
8000 - Catherine McAuley School	8.4%	0.0%	6.5%	13.3%
1449 - Craigmores South Primary School	103.2%	113.0%	106.5%	104.0%
8423 - Hope Christian College	48.4%	43.5%	32.3%	37.3%
8033 - St Columba College	0.0%	0.0%	16.1%	8.0%
8165 - Trinity College Blakeview School	8.4%	4.3%	3.2%	8.0%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Destination schools comment

In 2023 52% of our children will be attending our local public school Craigmores South Primary, down 1% from last year. This year the new Principal of CSPS and Director of Craigmores Kindergarten have worked closely together to develop better relationships between the sites, focusing on how to strengthen our transition processes and future plans into 2023 and beyond. 19% of our cohort will be attending Hope Christian College with the other 29% attending approximately 6 other feeder schools in the local area.

Family opinion survey summary

Our parent surveys reflected strongly, our commitment to supporting the children and families that come through our site each year, with 100% of families responding agree or strongly agree to our questions including, but not limited to; 'I feel welcome at Craigmores Kindergarten', 'My child is happy to come to Kindy, if not, I feel the educators are supporting my child in this area.'

Throughout the year we have made the children's learning visible in a range of ways, continually reflecting on how we can better support parents understanding of how children learn through play. Educators use the closed facebook page, learning notes, informal conversations and newsletters as ways to convey snapshots of children's learning to parents. Our parent survey demonstrated that families feel our learning program and methods of sharing learning is clear and strong, with 100% strongly agreeing to the questions; 'I have sufficient communication from the Kindy', 'I believe the education program delivered through play based learning is of a high standard' and 'My child is developing new skills.'

Some of the parents responses to the question 'what words best describes the Kindergarten for you' were as follows:

"Culturally safe, this is big for our family and Craigmores ticks all the right boxes, nurturing, welcoming."

"My child always had fun, was always included even if not at his level/emotional capability. Lots of nature play."

"Supportive, inclusive, good communication."

We always aim to better our practice, using these surveys to deeply reflect on how our community views us and what they expect from us. Over the years we have put our community at the forefront which is evident by the delightful responses in our surveys. Next year we aim to develop our communication with parents further, developing simple techniques to build their skills and understanding of self regulation and how to support their child with their emotions at home.

Relevant history screening

Copies of educator (including TRTs) DCSI/WWCC were filed and checked upon commencement of contracts. Many speech pathologists, OT's and external services visited us onsite by request or parents who privately access the services, they were required to produce their DCSI/WWCC to be on site and under the direct supervision of the educators. All governing council members provided WWCC to the Director within their tenure.

Financial statement

Funding Source	Amount
Grants: State	\$686,875
Grants: Commonwealth	\$0
Parent Contributions	\$30,194
Other	\$4,932

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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	Consultants and experts built educator capacity to develop children's early literacy skills. The Prelit program allowed educators at a range of expertise to be consistent in teaching children aspects of phonological awareness and oral language story explorations. Our site also engaged with a bookmaking coach who supported educators in developing their capacity around mark making and writing in the early years.	Children's oral language and phonological awareness increased across the year as a direct result of intentional teaching utilising prelit and book based group times. Video recordings and observational data indicated that children developed strong understanding of concepts of a narrative, with children able to explain the elements of a story with some children incorporating these concepts in their own stories and retells.
Inclusive Education Support Program	In previous years the majority of our IESP funding was used to support speech and language intervention. The past three years, our site has funded this intervention separate from our IESP allocation. As a result of this, children with a range of complex needs including trauma and disabilities have had more access to 1:1 support and targeted teaching towards individual goals, accelerating their growth and development during the kindergarten year.	Children's goals were tracked and monitored throughout the year, with children developing in their functional needs and ability to engage in the learning.
Improved outcomes for non-English speaking children who received bilingual support	Funding was used to support a child with no English for 30 hours in Term 1. 60 hours of funding was acquitted as there were no educators who spoke that language.	This support allowed the child to develop key words to use, whilst also supported the child's wellbeing as they were able to communicate and develop a relationship with the support worker who spoke their home language.

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