



# Dorothy Hughes Kindergarten

## 2022 annual report to the community

Dorothy Hughes Kindergarten Number: 2610

Partnership: Orion

Signature

Preschool director:

Allirra Rawson

Governing council chair:

Jade Govas

Date of endorsement:

9 March 2023



Government  
of South Australia

Department for Education

# Context and highlights

Dorothy Hughes Kindergarten is located in the Salisbury district, 27 kilometres from Adelaide. It operates within the Orion Partnership and works collaboratively to improve outcomes for children. We are a stand alone Centre but work in close collaboration with Salisbury North R-7 Primary School in a year long Transition Program.

Preschool enrolments have remained steady at around 50. Children have access to 15 hours a week, attending 2 and a half days of Preschool a week. We also provide Occasional Care for up to 8 children over the age of 2 on a Tuesday and Wednesday morning and a Wednesday afternoon each week. All of these sessions continue to be well attended, with a waiting list being kept for new enrolments. We also have an Aboriginal Playgroup which runs every Friday morning.

The families that use our service are culturally and economically diverse – a large number of our families are from Non-English-speaking backgrounds, predominately Burmese, Nepalese and Dari countries.

We have a cohesive, established, and strong Kindergarten staff team, this is reflective in our ability to be flexible and our resilience through many staffing changes in 2022. Giving families the continuity that builds strong relationships and ensures staff and parents are working together as partners, with the child's learning at the core of the reciprocal relationship. We feel especially honoured when families come back to the Kindergarten to enrol younger siblings. Through this process, we stay connected to the whole family and we witness the continued growth and learning journey of our Kindergarten Alumni.

Throughout this year we have powered through the Covid-19 pandemic and have continued to establish a learning environment that inspires children to be life-long learners. Families can connect with the Kindergarten in a familiar way, by supporting children to transition from home to Kindergarten through establishing child-led routines and rituals.

Children have engaged in cooking programs, related to growing food in the garden. From this aspect of our program, children have been exposed to familiar and unfamiliar foods.

Small groups have been a catalyst in engaging children in book-based learning. Children have continued to develop their phonological awareness through syllables, rhyme, initial sounds, and final sounds. With support of the Heggerty phonemic awareness program, we have observed a strong progression within our TROLPA data.

As a team, we were prepared and well-resourced to enable children to access excursions. Through these experiences, Children form a rounded world view of their interests and schema's. We went to the Museum, Healthy Harold, and Bowden Brompton Oval.

Families have been encouraged throughout the year to make times to meet with the educators to discuss their child's progress. To support the families to be connected to the Kindergarten, we have provided engaging events for them to attend. This year we planned an easter event and celebration with hot cross buns, an easter hunt, and egg and spoon races. The families were invited to a Disco day where we facilitated siblings to enjoy the day, a pizza lunch, and conversations around their child's learning and progress throughout the year.

2022 has had its challenges and as a team, we have overcome. We are proud of the level of engagement and progress the children have made, and we wish them well as they continue to develop into life-long learners and active participants within their communities.

# Governing council report

2022 Started with challenging circumstances because of Covid rules and regulations surrounding social distancing and teachers requirements for rat testing. However, the new families, children and staff took it all in their stride and adapted well. Children continued in the new routines that were started at the end of 2021 of being dropped off by their carers at the front gate and independently walking into kindy and putting their bags etc away themselves. This also helped to develop resilience and confidence amongst many of the new children.

Unfortunately because of the Covid restrictions earlier in the year we were unable to do the usual meet and greet barbecue for new families. Instead, an introduction session to Dorothy Hughes kindergarten was run by the staff to hand out welcome packs and answer any questions that new families had. Parents were offered new polo shirts and windcheaters for purchase in bright colours and with the kindergarten logo on. Throughout the year many fun activities were planned and carried out by enthusiastic staff and SSO's. Some such activities included a pancake breakfast, dress up day, pyjama party and nature walks. In term 2 children visited the Salisbury North Primary School for a 'Healthy Harold' incursion where they learnt about healthy eating choices and exercise options. They particularly enjoyed the education van with mock stars inside on the ceiling. Also, in the second term they walked to the Bowden/Brompton School oval to enjoy a day of physical activities running around and kicking balls. During term 3 the children took part in a book week parade at the Salisbury North Primary school, and they had fun dressing up for the occasion. They also went on an excursion to the Adelaide Museum. It was an exciting day for the children to travel by bus into the city and to explore, discover and learn about different kinds of animals, skeletons, and aboriginal history. At the end of term 3 the kindergarten had a pizza and dance party that parents were invited too. Dancify visited the Kindy and ran a fun disco party complete with lights, loud music, games, and lots of dancing. The children had a ball!! Some regular activities that all the children enjoyed throughout the year were painting, Play-Doh, imaginative play in the sandpit and gardening. In the last term we had a photo day and the children posed for a group photograph that was later made available to families as a successful fundraiser. The 'teddy bears picnic' was a great way to celebrate the end of the year, with staff, parents, carers and children enjoying cooking, sharing, and playing games together. The children visited the Salisbury North Primary School for transitions to get them ready for their future milestones in growth, development, and education. A huge thank you to everyone at Dorothy Hughes Kindergarten for a very fun and successful year. All the staff and educators went above and beyond to care for our precious children, to make them feel welcomed and safe and to teach them and help them to grow and learn in 2022.

Sincerely from Jade Govas.

# Preschool quality improvement planning

As a whole site, we have engaged in developing our skills and refining our pedagogy around phonological awareness to ensure children are developing the foundational skills needed to continue learning to read and write at school.

## Preschool Quality Improvement Plan (PQIP)

### Goal:

To improve children's development of phonological awareness

### Challenge of Practice:

If we implement a whole site approach to the intentional teaching of phonological awareness, then we will improve children's development of phonological awareness.

### Success Criteria: Children are able to:

- Segment words into syllables
- Recognise, match, and produce rhyme
- Identify and manipulate beginning sounds

As evident by data gathered in TROLPA and observations

### Actions:

1. Intentional small group times will be explicit and meaningful to facilitate and improve children's learning.
2. Families will be supported to engage in their child's learning with a focus on phonological awareness.
3. Professional learning in supporting children's phonological awareness skills.

### Our Progression of the PQIP:

- ~ We have developed and intentionally planned for small groups, demonstrating an impact on children's learning, specifically in phonological awareness. The impact is reflected in the distance travelled in the TROLPA data.
- ~ Families have been encouraged to take home literacy packs to complete with their children at home and children with targeted needs have had access to SATPIN phonological awareness games.
- ~ Professional development and spotlight on practice focusing on music, provocations, schema play, regulation, and Grief have supported educators to implement a holistic curriculum, focusing on the needs of the individual child to enable them to be ready to learn.
- ~ Some children are transferring their learning of syllable and initial sounds from small groups into their play.
- ~ We have observed and documented, children have demonstrated their knowledge and understanding within small groups.
- ~ Regular small, intentional groups have attributed children's development of phonological awareness.
- ~ Informal TROLPA data collected consistently within small groups and during play.
- ~ Formal TROLPA data collected in Term 1 and 4

### Steps for 2023:

- ~ Repeat goal in 2023 to ensure practice is embedded.
- ~ Tracking tools streamlined for each teacher to document the progress of their group, including oral language.
- ~ Deepen and extend ourselves with reaching out to families regarding phonological awareness.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	60	57	57	60
2020	53	N/A	58	59
2021	50	56	51	51
2022	44	49	51	51

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	80.6%	67.5%	79.4%	78.7%
2020 centre	84.6%		62.3%	74.4%
2021 centre	79.3%	70.6%	83.9%	81.8%
2022 centre	77.9%	52.9%	66.5%	90%
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

Establishing regular attendance patterns in the Early Years is Important to us and we strive to encourage families to help their children partake in the Preschool Program. We therefore monitor attendance closely and follow up with phone calls when children are away without a known reason.

In the majority of instances, children are away due to sickness, especially in cases where the child is not used to engaging with a lot of other peers and are thus more susceptible to contracting mild illness such as colds etc.

Other factors which have impact on our attendance include extreme weather conditions and extended family holidays (the cultural diversity of our Community sees a number of Families taking extended holidays to their country of birth prior to their child commencing School)

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2022
664 - Salisbury North Primary School	84.6%	93.6%	95.7%

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

The majority of our children who attend our Preschool transition to Salisbury North R-7 School.

## Family opinion survey summary

Children are our core business and we therefore seek and value the feedback we receive from both the children and their families in helping us continue to review our practices and to strive for excellence in what we do. This is done in an ongoing and often informal manner through our regular conversations with children, parents, siblings, community members and Governing Council.

We also collect feedback in a more structured sense in the form, of our annual Parent Survey (which is formatted in line with the National Quality Standards)

A lot of feedback is collected on an incidental basis throughout the year and noted in positive conversations with Educators across Occasional Care and the Preschool. We are also fortunate in having a Bilingual Educator on our team to ensure feedback from our Non-English speaking families is 'heard'. As a result, we are able to address any concerns in a sensitive and prompt manner so that we are able to maintain a high standard of educational care for our community.

We are very grateful for the feedback that families have provided us with.

It helps us to reflect and set improvement goals for 2022.

Below are the key points and extracts of parent comments from our 2021 Department Parent Feedback Survey.

"My child is always made welcome at every drop off"

"Thank you for taking great care of my child"

"My child is always happy to go to Kindy, he says that he feels safe and has lots of fun"

"The outdoor environment is excellent, my child loves playing outside at Kindy"

## Relevant history screening

The safety of our children is of paramount importance – therefore we adhere to the guidelines set by the Department for Education relating to a person's criminal history and/or relevant information that is lawfully available to the Screening Unit.

These guidelines form the basis for our site Policy which requires a current copy of a person's 'clearance to work' to be sited (and kept in file) prior to them engaging with the children in our care. This includes staff, volunteers, contractors, relief workers, work placement students and third party providers (including our cleaners).

## Financial statement

Funding Source	Amount
Grants: State	\$30,000
Grants: Commonwealth	\$0
Parent Contributions	\$7,653
Other	\$3,500

## 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	Funding continued to support Professional Learning for our Educator team to provide financial support so Educators could participate in training and development opportunities in the area of Literacy as highlighted in the priorities of our Preschool Quality Improvement Plan.	Building Educators capacity in the area of Literacy, with a strong focus on improving phonological awareness programs.
Inclusive Education Support Program	Funding was primarily used for staffing Preschool programs and implementing strategies aligned with individual learning plans.  Engaging with DfE (Department for Education) support services. Speech Pathologist to support children's speech/language development and Special Educator to support the designing of an inclusive education program. Working collaboratively with families and educators to develop individualised programs.	Individual goals are established which drive a shared team approach to helping each child with additional needs to access the program.
Improved outcomes for non-English speaking children who received bilingual support	Funding for children for who English is a second language was used for staffing to support their transition from home to Preschool. This year we had 1 Bilingual Worker, who supported 11 children in total. This was for the Burmese speaking children for 3 hours a week.	All children who were provided with Bilingual Support, showed growth in their communication skills and their social development.

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