



Elizabeth East Kindergarten

2022 annual report to the community

Elizabeth East Kindergarten Number: 2612

Partnership: Elizabeth

Signature

Preschool director:

Courtney Tonzing

Governing council chair:

Elizabeth Martin

Date of endorsement:

16 March 2023



Government of South Australia
Department for Education

Context and highlights

Elizabeth East Kindergarten is a full-time, 40 place centre situated between the suburbs of Elizabeth East and Hillbank, with a diverse range of families and children that access the site.

There are two group sessions, Group 1 is Monday and Tuesday 8:15am-3:15pm. Group 2 is Wednesday and Thursday 8:15am-3:15pm. To ensure all children access their 15 hour entitlement the Kindy provides 1 parent/child excursion and 1 incursion a term. Elizabeth East Kindergarten also offers Occasional Care/emergency care that is funded to our site. In 2021 these sessions were offered on Thursdays mornings from 9 am - 11:45pm and afternoons from 12:30- 3:15pm for children aged 2- 4yrs old.

Elizabeth East Kindergarten currently has a 0.9 Director, 0.6 Teacher, 0.8 Teacher, 0.5 ECW, 0.2 Occasional care worker and additional support ECW's that work across sessions. The site uses an inclusive and holistic approach to support children with special rights by working with DfE Support Services (speech, psychology, social worker, special educator, behaviour coach), as well as outside stakeholders; NOVITA, AUTISM SA & Disability SA (speech, psychology, occupational therapy).

Governing council report

Throughout the year Elizabeth East Kindergarten Governing council met on many occasions with only few times meeting needing to be rescheduled. With the support of Governing Council, the kindergarten were able to manage to buy in extra time with speech pathologist allowing more children to access a much-needed resource. This was a significant support for children and staff within the site. Unfortunately, due to COVID the Kindy was unable to run many fundraiser events but we did do a cookie dough fundraiser that raised the Kindy \$276. Covid once again made it difficult for families to engage and impacted on our excursions with 2 needing to be cancelled. Those excursions and incursions that did go ahead were a huge success with great attendance from families.

An area of improvement for 2022 from the parent survey was to improve parent communication and the Kindy will be looking into an online forum for 2023. In closing we hope to continue to have committed members on the governing council for 2023 to support and help with the operation of Elizabeth East Kindergarten. In closing I would like to thank the members of Governing Council who gave up their time to support and help with the operations of the Kindy.

Preschool quality improvement planning

Quality Area 1 – Educational Program and Practice

There was a strong focus on professional development for educators, around supporting children with extending their vocabulary and encouraging quality conversations. The introduction of Heggerty in the kindergarten helped support the development of phonological awareness and supported the continuity for learning with the school. Educators used PASM and Yakka tracker data to see where children were at with their communication and phonological awareness skills. They used this data to help determine the next steps for the children's learning goals.

There was strong focus on book-based learning throughout the year in small groups where vocabulary and phonological awareness skills were intentionally taught.

Quality Area 4 – Staffing arrangements

As the year progressed the Kindergarten received IESP extensive funding and bilingual funding this extra funding helped support children to engage in the Preschool Program with the support of a support worker or bilingual staff member. The bilingual support also helped with translating and interpreting with our families who have English as a second language.

Quality Area 6 – Collaborative Partnerships

As part of the 2022 Continuity for learning plan, the focus was around building connections and partnerships between the school and Kindy. We had the AET from the school visit the Kindy on a weekly basis to build on relationships with the Kindy children. The children also visited the school library and playground to become familiar with the school. We also shared our provocations and learning environment with the Early Years teachers to help support their understanding of the Kindy environment.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	35	36	38	39
2020	35	N/A	41	43
2021	40	43	46	46
2022	35	39	41	41

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	82.2%	80.3%	73.6%	36.3%
2020 centre	40.7%		62.5%	81.7%
2021 centre	74.7%	75.5%	83.2%	81.7%
2022 centre	85.5%	45.2%	78.6%	81.7%
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

n term one our attendance was at 74.1% however by term 4 our attendance was at 81.77%. Covid has an impact on attendance as parents were encouraged to keep their children at home with any sign of sickness. Educators were in regular contact with families throughout the year to help support families in assisting with any difficulties they had with getting their children to Kindergarten. Our attendance data improved through the year and families were encouraged to send children to preschool regularly to help promote children's sense of belonging to the preschool community.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1449 - Craigmores South Primary School	0.0%	0.0%	0.0%	3.6%
943 - Elizabeth East Primary School	77.4%	66.7%	58.3%	42.9%
948 - Elizabeth Park Primary School	0.0%	0.0%	2.8%	3.6%
1170 - Mannum Community College	0.0%	0.0%	0.0%	3.6%
1482 - Munno Para Primary School	0.0%	0.0%	0.0%	3.6%
5463 - Pinnacle College - Eliz East Campus	3.2%	16.7%	11.1%	10.7%
9164 - Playford College	0.0%	0.0%	5.6%	7.1%
9023 - St Thomas More School	6.5%	0.0%	8.3%	21.4%
8165 - Trinity College Blakeview School	0.0%	0.0%	0.0%	3.6%

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

This year only 58% of our children enrolled at Elizabeth East Primary school, which is a drop from 70% in 2021. This percentage has decreased compared to data collection from previous years. No Children were allocated to special options and 27% decided to enrol to private schools with another 15% enrolling in other public schools in the Elizabeth and northern suburbs.

58.3% Elizabeth East Primary School

16.7% Pinnacle

5.6% Playford

8.3 % St Thomas Moore

Family opinion survey summary

This year was a very challenging year as parents/carers were limited in their ability to come into the preschool due to Covid-19 restrictions. This prompted us to reflect on our ways to stay connected with families and share the learning program and progress made.

We had 11 families participate in the survey which was 20% of our cohort of parents.

The survey outlined 4 main areas.

1. Leadership and Decision Making: Families agreed and were happy with the planning and decision making made by leadership in the preschool.

2. Quality of Teaching and Learning:

Families agreed on the quality of staff and the content being taught and they believed teachers made learning enjoyable and inviting for their child.

3. Relationships and Communication: Parents agreed staff and educator talked to them about their child however an area that could be improved on was parents being informed about how their child's learning was progressing throughout the year. This has helped us with one of our NQS goals around communicating with families through an online platform.

4. Support of Learning: Families believed we provided children with ample opportunities and treated children fairly with while providing support for the students who needed extra assistance with their learning.

Relevant history screening

A record of child related screening for all educators, volunteers, work experience students, other support agency staff and site employed contractors is maintained and monitored to ensure all have met the requirements under the Department of Human Services. All clearances are current.

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$13,330
Other	\$852

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	Buy in speech therapy took a priority as we had a high level of children with speech and language delays. This allowed more children to be seen by the speech pathologist and educators were involved in professional development around oral language and vocabulary development to help support our PQIP goal. Educational books and supplies for learning spaces and provocations were resourced to help support children's literacy and numeracy skills.	Building educator capacity in the area of improving oral language and phonological awareness in order to help children increase their oral language skills.
Inclusive Education Support Program	Engaging with DfE support services such as the speech pathologist, special educator and behaviour coach to help support children's speech/language and other areas of development to help support the designing of an inclusive education program. Working collaboratively with families and educators to develop individualised programs/equitable outcomes.	Progress in children's speech/language and other areas of development through observational data, regular assessments and working in partnerships with families.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support educator working one on one with each child to support engagement within the learning program, creating an inclusive curriculum. Children's improvement and use of English as well as extension of vocabulary in both English and language spoken at home.	Children's improvement and use of English as well as extension of vocabulary in both English and language spoken at home and in the kindergarten.

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