



Kapunda Kindergarten

2022 annual report to the community

Kapunda Kindergarten Number: 2633

Partnership: Goyder & Light

Signature

Preschool director:

Mrs Sarah McCarthy

Governing council chair:

Annabelle Farley

Date of endorsement:

13 February 2023



Government
of South Australia

Department for Education

Context and highlights

Kapunda Kindergarten is located in the rural community of Kapunda. Whilst the beginning of 2022 continued to present as a challenge in several ways due to Covid-19, our Kindergarten's philosophy of providing a nurturing and challenging environment in which every child is supported to be curious, to explore and to learn, continued to support educators in providing a high quality learning environment for children, families and the community. As a stand alone Kindergarten we offered a Kindergarten program, an Occasional Care program for 2-4 year olds and a playgroup on Friday afternoons, which is affiliated with Playgroup SA. Throughout 2022 with the ever-changing nature of the pandemic, we aimed to re-connect with our families and the community. We made ourselves visible and linked to our community through visits to our local Library, Librarian visits to Kindy, Kapunda Primary School visits for cross curriculum activities, local walks in the 'Kindy forest' nature reserve located beside the Kindy, our Art Work displays at the local Art Gallery as well as many visitors to our Kindy. A significant highlight of 2022 was the relationship developed with Mel Agius a Ngadjuri Artist and her family, including Ngadjuri Elder Auntie Angelina. Mel supported the children in cultural immersion workshops around our campfire and in the 'Kindy forest' which led to the development of a child-centred mural now displayed at Kindy. This was achieved through community grant applications to the Goyder and Light Council and SA Power Networks. The Mural unveiling was a special day for our Kindergarten, as children, families, members of the community, including representative Mayor Bill O'Brien, SA Power Networks Representatives, Mel Agius and her family including Elders from around SA spent the day at Kindergarten for the special unveiling. We also had many other special events during 2022 that involved family participation including our annual Obstacle-a-thon, Special Person's Day, National Simultaneous Storytime, Book Week celebrations, regular campfires and the Kindergarten children singing the 'Acknowledgement of Country' for the opening ceremony at the Kapunda Agricultural Show. To reinforce the learning of the Child Protection Curriculum we had visits from the local MFS, police officers, Nurses and parent Sally and her baby to support children's understanding about all elements of child protection. Our strong connections with Kapunda Primary School continued to support transition programs as well as children's wellbeing and relationships through regular visits to the school and the Reception class visits to the Kindy. In 2022, we had 39 children enrolled in our Kindergarten which included some children moving in and out of the district. We had two groups of children attending on Monday/Wednesday and Tuesday/ Thursday and alternative Fridays. The group population included approximately 15% of children identifying as Aboriginal or Torres Strait Islanders and 48% of children accessing our inclusive education support program. We were staffed for full time Director and teacher. We employed an Early Childhood Worker to support with the Inclusive Education Support Program and Early Intervention. We employed an Early Childhood Worker to provide the Occasional Care program. This program has been accessed by 27 families throughout the year and had a waiting list for second half of the year. It includes 3 sessions, 2 on a Thursday and one on a Friday morning. A strong Governing council committee effectively supported staff. Fundraising efforts were commendable with profits going towards new play resources and an incursion, one of which was the performance by the Amazing Drumming Monkeys. The Kindergarten regularly supports access to visiting professionals including Department for Education Support Services team members, the Barossa Community Health team, private specialists to support with NDIS programs, KUDOS visits and other health support agencies.

Governing council report

2022 was another wonderful year at the Kapunda Kindergarten.

We had consistent enrolments allowing each child to receive 2 full days of learning each week along with a half day each fortnight. The Occasional Care Service continued to be well accessed by our community through a 'priority of access' system with all positions taken each term and quite often a large waitlist of children eager to visit the Kindy. We continued with fundraising ideas from previous years as well as trying some new ones. We organised an Easter fundraiser by selling hot cross buns and putting together various Easter hampers, this raised \$1913. The children of the Kindy were very happy to join in the fun of the annual 'Obstacle-a-thon' which raised \$797 and the Kapunda Show BBQ stall was a successful fundraiser which raised \$2582. Our Governing Council members and community added recipes to a Kindy cookbook which is a really lovely keepsake for our families. We finished off the year with a Christmas raffle too which raised \$859. All fundraising efforts have ensured our Kindy can continue to be well resourced for the children.

Many fun activities were enjoyed throughout the year. My personal highlights were the Kindy Superhero Disco and when the Amazing Drumming Monkeys came to visit.

The Kapunda Monthly Market Canteen was once again run by Naomi Wood who volunteers her time and does an amazing job of ordering, helping to prepare and sell our goods at the market. We are so fortunate to have Naomi generously give her time to support this. We thank the Kindy families and community for donating cake and sandwich ingredients and thank the Kindy Staff for preparing the goods for the market.

Our Governing Council was well supported by our Kindy community, and we look forward to welcoming new members in 2023. I thank the Governing Council for their commitment to our Kindy by attending meetings and supporting fundraising activities. Congratulations to Tara Mickan and Susan Ryan who were joint winners of our 'Volunteering Award for Outstanding Service', both of them have been vital and proactive members of our Governing Council for many years.

On behalf of the Governing Council, I would like to thank all the staff at Kapunda Kindergarten for their dedication and hard work in 2022. Your support for our committee and the time spent helping us run our fundraisers has been so appreciated.

Preschool quality improvement planning

Our learning improvements for 2022 were based around two goals – literacy and a numeracy goal. Improvements beyond these goals included a focus on re-establishing community connections and to develop and enact culturally responsive teaching practices. Our first goal was to improve children’s ability and confidence in sing foundational emergent literacy skills. Our Teachers and Early Childhood Worker engaged in the Music Education Strategy (MES) professional learning at our Kindergarten, at Angaston Kindergarten and at District office. Following on from this, educators have continued access to the MES TEAMS professional learning platform. This created change in educator’s practices by supporting their pedagogy and integrating more music to enhance children’s emergent literacy skills intentionally and incidentally. We noticed an increase in children’s emergent literacy skills as noted in the phonological awareness skills mapping tool observed in children in Term 1 and Term 3. Children showed growth in their ability and confidence in their ability to clap out syllables in words, recognize and identify rhyming words and make connections with letters and sounds. Children responded to the music incidentally and during routine times as their sense of agency was evident in their songs requests and singing of familiar songs during play with peers. The increased addition of music as an instructional strategy was effective in supporting children’s foundational literacy skills.

As the year progresses with critical reflection on the emergent literacy project engaged in 2021, we moved away from the intentions of our initial book based pedagogies and developed more intentionality around the ways in which books were provided in the environment including at play spaces and when exploring story play tables. This planning and teaching supported children in learning new vocabulary, expressing their ideas through turn taking, developing concepts about print and making connections between new and previous knowledge to describe and express their ideas. The process of children sharing their thinking through book making, card making and drawing opportunities invited children to look, listen and learn from each other in pro social ways.

Our second goal was to improve children’s increasing capacity to demonstrate their understanding of number sense. Once again the MES professional learning created change in educator’s practices by integrating music to enhance children’s numeracy skills. We continued to implement the Number Sense tracking and monitoring method in Terms 1 and 3 that included play-based approaches to capturing children’s understanding of number sense. In analysis of our documentation we identified that all children had progressed over the year which was also reflected in their individual learning plan. Family feedback via a survey monkey completed by 26 families indicated that they felt their child had shown growth in their numeracy and literacy development linked to our PQIP goals for 2022.

Educators intentional planning of the curriculum placing a numeracy lens of the indicators of numeracy has provided instructional strategies to our number sense pedagogical approaches.

Every DfE school was provided with a summary of individual children emergent literacy, numeracy and wellbeing tracking as part of the transitional hand over information, which accompanied a Statement of Learning. Children’s foundational literacy and numeracy skills were described in each child’s Statements of Learning.

Positive feedback was also provided by families through One Plan development and monitoring as well as the invitation for families to collaborate with their children’s individual learning plans and view their learning folders throughout the year.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	43	47	44	44
2020	45	N/A	46	49
2021	45	48	49	50
2022	35	37	38	35

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	93.7%	90.1%	85.2%	90.3%
2020 centre	89.2%		82.0%	88.0%
2021 centre	89.8%	82.8%	69.4%	82.4%
2022 centre	90.1%	91.1%	85.3%	85%
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

2022 saw an average attendance rate of which is from 2021. This was higher/lower than the state attendance of. The effects of Covid-19 have continued to reflect throughout the year with many children remaining absent for long periods of time due to illness.

We have had 3 new enrolments throughout the year, and 4 children move from the district. We have had 2 children enrolled through the 3-year-old program. Enrolments were followed in accordance with the Preschool Enrolment Policy. Our enrolments in 2022 have consisted of mainly children living with the Kapunda catchment area and a few offers given to children living outside of the area because of the work, and Child Care arrangement as Kapunda Child Care and Early Learning Centre provide families with a pick up and drop off service to their home, as well as to Kindergarten, therefore access to Kindy for families from outside of our catchment. Measures to ensure regular attendance were supported by all Teachers in 2022, which included; Regular phone and text message follow up with families to connect; Sharing the importance of sustained attendance; connection with Kapunda Primary School to ensure wraparound support for children.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
200 - Kapunda Primary School	92.3%	90.9%	89.1%	100.0%

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

At the end of 2022 we had children transitioning to 3 different sites with all children enrolling into a public school. Our main feeder school was Kapunda Primary School and over 90% of our children have transitioned into this setting to begin their schooling. One child has enrolled at Gawler and District College B-12, and two children enrolled at Eudunda Area School.

Family opinion survey summary

The survey was distributed in early Term 4 to all 38 families. We received a total of 13 responses. Out of the responses received majority of families were happy with the program and its content. Most parents strongly agreed that the quality of the program provided was high and all families agreed or strongly agreed that that Kindy provides an excellent learning environment. They indicated high levels of satisfaction around the program and resources and that they were well organised. All families that responded stated that their child's wellbeing is supported and needs catered for by all staff in the Kindy environment. One indicated that they would have liked to have been able to move more freely within the Kindy environment, so as to see what their child was doing within the Kindy environment, but also acknowledged that this was out of the control of staff. Feedback received around assessment practices indicated a high level of appreciation around the extent that staff went to in order to share learning goals and information in a range of forums throughout the year. In many of the comments received, parents expressed that they were happy with the program provided, progress that their child had made within their development and that educators had made a significant impact on their child's wellbeing and development within the Kindy environment. These comments emphasised strong community connection, constant support, communication and improving social skills as reflected in the comments made by families stating; 'Thanks for creating such a lovely play-based learning environment. We are grateful and appreciate you all', 'I appreciate the chance to be involved with decisions or give feedback. First child means I was not sure how involved I could be. I'm happy with all of the opportunities we have to be involved or give input.' Parent feedback was also sought in November 2022 regarding our improvement goals around emergent literacy and number sense development. Families were asked if their child was engaging in a range of activities the same as before, a little more, or a lot more since participating in the Kindy program. The feedback was sought using a Survey Monkey, with the link sent via a text message. Using syllables at home 79%, Noticing and or producing rhyming words 90%, Noticing sounds in words 91%, Counting using 1:1 and recognition of groups of numbers 100% This feedback affirmed that the skills and understanding promoted through the Kindergarten program were transferring to other settings for many children.

Relevant history screening

In 2022 Governing Council Members due for renewal completed a Working with Children Check. We have processes in place which include timelines and checklists to ensure that checks are submitted and completed in a timely manner. When conducting risk assessments for excursions, consideration is given around child ratios, safety and supervision. Only adults with a current Working with Children's check are allowed to have a child other than their own to supervise on these off site activities. We have upheld our requirements to collate, record and review relevant history screenings for all regular and relief staff, non-DfE service providers and students on site during 2022 as per the Department for Education policy. Records held on site are checked and updated annually.

Financial statement

Funding Source	Amount
Grants: State	\$440,484
Grants: Commonwealth	\$0
Parent Contributions	\$16,798
Other	\$469

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	Time was built into the budget allocation of an Early Childhood Worker role to enable regular implementation and assessment of phonological awareness program. Children were assessed using the PASM (Phonological Awareness Skills Mapping) once they were confident to engage in language games with an educator. This occurred throughout Terms 1 and 3. Through our play-based curriculum and the Music Education Strategy, rhyming, syllables and initial sounds were focused on in line with Literacy Indicators. In line with our PQIP (Preschool Quality Improvement Plan) children were assessed using a Number Sense tool.	All children were supported on their Individual Learning Plans with a targeted Numeracy and Literacy goal based on the data collected. Term 4 PASM identified 94% of children could segment syllables 91% of children could match rhyme 47% of children could produce rhyme 31 % of children could identify initial sounds This was a growth for all children in all areas excluding two children who were exempt. Term 4 Number Sense identified 91% of children could subitise up to 6 94% of children could show 4 on their fingers 54% of children could reproduce quantities up to 6
Inclusive Education Support Program	An Early Childhood Worker was employed for 17 hours p/w for Terms 1-4 to provide support to children needing support to access the learning program. In Term 3 we undertook an IESP Review and were provided with an additional 5 hours per week for 14 weeks and an additional 1 hour per week to support language/communication interventions across the site from the middle of Term 3 until the end of 2022. Support for children to participate in small learning focused groups with an ECW supporting literacy/numeracy, social and motor development.	All children made gains against their individual learning plans. Children will begin school with identified supports in place as well as comprehensive transitional summaries to support Reception Teachers. Educators supported families in submitting 4 applications for NDIS. The site enabled Specialists through NDIS Funding to support 4 children onsite.
Improved outcomes for non-English speaking children who received bilingual support	No children received Bilingual support in 2022.	N/A

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