



# Liberman Kindergarten

## 2022 annual report to the community

Liberman Kindergarten Number: 2638

Partnership: Montague

Signature

Preschool director:

Mrs Andrea Pelton

Governing council chair:

Julia Stephens

Date of endorsement:

20 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Liberman Kindergarten is a stand-alone Kindergarten located in Para Hills. In 2022 we were a Category 2 site with an enrolment cap of 22 children. We were staffed with 1 Director and 1 Teacher. In 2022, Inclusive Education and Bilingual Support funding enabled us to employ an Arabic BSO for 1 morning a week and an additional ECW to support a child with significant needs. Sessions are offered on a part-time basis where all enrolled children attend the same sessions; Tuesday, Wednesday and Thursday morning. In term 4, some children participated in transition visits, although spaces were limited, and most enrolled 2023 children participated in playgroup sessions with their families. An Orientation Evening was also offered to new families where educators were available to meet and share information to families.

On Thursday morning, a playgroup is also available for our community for children below school age. Throughout 2022, playgroup sessions were usually well-attended and many families enthusiastically participated in shared music and literacy sessions alongside the preschool cohort. The playgroup was mainly utilised by families with younger siblings and children transitioning into kindergarten. However, the wider community also participated. Bilingual support was provided throughout each term of the year and one child received Speech and Language support with the Department for Education Speech Pathologist. One child also received support from a visiting Occupational Therapist whom worked for a non-department service provider. We also had visits from a family liaison staff member from Autism SA. The kindergarten was again fortunate to have two OT students from Uni SA work with a small cohort of children to plan and implement the SMILE OT program tailored to support children in the area of physical and sensory development. Furthermore, a CaFHs Nurse and Dentist visited the Kindergarten, assisting with children's health needs.

The kindergarten also liaised with our local Salvation Army branch throughout the year and we facilitated regular visits with Uncle Robert. He shared aspects of Aboriginal culture with children and educators, including Aboriginal art and music sessions where he played the didgeridoo. He also taught children how to play the djembe drum using different techniques.

Highlights:

Children and families participated in various cultural events that were planned and celebrated throughout the year. This included, Lunar New Year where children created dragon masks and were involved in a Dragon Parade, Shrove (Pancake) Day, Ramadan/Eid, Easter, Diwali and Christmas.

Other highlights included:

- The successful initiation of the Breakfast Club on Wednesday mornings. This was well received by children, families and educators and due to the generous donations and volunteers of both Foodbank and families. It provided a great opportunity for families to be involved in the program and supported children's understanding about nutrition and healthy eating.
- Literacy events including the National Simultaneous Story Time, Book Week and Leap Into Literacy.
- Pyjama Day where children and educators wore their pyjamas to kindergarten to raising funds for children in Foster Care.
- The MFS and SA Police visits. Children excitedly learnt about these job roles and the equipment/tools/uniform and vehicles required. They also learnt important lessons about dealing with emergencies – an aspect of the 'Keeping Safe' Child Protection Curriculum.
- The Scientific Bubble Show. Enjoyed by both Liberman Kindergarten and children and educators from Para Hills West Preschool
- A very successful climb-a-thon attended by many family members which raised considerable funds to go towards outdoor renovations.
- Initial consultations with contractors regarding the outdoor renovation project – hopefully to commence in 2023!
- We celebrated the end of year with a graduation ceremony/concert with entertainment by Cool4Kids

## Governing council report

During my time as Chairperson on Liberman Kindergarten's Governing Council we had 5 councillors and held meetings each term.

We saw the relaxing of mask restrictions after covid, and kindy life began to feel more normal for everyone.

Foodbank South Australia School Breakfast Program was implemented in first term. Every Wednesday morning parent volunteers served up an array of breakfast foods, which was very popular with the children.

We celebrated Leap into Literacy with a family event which had great attendance with lots of positive feedback.

The outdoor environment draft plans were approved by governing council after discussions and are now in the phase of seeking approvals and quotes to hopefully start the upgrades in 2023.

We held a climb-a-thon event to raise funds towards the outdoor environment upgrades.

Karen was able to attend a full week of Music Education training supporting the site Literacy Agreement.

Educators were able to attend a variety of out of hour training sessions to support the implementation of music education into the program and the program planning cycle.

The children were able to participate in Pyjama Day, raising money for children in foster care.

The kindergarten continues to grow with increased enquiries for enrolment for 2023. Resulting in the capacity of the site being raised to 33. This has enabled the site to employ a 0.6 early childhood worker.

Lastly, we celebrated our last day of 2022 with a graduation ceremony and live music which thoroughly entertained the children. Particularly taking turns singing into the microphone.

2022 has been a successful year for our kindergarten, a lot of growth and a positive impact on our community.

Thank you for giving me the opportunity to serve as your chairperson, the warmth and acceptance for children and their adults is a credit to strong leadership and passionate teachers and support workers.

Julia Stephens

# Preschool quality improvement planning

Our 2022 Preschool Quality Improvement Goal was: For all children to show growth in their phonological awareness skills

This followed from our work in 2020 and 2021 around developing foundation literacy skills required for children to become successful readers and challenged educators to build their capacity to teach in differentiated ways to ensure that all children are able to access the content from our literacy agreement to develop their phonological awareness skills.

Our work required us to think deeply about how children learn, observe and build relationships with each child in order to best plan for their learning. Staff implemented small literacy groups targeted to children's personalized ways of learning led by familiar educators.

Our wombat group learning was supported with lots of visuals, singing and movement to cater for children's developing language and relationships and who enjoy moving while learning. This was a smaller group to provide opportunities for turn taking, sharing and hands on experience with the sounds of language. We enjoyed books and sharing language in various ways.

Our Emu group focus was led by our teacher with music education training and extended children's learning about the sounds of language through rhythm, beat keeping and playing with words. Children were provided opportunities to listen, ask questions and respond to questions to clarify their thinking.

Play remains the focus for children's learning and development with educators continuing to access Department supports such as speech therapists, literacy leaders and the Music Education team to support our work and build our capacity.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	12	15	16	17
2020	15	16	17	17
2021	12	15	16	22
2022	20	20	19	18

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	96.7%	90.4%	82.5%	82.0%
2020 centre	88.0%	80.0%	56.5%	90.2%
2021 centre	77.5%	77.9%	79.2%	69.0%
2022 centre	80.5%	60.0%	70.8%	70%
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

Attendance throughout the year was consistent with past years with children and/or family members being ill with COVID or other symptoms similar. Overseas family holidays impacted attendance for some children from diverse cultural backgrounds, and Thursday half day sessions were not attended by some children due to family work commitments, or difficulties with the shorter timeframe between drop off and collection.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1134 - East Para Primary School	8.3%	0.0%	0.0%	33.3%
1201 - Gulfview Heights Primary School	41.7%	25.0%	42.9%	16.7%
8003 - Heritage College Inc	0.0%	0.0%	0.0%	16.7%
1045 - Para Hills West Primary School	33.3%	8.3%	0.0%	33.3%

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

Children from Liberman Kindergarten were enrolled into schools both within our Montague Partnership and beyond. These included local Department for Education schools Gulfview Heights, Para Hills P-7 and Para Hills West. Children also enrolled at private school options St Pauls, Heritage College, Pedare and Pinnacle College. A number of families moved either interstate or overseas this year with children enrolling in schools elsewhere.



# Family opinion survey summary

In 2022, 5 families accessed and completed the online version of the Parent Opinion Survey. Families were invited to rate statements about the service in the areas of 'Quality of Teaching and Learning', 'Support of Learning', 'Relationships and Communication', 'Leadership and Decision Making', on a scale of strongly disagree, disagree, neutral, don't know, agree, or strongly agree. Pleasingly, all respondents returned favourable responses in all areas.

## Quality of Teaching and Learning:

100% of respondents strongly agreed with 'teachers are enthusiastic in their teaching' and 'teachers make learning interesting and enjoyable'.

The statement 'the preschool has an excellent learning environment' returned 1 neutral response. No further comments were provided, however educators have reflected on this feedback and the sites plans for developing the outdoor learning environment in 2023 having consulted families and the community.

## Relationships of Learning

100% of participants respond that they strongly agree with the statements 'My child is motivated to learn at this preschool' and 'the preschool changes it's programs and activities to improve achievement'.

The statements 'children have enough resources materials and resources for their learning' and 'this preschool has information available about other support agencies within the community' returned 1 neutral response each indicating families either unsure about these areas or did not have a need to access. Educators have reflected on these responses and relocated some of our family and community resources to more accessible areas of the kindy.

## Relationships and Communication

Responses for all statements were agree or strongly agree. 100% of respondents strongly agreed with the statements 'children from all backgrounds and cultures are treated fairly', 'I receive helpful information about my child's progress and achievement', 'I am well informed about preschool activities'.

## Leadership and Decision making

The majority of statements were responded with 100% participant rate for strongly agree. These included 'I have confidence in how the preschool is managed', 'I believe there is effective educational leadership within the preschool', 'the preschool is always looking for ways to improve what it does', 'parents are invited to participate in decisions about their child's education', 'parent's have the opportunity to be involved in the development of school plans through the Governing Council', 'the preschool includes parents and community in decision making'.

# Relevant history screening

All educators, relief staff and volunteers in the service are required to obtain and present Working With Children Check and conduct relevant training as requested by the Department through the Director. Records are maintained confidentially on site.

# Financial statement

Funding Source	Amount
Grants: State	\$250,970
Grants: Commonwealth	\$0
Parent Contributions	\$5,646
Other	\$718

## 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	Continuing to purchase resources for the Family Library to support home literacy learning. Helping to fund our annual Leap into Literacy event bringing families together to share playful literacy. Educator professional development opportunities.	All children demonstrated growth in their TROL-Pa data Building teacher capacity to support the intentional and explicit teaching of foundation literacy
Inclusive Education Support Program	The Inclusive Education Grant was used to support differentiated learning across the preschool program and environment supporting the needs of children with complex needs. An additional grant was sought to provide 1:1 support for a child that enabled us to employ an ECW to cater for their learning.	Children working toward their individual learning goals or One Plan goals. An inclusive environment supporting children to access all areas of the program.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support was granted that enabled us to employ a bilingual support worker across 4 terms to support children and families with Arabic language. The BSSO supported the transition to kindergarten for children with bilingual backgrounds, the daily sharing of information, translating documents and communicating with playgroup families.	Building strong relationships with children and families with English as their second language. Access to information and community supports as needed.

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