



Madison Park Kindergarten

2022 annual report to the community

Madison Park Kindergarten Number: 2640

Partnership: Salisbury

Signature

Preschool director:

Mrs Jo Delmenico

Governing council chair:

Amber Hillier

Date of endorsement:

6 March 2023



Government
of South Australia
Department for Education

Context and highlights

Madison Park Kindergarten is a stand-alone Department for Education service located in Salisbury East. Our staff team consists of a Director, Early Childhood Teachers and Early Childhood Workers. 2022 saw a gradual increase of enrolments over the year, after starting with a lower number we ended up with a total of 45 enrolments. The re-establishment of playgroup has been successful along with pre-entry playgroup. Further supporting community links and a smooth transition to preschool.

Over 2022 our site successfully navigated the removal of covid restrictions which resulted in a higher level of infections in the preschool community. While there were many absences over the year we were able to support the continuity of learning and staffing to minimise the impact this had on children and families.

We had several children accessing preschool Inclusive Education Support and Extensive Adjustments. Staff worked closely with Support Staff to support children including engaging in training and development. Our site began to participate in a skill mapping project to further support children's development and early intervention which will continue in 2023.

The lifting of restrictions further strengthened community links and connections. The reintroduction of CAFS visits have been a success and we hope that more appointments will be available for the kindy cohort in 2023.

Children participated in incursions including; Bugs and Slugs and the School Dental Service. These incursions supported children's inquiry, oral language, knowledge of life cycles and oral health and hygiene.

Parent volunteers engaged in cooking experiences with children, enriching the preschool program with meaningful, familiar experiences. Patty Patch Cakes supported the preschool fundraising drive – volunteering significant time to run a successful fundraising campaign – raising close to \$600 for the preschool.

Our End of Year Celebration was able to go ahead without restrictions and it was delightful to see our preschool community come together and celebrate a successful year of preschool.

Upgrades to learning environments and provocations including a sensory cubby cube, The Art Studio and Outdoor Playdough Kitchen. The new areas created collaborative spaces for meaningful conversations and intentional learning.

Governing council report

The removal of covid restrictions resulted in a higher level of infections in the preschool community. This presented challenges, it was difficult to hold regular Governing Council meetings due to illness in the community.

Preschool quality improvement planning

Our 2022 PQIP goals aimed to extend our development of vocabulary and further embed our phonological awareness program. We observed growth in results in PASM which showed children increased their skills in recognizing and making rhymes, syllables, initial sounds and blending sounds. Phonological Awareness skills are the foundations for strong Literacy development which will support children to become successful in all aspects of the future learning.

Enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2019 | 41 | 42 | 40 | 40 |
| 2020 | 41 | N/A | 39 | 43 |
| 2021 | 32 | 35 | 34 | 32 |
| 2022 | 44 | 45 | 45 | 45 |

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 | 86.6% | 81.9% | 84.9% | 73.9% |
| 2020 centre | 81.8% | | 91.0% | 82.8% |
| 2021 centre | 77.2% | 74.6% | 73.9% | 77.2% |
| 2022 centre | 70.1% | 56.4% | 65.3% | 45% |
| 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 was challenging with the lifting of covid restrictions and increased infection rates in the community. Our enrolment numbers gradually increased over the year finishing with a total of 45 enrolments.

Destination schools

| Feeder Schools (Site number - Name) | 2019 | 2020 | 2021 | 2022 |
|--|-------|-------|-------|-------|
| 1201 - Gulfview Heights Primary School | 25.8% | 32.0% | 26.7% | 14.7% |
| 649 - Madison Park School | 45.2% | 36.0% | 40.0% | 82.4% |

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 2022 we had children transition to a range of schools within the Salisbury Partnership and Surrounds. A high percentage of children enrolled in Madison Park School followed by Gulfview Heights Primary School, Tyndale Christian School, Salisbury Heights Primary School, Saint Augustine's and Good Shepherd Lutheran.

Family opinion survey summary

Feedback from parents was positive. Parents highlighted the passionate staff supporting children's individual needs and supporting their transition and year at preschool.

Relevant history screening

We ensure staff and visitors are compliant by confirming their WWC before they begin working and maintaining registrations throughout the year as required.

Financial statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | \$426,263 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$9,090 |
| Other | \$2,625 |

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 was used on programs to support the development of vocabulary and further embed our phonological awareness. Programs were implemented to support this goal at wave 1,2,3 levels. | We observed growth in PASM results which showed children increased their skills in recognizing and making rhymes, syllables, initial sounds and blending sounds. |
| Inclusive Education Support Program | We had several children accessing preschool Inclusive Education Support and Extensive Adjustments. Staff worked closely with Support Staff to support children including engaging in MAPA training. | Our site began to participate in a skill mapping project to further support children's development and early intervention which will continue in 2023. |
| Improved outcomes for non-English speaking children who received bilingual support | A bilingual support worker worked in small groups and one on one to support EALD children attending the service. | We observed significant growth over the year. |

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