



Munno Para Kindergarten

2022 annual report to the community

Munno Para Kindergarten Number: 2645

Partnership: Peachey

Signature

Preschool director:

Mrs Rebecca Marshman

Governing council chair:

Shane McCreight

Date of endorsement:

27 March 2023



Government
of South Australia

Department for Education

Context and highlights

Munno Para Kindergarten is a “hidden gem” tucked away amongst homes in Munno Para. We are situated next to the linear park and a short 10 minute walk to our local government school Munno Para Primary. We are a category 1 site in the Peachey Partnership. The front of our building blends in with the homes in the area and when you walk around to the side entrance you are greeted by a large open natural playscape. We have a large number of mature trees which provide natural shade for the children throughout the year. We have a thriving garden with our own butterfly lifecycle happening before the children’s eyes thanks to the planting of milkweed which provides ample food for caterpillars. We are a small community when compared with a number of other sites in the Peachey Partnership and are proud of the connections we make with our families who return to us year after year. We have a core group of educators who have been at the kindy for many years and the families enjoy returning with subsequent children to reconnect and build upon the relationships they began when their first child attended the site.

We are a smaller preschool with 43 children attending the kindy this year. The option of a smaller preschool with lower numbers has been enticing to many families, in particular those who have children with additional needs or social anxieties. Our staff are skilled in supporting children with a variety of needs including speech and language, continence concerns, developmental delays and those on the autism spectrum. We offer a long day program which children attend twice a week. This year the children attended on consecutive days and had a consistent staff team. This enabled projects and learning that had commenced on the first day to continue, be built upon and reflected on the following day. It also enabled the children to build strong relationships with a smaller number of children and educators.

This year we commenced a playgroup in partnership with the Learning Together Program which has provided another element to the learning journey of our community with children attending from birth to age 5. Staff are onsite for playgroup and are available to chat with families about the preschool and to begin to build the connections with families and children. This has been a great way for families to begin to feel supported, settled and comfortable long before their child begins their preschool journey.

Unfortunately there is a lack of services within the small pocket of Munno Para but we have worked this year to bring the community to our families and also make them aware of the services available to them in the greater Playford area. This year we have linked with our local council and been able to provide a healthy eating program for our children and families with the support of the Precinct at Smithfield Plains. This was a great project for us to be a part of and enabled our families to connect with another service in the local community as well as for the children to be able to select and cook a range of healthy meals at kindy. A highlight of our connection with council was when the mayor visited the centre. Outside our kindy gate is a playground which our families use before and after kindy but is also used by us during the day on occasions. We found that we would often have to go and inspect the site before we played as there was a lot of rubbish around. The children drafted a letter and collected a pile of rubbish which they presented to the mayor on his visit. As a result the council installed a bin at the playground. This was such a great opportunity for the children to see how they can contribute their ideas and voice and make changes within their local community.

During Term 2 and 3, the children make multiple visits to the Para Wirra Conservation Park and engage in a variety of outdoor experiences including flying on the flying fox, exploring the lake, building cubbies with sticks and exploring.

Governing council report

Again this year was impacted by COVID-19. We had fewer meetings due to illness and other restrictions so had to find other ways to communicate. A number of decisions were able to be made when governing council members were on site however some important decisions needed to be made via text. Our members, although small in number, are a committed group who are always on hand to help out the preschool staff in any way they can. In 2020/21 fundraising was put on hold or only a minor part of the work on governing council due to the financial impact on families and businesses. We found we struggled in this area again this year but we were able to hold a few minor fundraisers. We held our fathers day sock drive and our Christmas raffle – both of which were well supported by our families. Due to covid concerns we again chose to hold 2 small end of year celebrations rather than our traditional big event but again these were well supported by families and we look forward to being able to bring back our major event again soon. As a group we were able to renew policies and successfully applied for a PIE (parent initiatives in education) Grant. This grant enabled the preschool to provide transport for children and families to visit the Precinct at Smithfield Plains, purchase ingredients to regularly cook healthy snacks, lunches and dinners with children and families and provided each family with a voucher to spend on food at the Precinct general shop.

In 2023 we would love to increase our membership and make some further links with the school and continue to support the preschool with new initiatives such as their focus on sustainability and incorporating chickens into the preschool environment and program.

Preschool quality improvement planning

Through our observations and analysis of a range of data sets and the our awareness of the data from the AEDC we developed goals for improvement in the areas of literacy and numeracy. To achieve our goals we initially assessed the children's understanding in a range of areas, particularly phonological awareness and then looked for research and programs that would help us to develop our understanding of the content as well as support us to develop a range of experiences for the children to engage in. We used a combination of small intentional learning groups as well as creating an environment that would support the children's learning through our play based learning approach.

Goal 2: To build upon each child's phonological awareness skills.

During Term 1 all children were assessed using the PASM assessment which enabled us to identify children's areas of need. Educators had used this form of assessment last year and found it was very useful to enable us to identify where children were at in their phonological awareness learning journey and then plan specific learning experiences to meet the needs of individual and small groups of children. This data was then compiled and analysed and smaller intentional learning groups were created. One all children were assessed, the data was collated and analysed. The children were then placed in very small groups based on their level of understanding of rhyme, syllables and sounds and discussions took place amongst educators about what the learning for each group would look like. After discussions with other colleagues, we agreed to trial a resource we had not used before - The Karyn Carson resource. The educators spent time engaging with the resource and decided that it was a resource that was clear, concise, easy to follow and all were keen to use this resource with their allocated group of children. Each group started at different points in the resource – dependent on their shared learning needs. Each week the educators were planning, implementing and documenting the learning with their small groups. There was a lot of discussion and shared collaboration as educators were able to share their journey with each other and support each other through the resource. At the conclusion of the process, the PASM data was repeated and it was clear to see the value of this program as each child had made progress from their earlier assessments.

At the end of the program the educator reflected on their experiences with the program. All were in agreement that it was a program that they wanted to continue to use in 2023. This year educators used the additional resources which accompanied the program but educators have decided that they will create their own resources to facilitate the program. A down side was that if an educator was away, the program wasn't implemented so in 2023 a second set of resources will also be available and information will be left at the site for the relief teacher to follow. The beauty of this program is that it is so clearly set out so that it is easy for someone to come in and follow.

Goal 1: To extend children's understanding and use of Tier 2 and Tier 3 vocabulary with a focus on numeracy language. Throughout the year we used a book based approach to build the children's understanding of key numeracy concepts. Books were selected by educators and multiple copies were sourced to enable educators to work with small groups of children. A range of concepts were decided upon and pre data was collected to give educators a base line of where children were at with their understanding of the topic. Over the following weeks children engaged in intentional experiences in small groups as well as planning intentional experiences in the general environment.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	67	70	66	69
2020	47	N/A	44	50
2021	44	49	50	49
2022	36	38	40	43

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	91.3%	86.8%	82.6%	90.8%
2020 centre	88.6%		86.5%	83.6%
2021 centre	84.4%	90.8%	81.8%	83.2%
2022 centre	84.0%	87.2%	79.0%	80%
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

Unfortunately Covid again had an impact on our site this year. During Term 3 our attendances dropped as the cold weather hit and families were advised by the Department to keep children home if they were unwell. Even though the percentage was low, it was pleasing that parents acted upon this recommendation. Often when children attend 2 full days, if they are sick on 1 day, the family usually keeps the child home on the second day as well to ensure they have fully recovered and are well enough to return the following week. Many of our families travel from outside their zone and some do not have their own transport but rely on public transport. Due to our location it is difficult even to access the public transport system so when the weather is poor, families find it difficult to attend.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1854 - Blakeview Primary School	9.5%	7.7%	11.8%	17.6%
1900 - Mark Oliphant College (B-12)	14.3%	7.7%	5.9%	11.8%
1482 - Munno Para Primary School	138.1%	146.2%	117.6%	111.8%
1913 - Riverbanks College B-12	0.0%	0.0%	0.0%	11.8%

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

Over the years, we find that many families attend our site from outside of the Munno Para area. There are many reasons for this. They may not have been able to get a place at their local kindy, their siblings attend Munno Para Primary and often we have siblings attend and also many families hear about us from other families who have recommended our service. Once the children finish their time with us at the kindy, over half continue their learning journey at Munno Para Primary. However the other half continue onto private schools and many return to their local primary school. In 2022 our children transitioned to 12 different schools. We reach out to all the schools to discuss children's learning before they move onto school. Munno Para Primary School is our closest local school – it is only a 10 minute walk down the linear park. Over the years we have continued to build on our relationship with the school. Our teachers and educators meet during the year to talk about the children who will be attending the school and the Director attends the first transition visit in Term 4 to support the children and families.

Family opinion survey summary

This year we only received a few responses to our parent survey so we will continue to investigate different ways that we can get a better response rate from our families. Our results were on the whole extremely positive. We have many returning families who feel very comfortable and supported at the kindy so will come to us from outside their zone to be a part of our community. The majority of our families have had a positive response to the kindy and the overwhelming response is that they feel very welcome here. There were some families who would have liked more information about their child's learning and since covid we have found this a difficult area, particularly as families still did not enter the site for the first 2 terms of the year. We have discovered that they did appreciate being sent messages and photos via the mobile phone, which is something we are going to continue to build upon and utilise in the coming year. We will also look at ways that we can share children's learning growth more regularly throughout the year.

Relevant history screening

Any relief staff are required to present their authority letters to the site prior to or on the day of working so we can check all relevant information has been completed and is within date. The director receives an email when a staff member's history screening is due and relays this information to the relevant staff member. On completion of their update they present me with a copy of their screening and it is kept as a hard copy file at the site in the staff members folder in the filing cabinet. On one occasion this year, a support worker was not up to date with one of her mandated requirements so she did not return to the site until this was completed, sighted and uploaded onto the system.

Financial statement

Funding Source	Amount
Grants: State	\$479,905
Grants: Commonwealth	\$0
Parent Contributions	\$13,155
Other	\$5,965

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	In 2021 3 educators participated in the Orbis program so in 2022 funding was put aside to enable a 3rd educator to attend both the literacy and numeracy Orbis programs. She found these workshops, the research and the project extremely useful and supported the intentional learning programs she was engaging in with her small focus group of children. Funding also enabled educators to spend time looking at research and new resources to incorporate into their learning focus groups. All of this funding enabled educators to provide intentional targeted learning in the numeracy and literacy space.	All children were able to be assessed in areas of literacy and numeracy. Children were placed in small focus learning groups, based on their needs and targeted experiences were provided which ensured children were able to make progress in their literacy and numeracy understandings.
Inclusive Education Support Program	In 2022, we again had a large cohort of children with additional learning needs. A number of these children also attended with multiple needs. We again spent more than our allocated budget for the year, by a larger amount than in previous years so we applied for additional IESP funding. 3 children received extensive funding during their time at the centre – but unfortunately not for the entire year, which put pressure on our budget. This year 99% of our children came with NDIS funding but had not been seen by any specialist services which meant they were attending preschool with no reports or strategies for staff to implement initially.	Our educators and support staff worked extremely hard this year to ensure that all of the children needing additional funding were supported. Each child was able to achieve at least 1 learning goal from their individual learning plan. Support services staff recognized the learning achievements these children made during their visits to the site – discussing how much progress some children had made in a short space of time.
Improved outcomes for non-English speaking children who received bilingual support	This year for the first time in many years, we applied for bilingual funding for one of our Afghani children. In Term 3 and Term 4 she was supported by a bilingual educator. This was extremely invaluable for both the child and also for the staff. The bilingual support worker was able to speak with the family about the educators concerns about the child and the need for the child to be regularly attending preschool for a full day. She was also able to pass on our concerns in regards to the child's learning and the supports that she may need when she starts school. The bilingual worker was also able to attend the child's transition visits.	The child was able to achieve progress by having someone translate for her, particularly in our small intentional learning groups. The support worker was able to inform the educators about the child's learning in her home language which enabled us to adjust our learning goals for her to ensure that her needs for learning were being met. The family was also able to gain some valuable information about preschool and the importance of attending as well as being aware of our concerns regarding the child's learning

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