



# Sir Thomas Playford Kindergarten

## 2022 annual report to the community

Sir Thomas Playford Kindergarten Number: 2672

Partnership: Elizabeth

Signature

Preschool director:

Ms Dawn Rayner

Governing council chair:

Rhiannon Atkinson

Date of endorsement:

1 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Sir Thomas Playford Kindergarten is located next to Elizabeth South Primary School. Our preschool is a full-time site with the capacity of 60 children in a northern suburb of Adelaide. We attract a wide range of family's area with a diverse cultural community with families from 40% Middle Eastern, Indian Subcontinent and Asian backgrounds. Within our local community we also include 40% Aboriginal, Torres Strait Islander families.

Children are offered 15 hours of Kindy, except for Early Entry children who receive 12 hours per week. These configure as 2 full days each week from 8:45am to 2:45pm. At Sir Thomas Playford Kindergarten the children attend in two groups, group A on Monday and Wednesday; group B on Tuesday and Thursday; all children on alternate Fridays.

We offer an Inclusive Preschool Program offering twelve places in conjunction with our Kindergarten program offering forty places.

Occasional care operates three sessions per week for over twos, and one session for under twos. Both the Inclusive Preschool Program and the Occasional Care programs are integrated with the kindergarten program. We offer session from Monday to Friday coinciding with school term times.

We provide an educational environment that supports meaningful participation for the whole child to promote learning through curiosity, exploration and play in both the inside and outside environment. Working on an inquiry approach with the children and involving the families, we re-developed an area of garden into a mud play area and established a new garden area, we also purchased chickens as our Kindy pets. Children's' engagement has been high and this has helped to embed our sustainability project.

Book Based learning is core for our practise and for reaching targets for the children.

Throughout the year the team works consistently towards achieving the 2022 Preschool Quality Improvement Goal: For the children to meaningfully engage with texts and extending their vocabulary with Tier 1 and Tier 2 words. In 2023 we look forward to going deeper with the goal and further embedding this into our practice.

In 2022 the Kindy fed into 8 feeder schools.

For 2022 the profile for the staff consisted of a full-time Director, 2 full-time teachers, 0.5 universal access teacher, 2 full time early childhood workers, an ECW 2 in Occasional Care and 2. Over the year we have had bilingual support and preschool support, along with a finance officer.

## Governing council report

In 2022, while we had a small governing council, we were lucky enough to have a few parents who consistently attended meetings. Particular thanks to Michaela for attended over the phone while isolated with covid so that we had attendance numbers for voting.

It was great to have 3 members of governing council (staff and parents) from the IPP. Inclusion became a very important subject at times.

Whilst we had great plans for fundraising even ideas. Some of these were unfortunately not executed. However out Kyttons fund-raiser was very successful. The obsitcal-athon was great for the kids but didn't raise as much as we had hoped.

We worked on finding a new photograph for our photos. And she did a great job at taking a group shot for us as part of the photo packages.

I'd personally like to thank everyone who gave their time in 2022 for being part of governing council.

Regards,  
Rhiannon

# Preschool quality improvement planning

GOAL-To improve children's vocabulary and understanding.

Challenge of Practise-If we provide explicit teaching of words, then we will improve children's vocabulary and understanding.

Success criteria

- Through ongoing pedagogical documentation and analysis, we will see children:
- Engaging in meaningful reciprocal conversations with an educator /peer each day.
- Regularly using vocabulary in their play.
- Recognising and retelling stories.
- Engaging in rich and meaningful inquiry-based experiences.
- Recognising rhyming words, syllables, and sounds in spoken words.
- Choosing, discussing, and engaging with books.

Actions-

Each educator will develop and implement: -a consistent data collection process around tracking Tier 1, 2 and 3 words.

Each educator will develop and implement:

-Phonological Awareness (Syllables, Rhyming and Letters) will be a focus.

Each educator will implement an explicit book-based learning program and through open-ended provocations which focus on developing and extending:

- children's vocabulary
- phonological awareness skills
- concepts of prints
- information carrying words
- reciprocal conversations

Each educator will lead:

-Intentional small group times focussing on vocabulary in quality texts, using and analysing data to inform planning, assessment and monitoring of children's growth.

Achievements:

Due to COVID training restrictions we did not complete the Orbis training. This is still a top priority for 2023 and will be completed in 2023. We were able to increase educator capacity by a Closure Day professional training for all staff on 'Let's Count' and 'Let's Read' offered by the Smith Family.

We were able to link Tier 1 and Tier 2 words back to our prop, Heggerty PASM targets using explicit teaching in small/large group and individual settings.

What Next: For the past three years we have had a literacy focus. We now feel this is embedded in our practice. Through professional research and judgement our next priority will be Numeracy.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	46	57	56	61
2020	46	55	56	54
2021	43	43	39	43
2022	45	51	57	61

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	83.5%	78.9%	72.6%	71.3%
2020 centre	82.0%	47.7%	69.0%	79.1%
2021 centre	69.3%	63.3%	68.4%	65.9%
2022 centre	70.0%	49.2%	53.7%	55.9%
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

At Sir Thomas Playford our highest attendances and enrolments occur in term 3 and 4 each year.

Attendance in 2023 were compromised by.

-illness

-COVID either for the child or family members.

-weather conditions, many families rely on public transport or walk. If weather is extreme children do not attend.

- transition visits to schools for children moving to school in 2023.

-With boarders opening up from the middle of the year we saw many children and their families take extended trips overseas, mainly to visit family.

Numbers varied each day on these criteria.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
688 - Elizabeth South Primary School	76.2%	54.6%	92.3%	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

Transition visits Elizabeth South Primary School took the majority of our students as we share a common fence line. But individual children also went to three other DfE schools, two Catholic Schools, two Independent schools and one Muslim College.

From our Inclusive Preschool Program eleven children went to four Special School Options.

## Family opinion survey summary

Parent Surveys were given to 40% of our families from both IPP and mainstream kindergarten. Quality of Teaching and Learning-majority of responses were 40% for strongly agree and 55% in the agree area. Showing parents had an understanding of the quality of the learning curriculum at Sir Thomas Playford. We also note the high percentage of neutral responses and will endeavour to promote learning awareness in the future. We will use ClassDojo to connect with families in 2023.

Support of Learning-80% were in the adhere or strongly agree responses. One family was in disagreement as they were concerned with a lack of resources. Veral responses were poitive We will provide more information to families on resources in both the IPP and mainstream. Displaying newly purchased resources.

Relationships-80% were strongly agreed and 20% agreed .Families were happy with the educator teams and the learning opportunities for their children.EALD families appreciated bilingual staff to assist their needs.

Leadership-65% strongly agreed or agreed, with 30% were neutral and 5% disagreed. During restriction of COVID it was hard to as we have in the past as they were restricted to the external area. Governing Council was small but consistent, we will aim to involve more families in 2023.

## Relevant history screening

All workers at Sir Thomas Playford Kindergarten; Director, Teacher and Early Childhood Workers are employed with an up to date DfE Authority to work certificate. This includes current Teacher Registration, Working with Children Screener, RAN, First Aid, and Cert 111.

If these are not up to date workers are not employed.

Volunteers, Preservice teachers and workers also need the appropriate up to date screening checks .Records are kept on site and staff are notified when certificates are due to expire.

## Financial statement

Funding Source	Amount
Grants: State	\$88,420
Grants: Commonwealth	\$0
Parent Contributions	\$19,397
Other	\$1,179

## 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	<p>Funding for Literacy was used to employ a Emergent Literacy Focus Teacher. She worked with all children testing for PASM, Heggerty and Yakka Tracker. Results were shared at each staff meeting and results used to inform each child's individual programming.</p> <p>As we use a Book Based learning practise individual time was spent using our Phonological and Rhyming Oral Language Program (PROP ) in either a small group or individual basis. Books used all have a numeracy content e.g. The Very Hungry Caterpillar or The Waterhole.</p>	All children including, ATSI and EALD children made gains in the comprehension, use of Tier 1 and Tier 2 words and extended their vocabulary.
Inclusive Education Support Program	<p>Funding was used to employ experienced Pre School-Support (PSS)staff. Targeted groups were either one: one or small groups of children. The PSS worked alongside health professionals from both outside and inside DfE. Preparation of resources was organised in a manner allowing maximum time was spent with the children so individual goals were achieved.</p> <p>Extra grant money from IESP was used to support three children with high needs on a 15 hour per week one on one basis to support the child to access all areas if the curriculum. All three children received a Special Option place for 2023.</p>	<p>One Plans were begun for all children in consultation with families and their NDIS Plan if required. All children from Mainstream kindergarten' s individual goals from their One Plan were met.</p> <p>Children from The Inclusive Preschool Program all found places in Special Options and many of their gaols were achieved.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>40% of children attending Sir Thomas Playford Kindergarten come from a English as a Second Language (EALD) background. We were funded for twelve dialects. We employed three experienced Bilingual workers who were fluent in several Indian and Middle Eastern dialects. Several of our children began the year with no spoken English.</p> <p>Small group intervention was primarily at the start of the year as is our embedded practice to extend verbal language use and comprehension.</p> <p>By using experience bilingual workers, we were also able to communicate ours and the children's needs to their families.Families were also able to articulate the childs goals to us</p>	<p>Individual goals were set at the beginning of the year between bilingual workers, teachers and families for best outcomes for their child. By the end of term four all bilingual children were fluent in spoken English and comprehension. Families were encouraged to participate in our curriculum through a Bilingual Playgroup.</p>

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