



Smithfield Plains Kindergarten

2022 annual report to the community

Smithfield Plains Kindergarten Number: 2673

Partnership: Peachey

Signature

Preschool director:

Mr Leon Stanley and Miss Jordan Starick

Governing council chair:

Jen Shegog

Date of endorsement:

15 March 2023



**Government
of South Australia**

Department for Education

Context and highlights

Smithfield Plains Kindergarten (SPK) is a stand-alone Kindergarten located in the Northern suburbs of Adelaide. Smithfield Plains Kindergarten was reopened in Term 4 of 2012 after the adjacent primary school was closed with the opening of Mark Oliphant College and John Hartley Schools. Being a stand-alone Kindergarten our children feed into many primary schools, both private and public within the local area.

The multicultural community in the area is reflected in our enrolments with a large percentage of our families coming from diverse backgrounds. We have supported our multicultural communities engagement through the employment of a diverse staff team. Smithfield Plains Kindergarten has a consistent staff team which comprises of both Teachers and Diploma trained ECW's. The consistency of educators provides opportunities for children and families to develop positive, meaningful relationships throughout their time at Smithfield Plains Kindergarten.

Smithfield Plains Kindergarten offers a playgroup for local families to access weekly. This is an integrated session which runs alongside our general Kindergarten program for local families to access. Families transitioning to Smithfield Plains Kindergarten are offered an extended transition for their children. We offer pre-entry sessions to our families to support in a smooth, successful transition process to Kindergarten in the term prior to them beginning their eligible year.

Through a thorough review of data sets, inclusive of AEDC and other demographic data, functional needs of children, documentation of children's learning, it was identified that children find it challenging to interact socially. Data relating to children's language and communication leads us to believe this is a major barrier. We have also noted that children show high involvement levels outdoors, and more success in collaborating with peers when compared with indoors. A review of QA 1 highlights further improvement in programming and planning is required. This leads us to our current improvement priority, which will see educators work to strengthen planning for intentional teaching of communication through play and small groups to strengthen social skills.

The Aboriginal Family Support Strategy (AFLS) has supported our Aboriginal learners with transition to school. Allowing the process to be clear and transparent for them to be able to have the most successful start to school. Allowing longer transition periods negotiated with local schools allowed this to occur.

Discussions about many changes for the start of next year have begun this year in relation to our environment set up, documentation and planning processes and structure. The attendance structure will change for children and families in 2023 where they will have a choice of 2 groups and set days to attend. We started to review our planning and programming to assist in developing a clear understanding of the processes and expectations of all staff.

Governing council report

This year there has been a lot of maintenance work undertaken at the Kindergarten. The drainage for the veranda was up graded as we had lots of pooling water. The entrance gates needed to be repaired in order to function adequately. We also had new signage made for the front fence and entrance of the kindergarten as the old signs were out of date with old logos. The Governing council has been very happy with how these have come along.

We are currently in the middle of changing things around inside to create an art studio as this is something the children expressed an interest in and we recognised as an area to support oral language development across cultures.

In an effort to improve the quality of cleaning at the kindy we have taken on new cleaners for 2023.

Preschool quality improvement planning

The site felt that we had not had a comprehensive self review process as a staff team. A self-review was planned for on a closure day to look at each of the quality areas in depth to identify themes that were being met or not met. On first reflection it was identified that several of the areas were not being met. Staff identified the areas for improvement and steps that needed to be taken to address this.

PQIP goals did not match what staff felt needed to be focused on. With support from the ECL we decided to have one goal for the beginning of 2023.

However, the plan needed to be developed this year for clear direction for the following year. The learning environment both indoors and outdoors will be redeveloped to better suit the needs of the children and to align with the PQIP goal to support children's, educators and teachers' interactions during play. Dedicated spaces within the learning environment will support this. Indoors we are developing an – art studio, home corner and construction area. Outdoors we are developing – the mud pit, sandpit, small world, music centre, curiosity corner, the cook house and loose parts. The outdoor learning space is currently under review with a landscape design team supporting in developing a new concept plan.

A planning and programming format needed to be developed to suit the expectation of capturing children's learning and how we planned for this to occur. This needed to match and align with educators and teacher's knowledge, children and families and the site philosophy. This led to looking at examples of effective planning and programming cycles. One was decided on and as a team we redeveloped it to suit our needs and context. Through this process, primary care groups were identified, each led by an educator and teacher. This led to a focus on identifying children's strengths, needs and interests and designing play that is responsive to this rather than planning for individual play areas within the learning environment.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	83	96	96	103
2020	76	N/A	77	88
2021	67	72	79	114
2022	45	55	64	63

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	96.4%	87.8%	83.8%	81.9%
2020 centre	88.9%		41.5%	75.8%
2021 centre	85.1%	84.4%	81.0%	81.4%
2022 centre	88.2%	80.4%	65.8%	79.5%
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

Preschool attendance has been positive over the year. Percentages indicate that attendance has been generally over 80%. There has been an increase in the number of parents that have been keeping us informed of children's absences which supports us to accurately enter data.

We have had a few children this year that have had poor attendance rates. To address this we keep in regular contact with families as a follow up on attendance. Often it has been for family reasons, moving, becoming homeless and unable to attend and transport issues.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8243 - Blakes Crossing Christian College	1.5%	5.6%	2.4%	4.2%
1854 - Blakeview Primary School	7.7%	5.6%	2.4%	8.3%
947 - Elizabeth Downs Primary School	0.0%	0.0%	0.0%	4.2%
1901 - John Hartley School B-6	18.5%	25.4%	0.0%	14.6%
1900 - Mark Oliphant College (B-12)	6.2%	8.5%	17.1%	8.3%
1482 - Munno Para Primary School	6.2%	1.4%	0.0%	6.3%
9164 - Playford College	0.0%	1.4%	0.0%	8.3%
8033 - St Columba College	21.5%	21.1%	31.7%	20.8%

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

Currently we feed in to eight different schools in the local area. With the highest percentage of children attending St Columba College. This has been the trend over the past few years.

Following this is our closest local Government school, John Hartley, which again has been the trend over the past few years excluding 2021.

Family opinion survey summary

Smithfield Plains kindy uses the online format for responses to the Parent Opinion Survey. The link that was generated centrally for our family cohort was sent via text to families to respond to the survey. Of the 65 families enrolled we had 15 respond to the survey.

We continue to receive positive feedback from parents about our learning environment and staff commitment to children's learning; providing opportunities for children to access the learning no matter their level of development.

Over all data indicates a level of satisfaction across the four identified areas in the survey.

Parent comments:

I am happy for my child's learning, my sincere thanks to every preschool teacher.

Thank you for the staff at Smithfield Plains kindy for all you have done. My child absolutely loves the kindy and all his teachers.

So happy with this intro to learning.

One of the best things about this preschool is the cross cultural aspect.

Overall very impressed with everything the school has done and continue to do.

My son has thrived and explored so many new and exciting ways to learn and explore what he can do.

Relevant history screening

Staff take responsibility for maintaining all relevant certificates and qualifications. Prescribed documentation is retained both on site and electronically.

Financial statement

Funding Source	Amount
Grants: State	\$646,150
Grants: Commonwealth	\$0
Parent Contributions	\$12,405
Other	\$288

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	Staff attended relevant PD to support the direction of the Centre priorities - AUSLAN & self regulation training. We received funding to employ an AFLS 0.4 teacher (Aboriginal Family Literacy Strategy). This was to support attendance to Kindergarten for Aboriginal learners and checking in with families when they were absent, transition for Aboriginal learners to school, informing parents of transition processes and supporting them to access school.	Staff developing an understanding and implementation of developed skills. Transition to school was less stressful for children and families that were supported as part of the AFLS. Attendance improvement and families informing us more regularly if children were not attending.
Inclusive Education Support Program	Additional staffing for children with specific needs. Differentiated program for individual children as required. Transition visits to school supported by staff as required. Time allocated for report writing - One Plans and extensive funding applications.	Children that require additional support are receiving this so they are supported to have the best educational outcomes.
Improved outcomes for non-English speaking children who received bilingual support	N/A	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.