



# Morphett Vale East Kindergarten

## 2022 annual report to the community

Morphett Vale East Kindergarten Number: 3605

Partnership: Panalatinga

Signature

Preschool director:

Mrs Michelle Ratcliff

Governing council chair:

Taylor-Maree Chirgwin

Date of endorsement:

27 March 2023



Government  
of South Australia

Department for Education

# Context and highlights

Region: Southern Adelaide Partnership: Panalatinga

Morphett Vale East Kindergarten (MVEK) is in Morphett Vale in the Onkaparinga Council area between South/Panalatinga Roads, approximately 25 kilometres from the GPO and is part of the Panalatinga partnership. We have a diverse range of family and socio-economic structures.

Staffing 2022: 0.6 Director, 0.6 Teacher and a 0.6 ECW and a support ECW who was employed for 8 hours per week. This staff member was employed to be an ECW/ Preschool support backfill and. Preschool Support hours were varied throughout the year:

Some highlights throughout the year included:

- Weekly Gym visits at the school to increase Gross Motor Development and Coordination: We are proud to have the opportunity to use the Morphett Vale East Primary School gym in order to provide children with opportunities to develop their gross motor skills and coordination. We utilised a range of equipment that is age-appropriate and safe to use. Children are encouraged to explore the gym and engage in physical activities that help them develop their coordination, balance, and strength.
- In 2022 we launched a pilot Bush Kindy program, which was a huge success. This program provided children with opportunities to connect with nature, learn about the environment, and develop their independence and resilience. Children enjoyed exploring the natural environment, playing games, and learning new skills.
- We had an exciting Animal Capers incursion, where children had the opportunity to meet a range of animals, including snakes, lizards, and birds. This incursion helped children to learn about different animals, their habitats, and their characteristics. Children were also able to interact with the animals and ask questions about them.
- We held an Art Show for families to attend, where children showcased their artistic talents. Children created a range of artworks, including paintings, sculptures, and collages. Families were impressed with the creativity and effort that children put into their artworks. The Art Show was a great opportunity for families to come together and celebrate the achievements of their children.
- In term three we celebrated Book Week again this year with children coming to kindy dressed up in their favourite character, and children were encouraged to share their favourite stories with everyone. This included a rolling VIP day, where one member of each child's family could come and join their child at the kindy.
- The first day back of each term, children voted on a theme day. Themes included, pj day and I wish... day. Children dressed up, and we had various fun and educational activities surrounding the relevant theme.
- In term four we also partnered with Uniting Communities to hold a Kid's and Dad's night where important men in children's lives attended kindy to share and feel involved in their learning journey. We had a majority of our community attend this very successful event.
- In term one we had a visit from Onkaparinga Council, where children learned more about recycling.
- 2022 saw the continuation of the science program we began with the school in 2018 with regular fortnightly visits from a group of students from the school.

Overall, 2022 was a successful year for our preschool, and we are proud of the progress that our children made. We look forward to continuing to provide high-quality education and care to the children in our community.

Thank you to the 2022 Governing Council Members, for your ongoing support throughout the year. It was a pleasure working with you all.

## Governing council report

2022 was a year of change as we slowly moved to a new normal; the kindergarten staff continued to work as a united team, with the overall focus being child-led and supporting the Morphett Vale East Kindergarten community in any challenges that arose. The kindergarten launched the pilot 'Bush Kindy' program, much to the delight of the children and much nature exploration and mud-stomping were had by all. The necessary protective outerwear, including children's waterproof pants and a collapsible wagon cart, were purchased mainly by the Governing Council's fundraising efforts, including the obstacle-a-thon, end-of-year BBQ and tea towel, plates, and lucky squares fundraisers. The kindergarten continues to develop and grow, with a new nature play area being constructed during the summer break.

I'd also like to take this opportunity to thank the other members of the 2022 Governing Council; Kelsey, Brooke, Nadia & Taylor, for their unwavering support and encouragement throughout my time on the Council, and I can only hope the incoming President will have as supportive a team to work alongside in 2023.

Thanks, Ellen

# Preschool quality improvement planning

At our preschool, we are committed to continually improving the quality of our education and care. In 2022, we identified two quality areas where we could improve, and we developed quality improvement plans to address these areas.

2022 saw a focus on developing a greater range of opportunities and spaces, indoor and out, for group and individual play to assist in the development of oral language. We recognised the importance of oral language development for young children. To support this, we developed a quality improvement plan to provide a greater range of opportunities and spaces for group and individual play. We re-organised our indoor and outdoor spaces to create more areas for children to engage in play that promotes oral language development. We added new resources such as books and storytelling materials to encourage children to communicate and express themselves. A continued and renewed focus in 2022 was to improve parent and family engagement in the learning program. We understand that parent and family engagement is crucial to the success of our preschool program. To improve engagement, we developed a quality improvement plan that involved regular communication and collaboration with families. We held parent-teacher conferences to discuss each child's progress and development. We also organised parent information sessions to provide families with information on our curriculum, learning goals, and activities. We encouraged families to participate in the program by inviting them to attend special events such as incursions, performances, and celebrations.

Educators also had a focus on two learning goals for the children in 2022.

We recognised the importance of developing children's mathematical skills from an early age. To support this, we developed a quality improvement plan to teach and model numeric language with children during play and group time. We provided our educators with training and resources to support them in their understanding of early numeracy development. We also introduced new activities and resources such as numeracy games, music, sorting activities, and puzzles to encourage children to engage with numeracy. Our educators actively engaged with children during play and group time to support and scaffold their learning of mathematical concepts and language. In 2022 we focused on creating rich language experiences for children to develop their oral language and phonological awareness. To support this, we explicitly and intentionally taught strategies during group time and play. Our educators planned and delivered group time activities that were designed to develop children's language skills. We used a range of resources such as books, songs, and rhymes to engage children in language-rich experiences. We also encouraged educators to use open-ended questions and to actively listen and respond to children to support their language development.

Through observation and documentation, educators noticed a deeper level of involvement as well as extended vocabulary. We observed a positive shift in the children's learning dispositions supporting numeracy and oral language and in their progress in numeracy learning over the year with the children displaying increasingly complex numeracy skills and willingness to struggle and persist in their problem solving. We used stories with numeracy content, construction materials with objectives such as stretch across, build higher than, balance, and making patterns.

We are committed to continuing to improve our practices and ensure that we are providing high-quality education and care to the children in our community. We will continue to evaluate our progress in these areas and adjust our practices accordingly to meet the needs of our children and families.

## Enrolment

| Year | Enrolment by Term |        |        |        |
|------|-------------------|--------|--------|--------|
|      | Term 1            | Term 2 | Term 3 | Term 4 |
| 2019 | 39                | 40     | 41     | 41     |
| 2020 | 29                | N/A    | 30     | 32     |
| 2021 | 24                | 25     | 25     | 28     |
| 2022 | 21                | 22     | 23     | 22     |

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 | 94.0%  | 88.3%  | 92.7%  | 88.9%  |
| 2020 centre | 97.1%  |        | 89.2%  | 97.1%  |
| 2021 centre | 85.8%  | 85.0%  | 92.0%  | 89.6%  |
| 2022 centre | 92.9%  | 72.7%  | 76.3%  | 96%    |
| 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

Attendances have been consistent throughout the year. During their time at preschool many children go on family holidays which has an impact on attendance data. Children are also developing their immune system and at times are absent due to illness. We encourage children to engage in safe practices such as hand washing to help prevent the spreading of germs as well as encourage families to keep their child/children home if they are unwell to ensure children's health, safety and well-being. While kindergarten is not compulsory, we emphasise to families the importance of attending preschool to help support their child's learning and development. We have a parent/caregiver information evening at the beginning of the year to help families become familiar with the principles and practices of play based learning.

## Destination schools

| Feeder Schools (Site number - Name) | 2019   | 2020   | 2022   |
|-------------------------------------|--------|--------|--------|
| 9124 - Antonio Catholic School      | 4.9%   | 16.7%  | 53.3%  |
| 1188 - Morphett Vale East School    | 141.5% | 133.3% | 146.7% |

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

This year 73.3% of our children will be attending the local Primary school - Morphett Vale East Primary.

## Family opinion survey summary

This year 7 out of 23 families completed the parent survey and we appreciate and value the partnership we share with our families and community. In 2022 we had a focus on communication with families. The data shows that out of the families that took part in the survey 86% agreed that there is a broad variety of communications used to inform them about the preschool gives us cause to reflect on how to clearly share the children's preschool day and their ongoing learning with every family. This was an increase of 36% from the previous year. We will continue to focus on this area in 2023 and add avenues for greater collaboration.

## Relevant history screening

The centre follows the DfE (Department for Education) policies and procedures in accordance to relevant history screening. A Working With Children Check is required for those who meet the criteria from the Department of Human Services. Further information related to relevant history screening can be located on the DfE website. We also use a Relevant History Screening spread sheet to track the expiry dates of employees and stakeholders at the site, to ensure that screening is kept up to date.

## Financial statement

| Funding Source       | Amount   |
|----------------------|----------|
| Grants: State        | \$27,036 |
| Grants: Commonwealth | \$0      |
| Parent Contributions | \$8,500  |
| Other                | \$1,346  |

## 2022 Preschool annual report: Improved outcomes funding

| Improved outcomes category<br>(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>As part of our Preschool Quality Improvement plan we focused on the Numeracy and Literacy indicators, as well as social emotional learning.</p> <p>The staff team engaged in formal zones of regulation training in order to further understanding of modern pedagogy and to embed the program at the site in 2023.</p>               | From data: All children achieved growth in recognising and using rhyme, syllables and sounds and increased their descriptive language and had greater spatial awareness skills. |
| Inclusive Education Support Program  | The kindergarten has been working closely with Department for Education Speech Pathologist and Special Educator with case meetings held each term to review children's progress and development. We have also been working closely with NDIS providers and Allied services who have come into the kindergarten to work with the children | Significant growth demonstrated in all children's individual goals. Significant development in self regulation goals.   |
| 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.