



Christie Downs Kindergarten

2022 annual report to the community

Christie Downs Kindergarten Number: 3616

Partnership: Beach Road

Signature

Preschool director:

Ms Margie Goodwin

Governing council chair:

Ms Paula Bongiorno

Date of endorsement:

13 April 2023



Government
of South Australia
Department for Education

Context and highlights

We would like to acknowledge the land on which our kindergarten is situated is the traditional land of the Kaurna people and we respect their spiritual relationship with their country. We also acknowledge the Kaurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.

Our site is a stand-alone Department for Education Kindergarten and we are a part of the Beach Road Partnership. The geographical location of our service is approximately 30km from the Adelaide city centre. Christie Downs Kindergarten offers preschool sessions 4.5 days per week and Occasional Care three mornings per week. Our enrolments increased throughout the year with 39 children enrolled in the Preschool and 12 in the occasional care. Average attendance of 20 children attending the service daily. Due to the high numbers of Aboriginal and Torres Strait Islander children we have a bus service that collects children each morning and drives them home at the end of the day.

Our philosophy at Christie Downs Kindergarten Porlis' Pulgi is that every child is special with a connection to land and community. Spiritual growth and valuing the individuality of each child's diversity of cultural background is nurtured.

The Kindergarten children enjoyed weekly visits to the Christie Downs Primary School and from Christies Beach High School for the Buddy Reading Program. In order to increase our children's interest in books and love of reading a staff member developed several reading packs the children to borrowed to take home and share with their families. These packs generated interest and the children would eagerly request their favourite story book pack.

The highlights for this year included excursions to the Kuitpo Forest, the Adelaide zoo and the Wooden log playground. Community events we attended were the Kindy Art Exhibition at the Port Noarlunga Art Centre with many staff, parents and children in attendance. . At the end of the year our site was proud to lead the local Christmas pageant along with the elected council members. A day of acknowledgement and pride for our community. During Reconciliation Week the Seaford Secondary students joined us for a Reconciliation activity and our children lead the march to celebrate NAIDOC Week.

In order to increase parent participation, considering most of our children are collected by the bus, our site held a very successful Play and Stay session for the parents. The children were very excited to show their parents around the centre were engaged with the planned activities along with their parents. The feedback we received from parents was very positive.

Our site was involved in the PUP (Preschool Upgrade Program) updating all of our IT equipment, including new laptops, printer and iPads, with a guarantee of ongoing IT support.

"Nunga-ball" was a local community program with a focus on Aboriginal and Torres Strait Islander children's health and wellbeing. Our kindy was involved and supportive of the program with many of our children attending the weekly one-hour session. Our site supported by transporting the children to the program as part of our regular bus routine.

Our site recognises and acknowledges the social disadvantage that many of our families experience, to support this imbalance we are engaged with other charitable agencies to offer food, clothing and other household necessities. The weekly FoodBank donations are sorted and distributed to the most needy of our families and Elders. The Richmond Lions Club continues to supply clothing and bedding for children and their parents. They have also adopted our site as "their kindy" and ensure our families have adequate supplies over the Christmas period.

Governing council report

The parent committee were able meet on regular basis as required and the COVID-19 pandemic was easing off in the community. I met regularly with the Director and finance officer and we shared the information with other parents. At the Annual General Meeting I was elected Chairperson along with other office bearers. At this meeting the committee recapped our plans and wishes for our kindergarten future development. The priority was for a new fence along the front of the kindy, and we were in desperate need of shade cloth over the sandpit and fort area due to repairs and to give additional shelter for the children. The committee discussed possible works involving the construction of a fire pit as part of a nature play area which could also be used for cultural ceremonies. We also discussed possible locations for the excursions throughout the year and how the committee could be involved.

To increase focus on the kindergarten, it was decided that we would encourage parents to purchase uniforms (shirts with logos) at cost price. Kindy staff were also supplied with new tops. We were also happy to hear the Buddy reading program with the primary and high schools would resume in the first term. For the NAIDOC week march it was decided to replenish our stock of Aboriginal and Torres Straight Islander flags and bunting.

The committee did have plans to engage other parents to do the kindy photos and also family portraits unfortunately this did not happen and we engaged a professional photographer to do the photos and we were able to fundraise a small amount money to put towards the Christmas pageant. The pageant was a highlight for our site we had many families attend and it was the end of a positive and productive year. The kindy was awarded the first prize for best entry.

To support the development of the yard, a parent volunteered his time and resources to develop a native plant garden in raised garden beds as well as along the front of our fence. A kindy parent offered to donate near-new car tyres in good condition of varying sized for the children to play with and build various structures. The children enjoyed engaging in these new parent driven initiatives.

Overall the committee is very happy how the site is managed and operated, as well as the support and professionalism of the staff.

Preschool quality improvement planning

Our primary goal this year was to improve children’s understanding and use of numbers to quantify and identify data in their world. One challenge of practice was giving educators confidence to provide an engaging and stimulating environment with opportunities for children to practice using numbers. A supplementary challenge was meeting the needs of all children, including children with developing speech/language/social skills (particularly the large cohort of 3-year-olds). The success criteria defined as all children having the confidence to recognise and use numbers within the kindy program.

Using the numeracy indicators, staff engaged the children with small group activities including games and puzzles, to support and promote the recognition and use of numbers and to reinforce children’s awareness and knowledge. To spark the children’s interest, we introduced an outdoor rain gauge and in cooperation with staff monitored the daily weather conditions and rainfall. Using this data, the children successfully tracked and monitored the results using a graph.

A daily cooking activity enabled the children to practice working with measuring and estimating when following various recipes. Children helped create a recipe book to take home at the end of the year.

Excursions played an important role in supporting and reinforcing the children’s knowledge of their environment. They attempted to calculate the distances travelled and noted numbers or signs on buildings as part of the mapping process. At the zoo the children were encouraged to identify and count the number of animals in each area or enclosure. They had their own map and attempted to follow the signs and symbols to find animals.

Our learning program was extended to the transport program to be more inclusive and motivate the children to discuss their learning with families to engage, support and extend their learning. Staff made strong connections with parents to support their awareness of how children learn and to reinforce the kindy program goal through a parent “Stay and Play” sessions at kindy.

Finding ways for every child to proactively engage in the kindy program was important in fulfilling our primary goal. Staff were able to identify through their observations which children were lacking participation and implement strategies to promote engagement. In doing so it was possible to meet the needs of all children with diverse abilities, age, and cultural backgrounds. Staff observed the children during transition points throughout the day and noted signs of coping and then reinforced flexible and holistic strategies to achieve success.

Weekly meetings were held between the speech pathologist and staff to ensure each child’s information was kept up to date. The Child Review Team meetings with the speech pathologist, behaviour coach, psychologist and special educator provided a forum for discussion of children in need of extra support. Following advice from these meetings, staff utilised the Zones of Regulation to recognise and manage children’s emotions. Where there existed strong evidence of a child requiring extra support, extensive IESP funding was requested. To promote communication and support learning with verbally challenged children, staff and parents were provided lanyards of site words.

Our focus continues to support the development of a ATSI support network from various agencies to flag and support children and families in crisis or with high needs. All staff members are involved in “Kaurua for Kids” program and Aboriginal staff contributed their knowledge and experience to support all the children and other staff members.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	45	49	51	59
2020	31	33	42	48
2021	27	32	39	46
2022	31	30	39	39

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	75.4%	62.6%	67.3%	67.8%
2020 centre	75.2%	70.2%	57.7%	66.5%
2021 centre	59.1%	69.5%	69.6%	68.0%
2022 centre	53.9%	60.6%	50.5%	76%
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

Our site provides a bus service for ATSI families to support the attendance, provide flexibility in picking up and dropping off children, as well as meeting the cultural needs of the community. The effect of COVID 19 has alarmed some families, with parents preferring to keep their children at home when they appeared to be sick, along with their concern about their child's safety and wellbeing.

According to the data in 2021 our site was 29.5% and 17% lower than the estate average in terms 1 & 2 and 19 % and 17.6% lower in terms 3 & 4. Compare this with 2022 the attendance in terms 1, 2 & 3 were all lower except for term 4 2022 with only a 1.5% difference from the state average, which was a really encouraging result. This could be the result of the COVID pandemic infection numbers dropping and the community feeling more confident in returning to kindy. Also our very successful "play and stay" program for parents in terms 3 & 4 may have increased the parent's confidence in sending their children to kindy.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
323 - Coorara Primary School	16.3%	18.2%	5.3%	20.0%
9755 - Emmaus Catholic School	0.0%	0.0%	0.0%	20.0%
1066 - Hackham East Primary School	0.0%	0.0%	15.8%	40.0%
1131 - Hackham West School	8.2%	18.2%	21.1%	40.0%
303 - Myponga Primary School	0.0%	0.0%	0.0%	20.0%
313 - Old Noarlunga Primary School	0.0%	0.0%	10.5%	20.0%
1059 - Pimpala Primary School	8.2%	0.0%	15.8%	20.0%
1907 - Reynella East College	0.0%	0.0%	0.0%	20.0%

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

The transport program for our Aboriginal and Torres Strait Islander children means that the majority of our children come from outside of the kindy zone and this in turn impacts on the number of feeder schools where our children enrol. Parents have the discretion to change their mind due to transient lifestyle and for cultural practices and this means no schools transition.

The destination of our 24 children going off to school included nine local primary schools and one unknown destination. The majority of our children up to eleven went off to Christie Downs Primary school. Three to Hackham West and two to Hackham East and Flaxmill, one each to both Pimpala, Reynella East and Coorara Primary Schools. Two of our children went off to two different private schools Antonio and Emmaus. Hallett Cove Primary is out of our area and they had one enrolment.

Family opinion survey summary

Copies of the Parent Opinion Surveys were handed out to parents in term 4. The online surveys can often be overlooked by parents who lack the access to the Internet. The target group focused on families who had children going off to school the following year.

The parent and child voices are encouraged and reflected in our program which is inclusive of all families and staff members. The results will support the staff to target areas of concern from parents and develop strategies to support positive change at our site. These strategies will also support the staff with their Professional Development Plan (PDP). The parent's response to three areas including 'quality teaching learning', 'support of learning' and 'relationships and communication' indicates an overall strong satisfaction with our program and staff.

The parents also reflected on the educational program offered to support each child's learning as a "warm and welcoming learning environment". Regarding the questions around 'children's learning' and the 'learning program' at our site, the positive feedback received reflects the successful implementation of programming and practice at our site.

In the area of 'leadership and decision making' parent responses indicated an overall satisfaction with the preschool planning and indicated there was effective leadership and management at the preschool. Some parents expressed concern with the lack of parental involvement and participation in decision making around the program and resources at our site. We will continue to monitor ways we support parental involvement with open days, newsletters, Seesaw and governing council meetings.

One parent commented "the teachers are exceptional. They are always cheerful and seem to really care about students' needs", another commented "the teachers are very welcoming and are amazing with each individual child and how quickly they learn".

Relevant history screening

Our site values and respects the contributions parents, extended family members and community members have had to offer to our program. The criminal history screening process was significant for Aboriginal parents because of the historical background and negative past experiences. The screening process has changed to an online process and we support parents and volunteer along with students on placement to complete the form. In some cases we will start the process and the students or adults need to complete the process.

Financial statement

Funding Source	Amount
Grants: State	\$569,806
Grants: Commonwealth	\$0
Parent Contributions	\$1,252
Other	\$4,866

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>The Numeracy and Literacy funding was allocated for a 0.8 Aboriginal family literacy teacher, who was responsible for the Aboriginal 3-year old program with learning goals in place. The program was flexible and targeted the interests of the 3-year olds, this included excursions into the local and wider community, cooking activities, gardening and weather observations. As parents play an important role in their children's education a play and stay program was held to share and gather information around the child's learning.</p> <p>Resources were purchased to support the children achieve success in the areas of numeracy and literacy curriculum.</p>	<p>The One Child One Plans were completed and the learning goals followed up in the planning and program process.</p> <p>The majority of children showed improvement in their learning outcomes. This was achieved by focussing on the individual needs of each child.</p>
Inclusive Education Support Program	<p>Our site implemented a preschool support program with a focus on speech, language, behaviour and wellbeing. The PSP allocation enable our site to provide one on one sessions for each child with an experienced early childhood worker or student teacher with experience in special education. A number of students had their request for support allocation reviewed and adjusted and this allowed for intensive support one to one with the same staff member.</p>	<p>The children transitioning to school had specific learning goals and the strategies implemented were achieved. Overall the support program improved the children's speech and language, which in turn supported their social development.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>Last year there was a child enrolled who had English as a second language and she needed support to communicate with staff and other children. We engaged the support of an ECW to work with her and this involved using her home language at kindy and reinforcing the use of English words.</p>	<p>The child responded positively to our program and met her learning goals throughout the year. She was able to communicate her needs to staff and communicate with other children supporting her social development and friendship group.</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.