



Christies North Kindergarten

2021 annual report to the community

Christies North Kindergarten Number: 3617

Partnership: Beach Road

Signature

Preschool director:

Ms Tania Liston

Governing council chair:

Brittany Stevenson (Committee representative, not Chairperson)

Date of endorsement:

22 March 2022



Government
of South Australia
Department for Education

Context and highlights

Christies North Kindergarten is a stand alone preschool that has a capacity of 30 preschool enrolments per session. We offer sessional Occasional Care for over 2yr olds. We have a strong focus on play based learning and children are encouraged to use materials from the natural environment to support their play.

We have had a consistent staff team for some time and this has supported continuity of transitions from Occasional Care to Preschool, our extended transition program allows for children and families to become familiar with Educators prior to them starting kindergarten. We value and support transitions to schools and work with every child's school to ensure that all children have the most successful transition possible to their new learning environment.

Our families come to our site from many of the surrounding suburbs. We feed majority of our children to the local Independent School. They support our preschool and recommend us to new families as the choice for early learning in our local area. We also continue our strong working relationship with our local Department for Education schools, transitioning children to up to 15 different schools in the surrounding metropolitan area.

The 2021 year continued to challenge us with COVID 19 restrictions and lock downs. Meeting for group gatherings was not encouraged and parents were restricted from our Kindy building for majority of the year. However, throughout all these challenges our focus on children and learning never wavered.

Highlights for the year started with our Stay and play session. There was a parent meeting and then families were able to enjoy playing together and begin developing connections within their new community.

During terms 1 and 2 we were able to run our Musical Muscles program with Caleb Mason and this was thoroughly enjoyed by all the children. Unfortunately, families were not able to attend a final performance, however we compiled photos of the children engaged in their learning and this was available to all the kindy families via the children's learning folders.

We held our Kindy Disco and the children had a wonderful time engaging in the dances and games we had practiced throughout the term. Patch theatre was able to go ahead and the children experiences a magnificent light show and were challenged to think about their emotions and what they represent in colour.

This year we combined our Twilight celebration with the Kindy Art Show. The children were able to showcase their artwork and celebrate the end of the kindy year with close family members. We sang Christmas songs and presented the Learning folders to the children.

We look forward to the 2022 Kindergarten year.

Governing council report

The 2021 Governing Council had very limited opportunity to be involved with the decision making and daily running of the kindergarten. We had a couple of parents able to help out and were only able to hold a total of 3 meetings for the year.

The Governing council members were enthusiastic and were ready to help whenever they were able. They put together all the "goodie bags" for our Kindy Disco. Canvased local businesses for Christmas raffle donations and then put together all the raffle prizes.

The COVID Site Improvement Funding has given the Kindergarten opportunity to upgrade the outdoor learning environment. This continued throughout the year with additional funding and some magnificent results for children's learning and engagement.

We hope that 2022 sees family involvement begin to increase and that by the end of the kindy year, celebrations and special events will again be a part of our lives.

Preschool quality improvement planning

Literacy: Oral Language

To improve children's ability to articulate and express complex sentences which describe their learning ideas. In order for Educators to fully understand the complexities of language and children's use of Tier 2 words, we engaged with our site Speech Pathologist. Due to COVID our contact was limited. With the support of our Speech Pathologist all educators gained new understanding and the use of Tier 2 words, became a part of our everyday language. We noticed children talking with increased sophistication and this was evidenced through our RRR observation scale data.

During Term 1 we introduced children to book making. Our current practices were challenged and we adapted new practices that allowed children to learn at their own pace without any preconditioned ideas of what their work and an "author" should look like. It wasn't long before children were deeply engaged in our author studies, recognising and recalling information about books and becoming authors and illustrators themselves.

The use of RRR Involvement scale gave us a good indication of children's involvement and wellbeing at kindy, the relationships that children have with staff, and how well they were able to engage with Educators in conversations that involved complex language and many tier 2 words. It was difficult to determine how often children are using sophisticated language in their play as we cannot always hear what they are saying. We are going to continue to address ways of capturing children's language during play in 2022.

Numeracy: Focus on Number

To improve children's understanding of, and ability to quantify their world.

Our literacy goal linked very closely with our numeracy goal, and we used our play environment to provide opportunities to improve children's number awareness. This in turn increased children's understanding and we observed children using mathematical language in their play. Children were regularly observed using, recognising, subitising and understanding number. The children were deeply engaged, and their vocabulary was reflective of their understanding.

Enrolment

Year

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

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

Even though this year we faced several lock downs and the ability for families to be on site at education settings was compromised, and at times completely discouraged, our attendance remained consistently high. Families respected the requirement to keep children home when sick and when children were encouraged to return to face to face learning, our attendance was back up to about 94%.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
9124 - Antonio Catholic School	0.0%	0.0%	0.0%	4.0%
921 - Christies Beach Primary School	3.0%	14.6%	0.0%	8.0%
1060 - O'Sullivan Beach Primary School	7.0%	2.4%	3.2%	8.0%
362 - Port Noarlunga Primary School	7.0%	4.9%	16.1%	4.0%
9014 - St John the Apostle Catholic School	46.0%	53.7%	67.7%	76.0%

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 2021 collection.

Destination schools comment

During 2021 almost 70% of our children transitioned to our local Private school. This trend has been steadily increasing over the past 5 years. Families at CNK are from many of the surrounding suburbs, some traveling for up to 15 minutes by car, to kindy each day. We often feed children to up to 12 different local public and private schools. Some of these school are out of the Onkaparinga Council area. A priority is always to strengthen connections with local Partnership schools and support families to choose the best style of schooling for them and their child.

Family opinion survey summary

COVID restrictions have presented us with many challenges in connecting with families. While the results of the parent opinion survey reflected that a good majority of families still felt connected, a couple of families felt COVID created a barrier. It is important to note that only 5 surveys were completed.

While children were learning from home, we increased our use of ICT and connected with families in different ways. We set up a private Facebook group where families were able to share photos, and videos of their children engaged with play and learning at home. Families were encouraged to borrow our take home literacy and numeracy packs, and we provided every child with art and craft resources to enjoy in their home. We used Sway to share an online newsletter with photographs of children learning.

In 2022 we will work closely with families to increase participation.

Relevant history screening

All Educators have the relevant and up to date Relevant History Screening.

These records are kept on site. They are reviewed annually or as required.

All service providers, relief Ancillary and TRT personnel are required to have and provide their up to date Authority to work / teach paperwork before they can commence work at our site.

Financial statement

Funding Source	Amount
Grants: State	\$453,243
Grants: Commonwealth	\$30,000
Parent Contributions	\$15,397
Other	\$7,954

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	All educators were involved in watching the videos to support the work with our inquiry question. Additional staffing allowed this to happen. Musical Muscles, conducted fortnightly children's music sessions which engaged children in music with a high level of numeracy content.	Improved children's oral language in relation to their ability to articulate their learning challenges. Children were the drivers in their learning. Children used new skills.
Inclusive Education Support Program	The Preschool Support Program was supplemented by funds at the site level to engage children in play skills, social interactions, and incidental and intentional learning around numeracy and literacy.	Children increased their vocabulary through more opportunities to engage in small groups or one on one situations with educators.
Improved outcomes for non-English speaking children who received bilingual support	No funding accessed in 2021	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.