



Seaford Rise Kindergarten

2022 annual report to the community

Seaford Rise Kindergarten Number: 3618

Partnership: River Hub

Signature

Preschool director:

Miss Lauren Simpson

Governing council chair:

Selina Millsteed

Date of endorsement:

2 March 2023



Government
of South Australia
Department for Education

Context and highlights

Seaford Rise Kindergarten is situated 40km from the city and is set amongst beautiful, lush green trees in a rapidly developing community, within the southern suburbs. The kindergarten is stand alone and shares the same premises as Seaford Rise Primary School. The site's capacity is 120 with 60 children attending in each session, however the kindergarten has been capped at 70 with one group of 30 and the other group is 40 children in each session. The educator to child ratio is 1:10 consisting of 2 teachers and 2 ECW's (Early Childhood Workers) and a .4 (2days per week) Universal Access teacher.

There are 2 separate groups of children that attend throughout the week. The Dolphin Group attend on Monday/Tuesday and The Starfish Group attend on Wednesday/Thursday. The session times are from 8:30-3:15 Monday-Thursday. Each group also can attend 3 full Friday sessions each from terms 1-3 and 2 full Friday sessions each in term 4. Friday sessions also run from 8:30am-3:15pm.

The kindergarten has partnered with both Seaford Rise Primary school and Camp Australia to provide before and after-hours school care (at Seaford Rise Primary School) for kindergarten families. We also provide Occasional Care for children aged 2.5-4years. The sessions run on a Monday from 8:30am-11:30am and 12:15pm-3:15pm. Children can attend one of these sessions and are booked in weekly. At the end of each term enrolments for Occasional Care are reviewed with priority of access given to children on the waiting list, who meet the criteria under the Department for Education Occasional Care policy. A diploma trained ECW2 runs the Occasional Care program and sessions are integrated within the preschool program, which has provided an enriched learning environment for all children.

2022 was a big year for Seaford Rise Kindy, due to COVID-19 parents weren't allowed in the building but that didn't stop us from trying to build relationship with families – we provided special days and events in which families loved to attend. We went on an excursion to hop good theatre and a bus too which the children were excited for. A transition program was established with the school for term 3 and 4. The outcomes of this were positive as we saw less anxiety around school in term 4.

From the data, the evidence shown was that each PQIP was met, and we saw growth in every child through the year. After positive feedback from educators about children's participation in the music program this year, we have decided to explore goals which will increase, enhance and embed literacy and numeracy skills through music. We acknowledge that some children do not have a strong interest in music, and we would seek to find ways to encourage their participation.

Governing council report

The 2022 kindy year started off slow, with cautious behaviour due to government restrictions around the COVID-19 pandemic. Regardless of this predicament the children, parents, and staff all eventually settled in well. The first kindy governing council meeting was delayed due to COVID-19 and recruitment of parents to fill seats and make a full council was difficult. Although difficult, Laurens's determination to find more parents to join paid off, thank you Lauren. The council meetings involved discussion around enrolments, overdue fees, the new transition program, midyear enrolments and kindy upgrades. Whilst kindy enrolments have been good, there was a push to get more enrolment into occasional care by Rose. This push has been successful, with the number of enrolments going up. Along with this, 2023 year will see midyear intakes return for kindy and school students.

The 2022 year was full of excitement for the students. This involved an excursion with a fun bus ride, lunch and park play and, a fabulous show at Hopgood theatre where some of our students and staff were picked to go on stage. Additionally, the staff worked hard with exciting events at kindy, such as a special person's day, rainbow food program days (red day all students bought in red fruit or vegetables to share with other students, etc.) to expand palates and a PJ Day.

Outside of the student's fun the kindy also received a well-deserved freshen up with new coats of paint. The last term of kindy was busy with the new transition program starting between Seaford Primary and Seaford Kindy which received great feedback from the 2022 students and parent cohort. Finally, the year ended with a fantastic kindy concert with entertainment and music hosted by Musical Muscles and the students. 2022 was a positive year for the Seaford Rise Kindy staff and cohort.

Selina Milstead.

Preschool quality improvement planning

PQIP : Goal 1 Children engagement and comprehension of a range of text through reciprocal conversations

Throughout the year we noticed growth in children's literacy development. As a site we implemented a focus on book making and demonstrating a range a text to the children. The children were reading their bookmaking efforts to the group and using descriptive language. The children dementated their understanding and compression through conversations. For example, story tables were created and provided opportunities for children to actively explore stories/books which were being focused on. Data through observations and recordings showed growth on engagement and comprehension as the terms progressed with both peers and educators.

Children have actively engaged in stories and books in the library area. Small group work has been established to improved comprehension and oral language. The data collection from the smalls groups indicates that there has been growth in every child through, questioning, observations, reciprocal conversations. They were demonstrating extended vocabulary using the character names, details and recall of the story. Children's independence grew over the year along with their skills in communication with reciprocal conversations. This was evident in pedagogical documentation such as observations and learning stories.

Goal 2: To improve children's understanding and use of early mathematical language and concepts through their play.

Mathematical language and concepts are embedded and modelled by educators every day. We used stories with numeracy content, construction materials with objectives such as stretch across, build higher than, balance, and making patterns. Educators also explicitly modelled being numerate, having positive dispositions for numeracy, use agreed rich numeracy vocabulary, and involved children in problem solving.

Improvements to our outdoor area has provided numerous learning opportunities and the opportunity for children time to further challenge themselves, try something new and most importantly not give up when faced with a challenge. Children demonstrated a variety of numeracy skills for example- I explore and understand my place and space in the world when loose parts such as tires, ropes tarps, crates and planks of timber to the nature play area. Educators modelled mathematical and comparative language such as higher, lower, over, under, wobbly, strong, longer shorter, heavier, lighter could be heard through recreational conversations with their peers and adults.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	85	84	81	84
2020	88	N/A	87	88
2021	54	55	59	61
2022	66	66	65	69

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	84.1%	88.2%	84.9%	87.5%
2020 centre	90.9%		82.1%	85.1%
2021 centre	87.9%	81.7%	79.1%	81.2%
2022 centre	85.7%	73.2%	78.1%	82%
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 remained relatively good all year despite the impact of COVID-19. This is evident in the Term 2 and 3 data which is slightly lower than the state percentage. During Term 1 our attendance against state average was higher but lower in term 2 and 3. This may be due to the community have been vigilant about children not attending site if presenting as unwell.

Attendance on the Fridays often appears lower as not as many children attend the Friday sessions, as they are every 3rd Friday. The low attendance is usually due to work commitments, and parents opting for a full day of childcare as it's a pre-existing booking and they are unable to pick up their child up. Families take the opportunity to go on holidays through the kindy year and we keep in contact/check in with families to offer support if we notice non-attendance.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
9756 - All Saints Catholic Primary School	12.5%	7.5%	14.9%	9.4%
313 - Old Noarlunga Primary School	1.8%	6.0%	2.1%	6.3%
1855 - Seaford Rise Primary School	75.0%	82.1%	74.5%	73.4%
8498 - Tatchilla Lutheran College	3.6%	1.5%	2.1%	6.3%

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

Most children from the site continue their education at Seaford Rise Primary. The remainder of the cohort went going to All Saints Catholic School, Tatchilla Lutheran College, McLaren Vale Primary, Moana primary and Old Noarlunga primary. It was a site priority to focus on developing the transition process and foster a strong relationship with Seaford Rise Primary School to support continuity of learning e.g. transition program additions, utilising their grounds, ongoing gym booking and the use of their library.

Family opinion survey summary

18 parents responded to the survey, and most of the responses from our survey were very positive. As parents were unable to have the same access to the kindergarten environment that they were in prior years due to COVID-19, there were a few responses that were neutral or disagreed with statements referring to parent involvement and contribution to children's learning. This is an important consideration for educators in reflecting on alternative ways to communicate and provide this information in 2022. Overall the responses mostly were agree and strongly agree the support of learning, quality of teaching and relationships.

Some highlighting comment would be "My child has come in leaps and bounds since starting kindergarten. Learnt things from syllables to rhyming words and adding! They always come home saying they've learnt something new!"
"I absolutely love Seaford rise kindergarten. Wonderful community"

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	\$5,910,423
Grants: Commonwealth	\$0
Parent Contributions	\$27,838
Other	\$55

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	Educators attending professional development by the Education Music Strategy which was implement throughout the year. This was incorporated through good times, book-based learning, home corner experiences. The kindy bought musical resources and funded Musical Musicals to attend for two terms and the children show cased what they learnt – parent provided positive feedback with the children knowledge on beat and rhythm.	Through reciprocal conversations and pedagogical documentation we saw the impact it was making on children’s learning, around number, beat, pattern and rhyme. The children demonstrated, welcoming, self-expression, coordination, confidence. It was a whole-body learning experience– all sense – music for sensory and learning.
Inclusive Education Support Program	Children who required additional support for speech, language, behaviour or other areas were supported either through Department for Education funding or site budget funding to ensure their identified needs were catered for and worked towards by the whole staff team in partnership with families. 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.	All children receiving support have a One Child, One Plan and each child made progress in their individual goals outlined in their plan.
Improved outcomes for non-English speaking children who received bilingual support	n/a	na

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