



Happy Valley Kindergarten

2022 annual report to the community

Happy Valley Kindergarten Number: 3640

Partnership: South Valley

Signature

Preschool director:

Ms Maddie Merenda

Governing council chair:

Brittany Macdonald

Date of endorsement:

17 March 2023



Government
of South Australia

Department for Education

Context and highlights

Happy Valley Kindergarten is a stand-alone kindergarten and is located adjacent to the Happy Valley Community Child Care. Enrolments are capped at 55 children, 33 children attend Monday, Tuesday and alternate □ day Fridays, 22 children attend Wednesday, Thursday and alternate □ day Fridays.

In 2022, Happy Valley Kindergarten saw a multitude of staff changes and fluctuations. In my first year at Happy Valley Kindergarten as preschool director, I have spent time learning about families and community. I have gained a strong sense that community connectedness has been a strength of the dedicated staff and families who access the kindergarten. Thank you to our families who have warmly welcomed me, I feel privileged to work in such a beautiful setting and with our new staff team continuing this work. There were many adjustments throughout term 1 & 2 as we adapted to staffing pressures brought on by COVID-19. This required resilience from staff in planning and reporting on children's learning as our priority. Some of our regular structures were adapted, however the incorporation of Seesaw as a shared communication platform was of great benefit in providing families with timely information and access to examples of their child's engagement in learning. As the year progressed the staffing team was solidified. Thank you to Maddie Merenda, Sharn Harris, Anissa Silverlock, and Juliet Rooney for their expertise, beautiful relationships, and passionate approach while working under pressure this year, I know your dedication this has not gone unnoticed by families and children either.

There was a strong sense of following children's lead and interests in the emerging curriculum opportunities throughout 2022. Some of these experiences led to and include walks to our local post office and park; leading their own learning design through creating socio-dramatic play spaces, new mud-kitchen, obstacle courses and goal setting for our Challenge-a-thon; voting on and learning about a variety of animals borrowed from the Nature Education Centre; developing their understanding of lifecycles, watching chicks grow and butterflies emerge, as they cared for other living things. We also continued some HVK traditions including the Hat Parade and welcoming Trent Hill to teach us about his culture as a First Nations person. Children were committed to this work as they learnt about Kaurna history and developed their own Acknowledgement of Country. We were privileged to have UniSA OT students, Jess & Amy provided interactive OT sessions for a small group during Term 3; and educators attended local partnership workshops to extend learning in phonological awareness.

Involving the community has been important part of Happy Valley Kindergarten, visits by community helpers who shared with us what is involved in their roles included Joel from RAA, Ryan from CFS, and Tom from SA Police; all supported and strengthened our Child Protection Curriculum.

Governing council report

This year's Governing Council was a small but active group of new and returning parents, each of whom fulfilled a vital role on the Council.

While the COVID-19 pandemic continued to cause challenges for Happy Valley Kindergarten, we were fortunate to meet regularly and in person throughout the year. Our meetings included discussions around Preschool Improvement Goals, budgets and logistics of site upgrades such as replacing the swings, and changes to the fees schedule for 2023 which will see the start of the Kindy's midyear intake. We made decisions about fundraisers which included old favourites such as the Easter Raffle, Challenge-a-thon and tea towels, and some new hits like kites and Christmas ornaments. This year the Governing Council also reviewed and updated the Kindy's Nutrition Policy to add clarity and simplicity for families.

Happy Valley Kindergarten saw many new faces amongst the staff this year, including Elise Wheaton who came aboard as Director. Elise was with us until early in Term 4 when she went on leave. Maddie Merenda, who'd been a part of the Kindy team for much of the year, stepped in as Director. One of the largest impacts COVID-19 caused was numerous absences among the staff members. This saw the coming and going of many wonderful and helpful relief teachers. We are grateful for all the staff who worked with our children this year, both those who remained throughout the year, and those who were only with us for a time. The year began smoothly despite the pandemic with parents able to accompany their children to the Kindy and aid in their first days. Unfortunately, gate drop-offs and collections resumed early in the year and continued for some time. Thanks to the eventual lifting of COVID-19 restrictions, the Kindy was able to settle into a much more relaxed routine that continued through the remainder of the year. We are grateful for the efforts of the staff as they continued to traverse the challenges of the pandemic.

Throughout the year the children enjoyed many opportunities for learning including excursions to the post office and the Botanic Gardens as well as the building of the Mud Kitchen. They also participated in many exciting events such as the Easter Hat Parade, the Challenge-a-thon, and the End of Year celebration where both groups A and B celebrated together. Families were very fortunate to be able to join their children for all these memorable events. 2022 was a fantastic year thanks to the staff of Happy Valley Kindergarten who provided exceptional care, support and teaching for our children. We appreciate all their hard work and dedication.

Preschool quality improvement planning

Early in the year staff identified through anecdotal observation that children were engaging in measurement explorations. This led to narrowing the quality improvement goal to focus on linear measurement in play, learning and the environment.

To facilitate this, educators provided environments that encouraged children to explore and notice measurement as well as providing explicit numeracy teaching in small groups and play-based learning provocations. This meant children became more aware and able to use components of linear measure and comparative language in their world with increased confidence. When analysing children's learning progression there was some measure of success for each child. This included the ability to notice, measure and compare objects, events and space; and to develop a range of skills such as problem solving, enquiry, experimentation, hypothesising, researching and investigating.

Effective data collection, analysis and engagement in critical reflection throughout the year enabled staff to trial approaches and support learning in linear measurement. This led to greater understanding and ability to recognise and build on children's play and informal measurement skills. Staff also identified how children's varied understandings of 'number' and numeracy language impacted their learning. As a result they have begun to think about children's numeracy as a whole, ensuring there is a sound understandings of attributes, language, number and concepts alongside this kind of learning.

A major decision moving forward is for continued consideration being given to the learning environment, including generating a site approach about how numeracy resources are incorporated and explicitly embedded to support children's learning. Also that it would be effective to develop a site overview to plan what 'numeracy' learning looks like at HVK for each area of IPN. A yearly overview of the numeracy skills required, narrowed to termly focus' that encapsulate what we have learned regarding learning progressions (all areas of numeracy, beginning with number). Ensuring differentiated and emergent curriculum informs content. This approach could also be utilised for literacy and other learning areas/goals. Also to consider wider conversations and focus on supporting children's oral language, including specific attention to numeracy language including measurement and comparison, and problem solving, enquiry, experimentation, hypothesising, researching and investigating.

Enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2019 | 55 | 55 | 55 | 56 |
| 2020 | 54 | 52 | 48 | 48 |
| 2021 | 52 | 53 | 51 | 51 |
| 2022 | 53 | 52 | 52 | 50 |

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 | 94.3% | 93.3% | 92.4% | 96.2% |
| 2020 centre | 95.8% | 84.0% | 92.1% | 96.1% |
| 2021 centre | 93.4% | 92.5% | 90.3% | 87.9% |
| 2022 centre | 91.6% | 60.4% | 83.5% | 98% |
| 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

There was excellent attendance at preschool throughout the year. The children were eager to attend regularly which provided them with an effective routine in readiness for school.

Destination schools

| Feeder Schools (Site number - Name) | 2019 | 2020 | 2021 | 2022 |
|--|-------|-------|-------|-------|
| 9124 - Antonio Catholic School | 0.0% | 2.2% | 0.0% | 3.7% |
| 565 - Blackwood Primary School | 0.0% | 0.0% | 0.0% | 3.7% |
| 1163 - Braeview School | 33.3% | 40.0% | 0.0% | 40.7% |
| 9755 - Emmaus Catholic School | 15.7% | 8.9% | 22.7% | 3.7% |
| 171 - Happy Valley Primary School | 2.0% | 8.9% | 13.6% | 22.2% |
| 8284 - Our Saviour Lutheran School | 9.8% | 0.0% | 4.6% | 3.7% |
| 1907 - Reynella East College | 0.0% | 6.7% | 9.1% | 11.1% |
| 8434 - School of the Nativity | 3.9% | 2.2% | 0.0% | 7.4% |
| 8387 - Sunrise Christian School Marion | 0.0% | 2.2% | 0.0% | 3.7% |

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

Braeview and Happy Valley Schools continue to be our main feeder schools, followed by Reynella Primary School and Reynella East College. Children attend transitions at their schools and there is liaison between the kindergarten and the reception teachers. Some staff from these schools also visit the children while at the kindergarten before they commence school.

Family opinion survey summary

The Parent Opinion Survey was sent out to 52 families, with 7 respondents.

Quality of Teaching and Learning

Families felt that children received high quality teaching and that there was an excellent learning environment where teachers made the learning interesting and enjoyable.

Support of Learning

There was a good level of satisfaction that the children were well supported in their learning, with quality programs which had good resourcing.

The teachers are engaging with all the students. I have no issues.

Relationship and Communication

Families felt welcomed and well informed about the kindergarten. They felt all children were treated fairly were comfortable about approaching educators to talk about their children's learning.

I love the updated on the seesaw app. And it's lovely to get to have chat at drop off too.

Leadership and Decision

Families have a high level of satisfaction in how the preschool is managed and organised. Some families would like to have more of a say in kindergarten matters.

I'm very confident in how they are running (the kindergarten) and that any input that I wanted to share would be received well.

Relevant history screening

All staff including relief staff, provided evidence of current DCSI clearance and updated RAN training. This also applied to TAFE and university students. Governing Council members completed Responding to Abuse and Neglect (RAN) as required by the Department of Education and Child Development legislation.

Financial statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | \$457,805 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$30,155 |
| Other | \$8,778 |

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 | Each closure day was attended by our whole staff team. This enabled the team to participate in professional conversations and critical reflection which informed our quality improvement plan which focused on numeracy. Resources were also purchased to support the implementation of our plan. | A shared understanding was developed of the pedagogy and implementation of our quality improvement plan which focused on numeracy. The focussed teaching and learning provided improvements across the whole cohort of children. The process and outcomes provided an impetus which will be carried into the next year with an emphasis on language across the curriculum with particular focus on literacy and numeracy. |
| Inclusive Education Support Program | 11 children received additional general support throughout the year. Support was provided with a support worker individually and through small group interventions to progress children's goals. There was an emphasis on developing speech and language skills, social, communication and emotional skills. | All children made progress toward their goals with three children no longer needing support when they move on to school. Three Aboriginal children will continue to receive support next year. |
| Improved outcomes for non-English speaking children who received bilingual support | No children were eligible for bi-lingual support. We supported all children by developing our Kurna statement of acknowledgement and introducing some key Kurna words and phrases. | All children had the opportunity to experience another culture and language. This promoted an understanding of other cultures and language amongst all children. It helped build positive relationships with children and families. |

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