



Mary Bywaters Memorial Kindergarten

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2022 annual report to the community

Mary Bywaters Memorial Kindergarten Number: 3649

Partnership: Panalatinga

Signature

Preschool director:

Mrs Peta Wheatcroft

Governing council chair:

Nicole Thompson

Date of endorsement:

10 March 2023



Government
of South Australia
Department for Education

Context and highlights

It was a difficult start to 2022 with restrictions set by SA health and the department. Families were encouraged to kiss and drop. We all found this upsetting as it is not the way we would have liked to have started the year. Building and welcoming community is an important part of our kindergarten. Covid impacted our attendance, staff recoveries but our families and their children were a joy, tremendous encouragers and we were able to achieve many of our goals. Our group times were held in the open air and most of our free play was in the outdoors, exploring our environment.

Our QIP continued to drive us forward having great success with our numeracy goals. Children were heard throughout the kindergarten comparing objects using numerical language. While raking leaves and filling the bale, children exclaimed 'we are nearly full, half full and we have reached capacity' This helped with our inquiry, solidifying the importance of modelling language.

Our literacy goal of developing more complex language faulted, numerical language was there but the depth of other language areas wasn't to the level we were hoping for. Concentrated Music training for the teachers, focussing on beat and rhythm, gave us a greater understanding of the importance of training the ear to listen. This led us to use music to develop phonological understanding and awareness for developing our QIP 2023.

The Musical Muscles program was inspirational and depending on funding we hope to offer this program in 2023.

The Philosophy Statement was put forward for discussion and renewal and was decided by the Governing Council we would be revisited this in 2023. We also worked on our reconciliation plan throughout the year to create and awareness in our own learning journey and how we can present the historical and present journey of our First Australians honestly and sensitively to our kindergarten children.

Across the site there were safety issues needing addressing. The verandas leaks were resolved, additional guttering/down pipes was installed, power points were moved out of a wet zone, trees were removed due to white ants and the paving was replaced. We are grateful for the department for the paving areas and the retaining walls, we could not have done this without their financial help.

A new air lock entrance was installed to create a safer area to enter and exit the kindergarten due to the proximity to the carpark.

We are grateful to our gardener who created another stone walled level to address the runoff exposing the trip hazard caused by the roots of the trees and relaying the grass on the lower level. We also were able to collect new tables, a small sofa from the immunisation clinic at Noarlunga when they closed their doors. This saved us approx. \$2500.

In term four a working bee started the process of the 'mindfulness walk' area, this will continue to be developed in readiness for our firepit in terms 2 and 3. The garden beds that were in this area have been repurposed as a community garden. The Reynella Scout unit are helping with ongoing maintenance. The Aberfoyle & District Lions Club are helping to provide additional bench seating.

Our community walks are always a favourite time of the year. As we explored, the children had the opportunity to make and present Neporendi with an indigenous themed pole for their garden for reconciliation week. We also visited the community centre and played in their space and fed the ducks numerous times. The Onkaparinga library service visited and we hope that they will come in 2023. Staffing was consistent through the year relying on our regular relievers during staff absences. We are very grateful for the expertise and professionalism of our lead teacher Amy Hicks, she has now moved to another site and we wish her the very best. Monica our ECW has also been directed to another site due to our CAP not being lifted at the end of 2022.

Hannah our new teacher has come with a passion for the early years.

Governing council report

2022 has continued to keep us all on our toes, with Covid restrictions at the start of the year to then being eased by the middle of the year. However, in spite of these challenges, we have had another successful year at Mary Bywaters Kindergarten.

This can be seen by all the happy confident kindy children who are now well equipped to become happy, confident school children.

A huge thank you to the staff Peta, Amy, Monica & Kylie for their ongoing care and commitment to our children. I speak on behalf of the parents in that we have been very lucky to have had these educators working with our children this year.

The care & support they have provided whilst following the educational program has been amazing. They have facilitated all types of learning through play while constantly thinking of different ways to improve the grounds, appearance & safety of the kindergarten, priorities which have been endorsed by the educators & governing council. This has been done by installing the new airlock gates, new paving & retaining walls, painting of the fences, fixing roof leaks, and also adding various new play additions to the kindergarten yard.

As the year comes to a close, I am very proud to have been a parent of a child that have started their educational journey at Mary Bywaters Kindergarten.

I trust that 2023 will be a successful & fun year for all the staff & children.

Preschool quality improvement planning

For the 2022 kindergarten year, we develop 2 main improvement goals which supported our Panalatinga Partnership Improvement goals of literacy and numeracy. This was a continuation from the previous planning goals to provide opportunities for staff to embed strong practice into their professional journey.

Goal 1: Children will develop more complex vocabulary

COP: If educators expose children to a large repertoire of repeated words, then children will use more descriptive language.

Step 5: All children have shown progress in the area of vocabulary and all children are using more complex vocabulary and descriptive language particularly in numerical language.

Story tables, bookmaking and story/narratives help build an awareness of the diversity of language. A partnership 'Sprint Cycle', which is an inquiry over a short period of time, demonstrated the importance of modelled language.

The data collected through this period enabled us to see clearer the direction we needed to go.

Goal 2: Children's ability to measure objects, spaces and events using comparative language and tools will improve.

COP: If we implement a whole site approach to supporting children's learning in measurement then children will be able to choose and use the right language and tools in approaches to measurement.

Step 5: All children have shown progress in the area of comparative language of measurement. All children have a clear sense of 'bigness'. They have lots of ways to describe 'how big things are' and can compare them to other things from life experience, past knowledge or within the immediate environment. We also were able to talk about capacity, volume and length. Due to Covid restrictions the children became very proficient on the outdoor environment. Thier constructions, 'weighing machine', and cubby houses were filled with children using the numerical language in context with what they were doing.

Staff were able to join with other educators in the department Music Strategy Unit. This built the capacity of the educators to use what they had been learning to provoke curiosity with the children in a positive and engaging manner. Children enjoyed the singing and learning. The strong links to Phonological understanding and numerical patterning prompted the staff to consider basing the 2023 QIP around a music approach. The engagement with the children to actively listen was immediately evident. Dr Anita Collins from the Music Advantage writes, "If a child can't hear it - they can't speak it, And if they can't speak it - they can't read it" This is a generalised comment, but we hope to engage all children in this educational journey, to fill them with wonder and curiosity in learning.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	58	57	58	62
2020	64	64	61	62
2021	38	38	37	37
2022	18	18	18	18

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	95.9%	92.2%	88.9%	90.9%
2020 centre	96.5%	89.5%	91.6%	93.2%
2021 centre	92.5%	89.3%	95.3%	91.1%
2022 centre	88.8%	86.4%	74.8%	95%
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

Attendance is collected daily through the attendance roll, families are encouraged to sign their child in and then the roll is rechecked by staff early in the morning. There is a diary for families to address any holiday absentees, and if there are going to be any early departures due to medical appointments. It is also an opportunity to alert staff if someone other than the regular person is picking their child up. There has been a lot of movement across the site with enrolments over the past year. Covid has impacted families resulting in a disjointed attendance for some. In term one two families became isolated with concern over the virus and how it could impact their families, this resulted in the children being kept at home for most of the year. Overall, our attendance was steady, with our attendance sitting on the high 80 percentile for term one and two and then dipping down to the mid 70 percentile in term three. As the weather warmed, we saw an increase to 95% attendance in term 4. Credit must be given to our Covid cleaner who was exceptional in her dedication to the site and to the staff who took on the cleaning throughout the year when covid cleaning has finished.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
9124 - Antonio Catholic School	2.1%	7.4%	3.9%	6.7%
9755 - Emmaus Catholic School	0.0%	7.4%	0.0%	6.7%
8390 - Prescott College Southern	12.5%	9.3%	15.4%	33.3%
1907 - Reynella East College	2.1%	0.0%	0.0%	6.7%
379 - Reynella Primary School	60.4%	64.8%	50.0%	40.0%
1056 - Woodend Primary School	2.1%	1.9%	7.7%	6.7%

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

With the small enrolment it is difficult to see a trend to or from private or public schooling. The teachers who visit and represent their school are warm and inviting without exception. As a kindergarten we support family's choice in schooling while advocating our public schools in the area. Reynella Primary was exceptional in supporting a family transition to their school. They were able to offer additional transition days for a child and their family.

Family opinion survey summary

Our parents were very active within the kindergarten community, families and extended family supported the program and the children throughout their learning journey.

The survey results reflected a positive attitude, with positive comments. We had some neutral responses with the majority in the agree or strongly agree.

The 3 neutral responses gave us time to reflect on how to improve in the area of communication. As staff, our availability to have conversations with families and to share concerns or celebrate victories is important. We will be working on improvement.

Some of Our Families Comments

Teachers are very connected to the children and their needs.

I feel very safe and happy with my child at in the care of all teachers at the preschool.

Always kept informed

Areas where MBMK received all strongly agreed

This preschool has the expectations that children will learn.

My child is happy at preschool.

My child would receive the support for any special needs he/she has.

Teachers at this preschool treat me child fairly.

This preschool provides a safe and secure environment.

I feel welcome at this preschool.

I am comfortable to approach staff about my child's progress.

Children From all backgrounds and cultures are treated fairly.

Staff always listen to what I have to say about my child's development.

I am well informed about preschool activities.

I believe that if I have concerns or suggestions the preschool will respond appropriately.

Teachers let me know how well my child is doing.

I am given opportunities to be involved in the preschool's educational activities.

Parents are invited to participate in decisions about their child's education.

Overall, I am satisfied with the preschool's planning.

Areas Where MBMK received a neutral response

My child's teachers know what my child can do and what she/he needs to learn.

I am satisfied with the learning the learning programs offered at the preschool.

My child's teacher clearly informs me about the learning program.

Relevant history screening

This year we actively campaigned to have more families take part in the Governing Council, which meets twice a term. Over the years this has become a burden of commitment for families eating into precious family time. Unfortunately, we rely on families to make this commitment to ensure we are reflective of the current thinking and trends of our families and their needs. Grandparents and other interested parties are now able to be on the GC and to have a voice in the direction the kindergarten should be going. A letter asking to be on the GC is tabled at the GC meeting and voted on.

A kindy mum and her mother joined the GC along with another mother allowing us to have our quorum.

We also had a volunteer from the community coming in to help with photocopying.

All volunteers have to relevant screening and RAN training to comply with department policies.

All relief staff are to have their documentation up to date and sent through to the kindergarten before they start work on any given day. A record of their paperwork is kept on site for the year.

Financial statement

Funding Source	Amount
Grants: State	\$284,686
Grants: Commonwealth	\$0
Parent Contributions	\$9,775
Other	\$24,642

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	The Music Strategy Unit provided the two full time teachers to participate in a 36 hour professional development. One stream was the Kodlay approach and the other was the Orff approach. Both teachers where able to bring back practical application for their planning and programming. Primary Maths Association with Lisa Jane training and development enabled staff to be able to collect data in a partnership. inquiry. Improving numeracy outcomes.	Staff were encouraged and excited and are looking to do more in the following year. They commented on the freshness of their approach and were please to incorporate new ideas into their practice.
Inclusive Education Support Program	A specialised ECW in support was employed over the year to support a range of needs within the kindergarten community. They range from speech, behaviours, self-regulation and well-being. A timetable was set up to ensure children were given the allocated time. The range of activities were from 1:1 where the child required to individual and intensive learning opportunities to group games where the child was learning self-regulation as they waited for their turn.	All children progressed over the year. All children showed progress in their individual program and against the 5 Learning Outcomes of the EYLF
Improved outcomes for non-English speaking children who received bilingual support	A Specialised ECW was employed to support a Korean speaking child. He had no speaking English but could understand a small amount. The ECW was employed over the first term.	Outstanding growth over the year. The child was able to articulate well, joined in with groups of children and gave directions, and easily conversed with staff and friends. The child showed progress in their individual program and against the 5 Learning Outcomes of the EYLF

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