



Mitchell Park Kindergarten

2022 annual report to the community

Mitchell Park Kindergarten Number: 3654

Partnership: Marion Inland

Signature

Preschool director:

Mrs Caren Matthias

Governing council chair:

Kumar Vidya

Date of endorsement:

14 February 2023



Government
of South Australia
Department for Education

Context and highlights

Mitchell Park Kindergarten is located in the Marion Council area and is part of the Marion Inland Partnership. The kindergarten operates full time and in 2022 offered kindergarten sessions for up to 40 children. (2 groups of 20 children). An integrated Occasional Care program offers 5 sessions per week, four for children over 2 and one for children under 2. In collaboration with Marion Council, a playgroup is facilitated by an educator from the kindergarten and is offered on Friday mornings at the Mitchell Park Community Centre.

Children attending Mitchell Park Kindergarten come from a wide range of socio economic, cultural and linguistic backgrounds and the centre works with flexibility to meet the needs of individual children and their families.

Throughout 2022, specialist support has been accessed to assist in a variety of areas including bilingual support, speech and language support and support for vulnerable children.

A new director was appointed in term 2 and joined the well-established team of two 0.8 teachers and a 0.6 ECW at the beginning of term 3.

Our connection with the Flinders University Occupational Therapy department continued this year and saw students from the university assessing the fine and gross motor skills of a small group of children. This information was shared with families and was used to inform our planning for the children. We were also joined by a dedicated volunteer Masters student from Flinders University who attended weekly, supporting children and assisting with administration tasks.

Educators were involved in the Early Years Transition Project with other preschools and schools in our partnership which enabled networking and strengthened connections. A joint project with Clovelly Park Primary School focusing on the story 'Wombat Stew' was a highlight and saw both of our preschool groups going on an excursion to visit the early years classes and join in their Wombat Stew literacy activities.

'Musical Muscles' with Caleb was a big highlight, which saw both groups participating in a fortnightly program teaching them about the elements of music and growing their early literacy skills. Other highlights from the year included a visit from a dentist during Dental Health Week to speak with the children about dental hygiene, an RAA Road Safety Street Smart incursion, excursion to the bus wash at Warradale and a family picnic and wheels day at the end of term 2.

Fundraising through 'Jolly Soles', (sock fundraiser) and People's Choice Community Lottery enabled the purchase of new resources and equipment as well as purchasing native plants to establish a butterfly garden.

Governing council report

This is Kumar here. I am writing this testimony for Mitchell Park Kindergarten. Last year Governing Council organised multiple things for Kindy, few of them is mentioned below.

We organised a 'Jolly Soles' sock fundraiser to raise money for a new butterfly garden. The children helped to plant and maintain this garden and hopefully we will see some butterflies this year.

We also participated in the People's Choice Lottery and raised over \$1000 which was used for a variety of new kindy resources.

At the end of term 2, a 'Wheels Day' was held with many families coming along to enjoy a picnic and celebrate learning for the first half of the year. Term 2 also saw the children enjoying a 'bus wash' at the Marion Depot as well as a road safety visit from the RAA.

Our new director, Caren, started in term 3, replacing Catherine who had been in the acting role for 1 year.

In term 3 Governing Council members worked together with Marion council to secure the greenspace next to the Community Centre alongside kindy. This took considerable time and we are now waiting for the Council to make a decision on the future of the building.

Also in term 3 the children visited Ascot Park Primary School to participate in their gymnastics program. Dental Week was another great learning experience and we were lucky enough to have visits from one of our Governing Council members, Sharyn (London's mum), who spoke to the children about the importance of looking after their teeth.

Musical Muscles with Caleb was a great highlight. Caleb came to kindy every fortnight to teach the children the basics of music in a fun and entertaining way. Each group had a chance to share what they had been practicing in a 'concert' performed to their families.

We celebrated the end of the year with a concert and a picnic lunch which was enjoyed by the children and their families.

Kumar Vidya

Chairperson, Mitchell Park Kindergarten, 2022

Preschool quality improvement planning

Goal – Children will improve their ability to represent and record their numeracy learning and thinking in number sense.

Challenge of practice – If educators have a deep understanding of number and intentionally scaffold children's representation of their number sense knowledge then children will improve their ability to represent and record their learning and thinking about number.

Educators developed intentional teaching strategies using mathematical language and questioning skills to support and encourage children's number sense development. Targeted small group learning experiences with a focus on intentional number games provided opportunities for children to record their learning and represent their thinking.

Observations and work samples were collected and regular 'check ins' and reflections on children's progress were held at fortnightly staff meetings. An increase in children's number awareness and knowledge was noted and their high level of interest and engagement was reflected in pedagogical documentation and shared with families through a variety of platforms including learning conversations and Story Park.

National Quality Framework (NQF) priorities included the exploration of digital platforms to share learning documentation with families. Through investigation, 'Story Park' was chosen and 2022 saw a trial of its use for both educators and families. The response was positive and feedback from families was encouraging, citing it as easy to use and informative in regard to sharing children's learning and other community information such as newsletters etc.

The development of a Sustainability Strategy was also listed as an NQF priority and this was successfully implemented after child, community and educator input saw a variety of new learning experiences and practices for reducing waste, recycling and reusing were introduced. These included the introduction of the '3 bin waste system', the establishment of a worm farm and compost bin, planting of a vegetable garden with products kindly donated by Bunnings Marion and introduction of our 'Green Team'.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	44	46	48	51
2020	40	N/A	40	42
2021	38	39	38	40
2022	39	40	37	36

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	80.8%	78.8%	75.6%	71.8%
2020 centre	91.3%		81.8%	81.3%
2021 centre	89.2%	82.3%	88.2%	90.0%
2022 centre	84.2%	73.7%	74.2%	75.3%
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

2022 saw some movement in attendance numbers as family circumstances changed and families moved in and out of the area. This has also been noted in Occasional Care attendances. COVID continued to play a part in attendance with many children and families becoming unwell throughout the year. Family and social reasons saw a few of our indigenous families retreat from preschool at various times making attendance irregular. Text messages, phone calls and emails have been used to keep families connected and up to date with learning and program information as well wellbeing checks.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1136 - Bellevue Heights Primary School	0.0%	4.8%	0.0%	6.3%
565 - Blackwood Primary School	0.0%	23.8%	4.2%	6.3%
932 - Clovelly Park Primary School	27.3%	33.3%	29.2%	31.3%
723 - Colonel Light Gardens Primary School	0.0%	0.0%	0.0%	6.3%
8405 - Emmaus Christian College	3.0%	4.8%	0.0%	12.5%
8261 - IQRA Islamic College of SA	3.0%	0.0%	0.0%	6.3%
993 - Marion Primary School	33.3%	14.3%	25.0%	12.5%
9070 - St Bernadette's School	6.1%	4.8%	8.3%	12.5%
9074 - Stella Maris Parish School	9.1%	0.0%	4.2%	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

The majority of our children (approximately 63%) are enrolled at local, public primary schools, Bellevue Heights, Blackwood, Clovelly Park, Colonel Light Gardens and Marion. Clovelly Park Primary School had the largest number of enrolments and this had increased from 29.2% in 2021 to 31.3% in 2022. The remaining 37% of children were enrolled at 4 private/independent schools.

Family opinion survey summary

We had a total of 9 responses to the Parent Opinion Survey which represented 25% of our community. The survey was emailed, sent via Story Park, provided in hard copy and was advertised in our newsletters. Overall, the responses were positive, with 88% of respondents reporting that they strongly agree that they feel welcome in the centre and 89% strongly agreeing that an excellent learning environment is provided.

The most positive responses were in the areas of teaching and learning. No responses were in the disagree or strongly disagree were noted.

Some of the positive comments from families:

"I absolutely think the teachers and principal are fantastic and truly encourage my child's learning and development. We are super happy."

"The use of Story Park to keep families informed of daily activities/announcements is an excellent tool."

"My wife and I are very happy with Mitchell Park Kindergarten. Our daughter always looks forward to going and is always happy when we pick her up. We'd happily recommend the kindy to family and friends."

"I am thoroughly impressed at how well my child is doing at Mitchell Park Kindy, the educators are so warm and kind always trying to extend each child according to their interest."

"My child always surprises me with new stuff she learns at the kindy from numeracy to music. Teachers always try to find new ways to make learning fun."

"Mitchell Park Kindy has been exceptional at arranging student support for my child who has several needs. I was very impressed at the level of support given by a govt kindy."

Relevant history screening

The kindergarten ensures that current Working with Children/DCSI screening checks are provided by all staff, contractors, support staff, and staff from other agencies prior to delivering any service at the site. The site maintains a record of checks and notifies staff and workers when their screenings are about to expire.

Financial statement

Funding Source	Amount
Grants: State	\$455,970
Grants: Commonwealth	\$0
Parent Contributions	\$27,321
Other	\$5,427

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	Resourcing was used to release teachers to collect data on children's learning, purchase literacy and numeracy resources and to support our PQIP goal.	Children demonstrated significant growth in learning through explicit, intentional teaching across the year.
Inclusive Education Support Program	Additional funding enabled educators to provide targeted support for children with identified needs including speech, language and behaviour. Support workers provided 1:1, small group and whole group interventions to support children to access the learning program, participate in routines and experience successful interactions and communications with peers and educators.	Growth in children's confidence, ability to express themselves and build relationships enabled them to successfully participate in the preschool routine.
Improved outcomes for non-English speaking children who received bilingual support	Employment of bilingual support workers to work with children speaking Spanish, Arabic, Telugu and Nepali. These support workers assisted the children to access and participate in the learning program and to experience successful social interactions and build relationships with peers and educators.	Growth in children's understanding and use of English. Increased vocabulary enhanced children's functional communication, improving their social interactions and engagement.

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