



Pimpala Kindergarten

2019 annual report to the community



Government
of South Australia
Department for Education

Pimpala Kindergarten number: 3657

Partnership: Panalatinga

Name of preschool director:

Vivienne Hills

Name of preschool management committee chair:

Nina Smith (nee Woollard)

Date of endorsement:

11/02/20

Context and highlights

Pimpala Kindergarten is a standalone Kindergarten in Morphett Vale, co-located with Pimpala Primary school. In 2019 Pimpala Kindergarten was staffed by a full time Director, a full-time teacher and a part-time ECW position as well as 0.4 Universal Access Teacher. We continued to site-fund our early intervention program which was run by our support worker.

Our curriculum and assessment processes are all linked to the National curriculum framework (Early Years Learning Framework) and incorporate the Literacy and Numeracy indicators. Maintaining our same staff from 2018 to 2019 allowed for a clear focus on our improvement goals for 2019.

Our play-based curriculum is engaging and challenging and evolves from the children's interests and needs. We offer an inclusive program and staff support all children to meet their learning potential. We promote children's voice and input and participation of families in our curriculum and service operations. We foster environmental learning, providing children with opportunities to learn about recycling, gardening, worm farming, composting, resource management and care for centre pets. During 2019 the kindy's pet turtle 'Mikeala' died, which led to a curriculum focus on loss for the period in which the children were bereaving her passing.

We are strengthening our transition processes with Pimpala Primary and utilise the school amenities (eg. library and playground) to foster familiarisation with the school. We were involved in Sports Day with the school, participated in a kitchen garden session and have worked with the students leaders again this year. The library book sharing sessions led by them were enjoyed by our children.

Highlight events, this year have included: Excursions to Woolworths, Hopgood Theatre, Monarto Zoo and SAPOL Road Safety School. We have hosted family events, including: Acquaintance Night, Harmony Day Afternoon Tea, Lollipops, Wheelathon and our End of Year Concert. Our family events were well attended.

We had special guests and visitors to our centre, including: Trent Hill (an engaging Aboriginal educator), local police, Onkaparinga Council (recycling and worm farming), Lift the Lip and reptile fauna rescue.

Our Pupil Free Days supported collegial learning and promoted discussions about children's learning and time to reflect on and review our improvement plans.

Report from the preschool management committee

2019 was another year of high enrolment for Pimpala Kindergarten, the Kindy was at capacity with 50 enrolments at the beginning of the year. The Kindy began 2019 with the same staff from 2018 and there was a continued focus on improvement around Quality Area one, six and seven. Staff attended personal development and training days.

The Governing Council accepted a proposal to change the fee structure in 2020 to slightly increase the fees and have them charged over three terms to allow for more time to chase unpaid fees. It also had a successful year of fundraising. We held our usual events, selling Entertainment books, tea towels, Kiddie Cutters and Picture Products, a Bunnings BBQ and raffles. The children and families enjoyed the Wheel-a-thon and the Halloween event at Lollipops Playland where our friends were invited too.

The children enjoyed learning and play using loose parts, tinker table, map making, colour mixing, making playdough, role plays and many more activities. They also learnt about feelings, relationships, and protective behaviours. The children attended excursions, visiting the Pimpala Primary School Library and sports day, attending a live theatre performance of Zoom and a visit to the SAPOL Road Safety Centre. Trent Hill and the Police also came to visit.

Playgroup was a success in 2019. Up to five families were regularly attending. In term four the 2020 Kindy children began to join in and sometimes up to 9 families attended. Many families bringing more than one child. The children enjoyed all the facilities the Kindy has to offer.

I would like to thank the Governing Council members and families who supported the Kindergarten in many ways in 2019. On behalf of the Governing Council I would like to thank Viv and the staff for their care and commitment to the children who attended Kindy in 2019.

Nina Smith, Chairperson

Quality improvement planning

1.2.1 – Intentional Teaching: Individualised planning has remained a focus with more critical reflection on the role of the educator and the set up and arrangement of the physical environment (third teacher). Consistent use of the 'progress tool' into 2019 has supported educators to track and monitor chn's learning and gaps in the curriculum and will be continued in 2020.

1.2.2 – Responsive Teaching & Scaffolding: Educators have focussed on asking higher-order thinking questions which are responsive to the chn's needs. We have used the RRR tool to review educator questioning strategies and chn's engagement in these interactions. Educators have built up a list of question stems in key learning areas to support them in asking more challenging questions. Overall, staff are feeling more confident in their questioning techniques but will remain a focus for 2020.

1.3.1 – Assessment & Planning Cycle & 1.3.2 – Critical Reflection: The whole team were included in professional development to strengthen our intentional teaching and reflective practice. This led to changes in the curriculum planning documentation (now referred to as 'Planning for Learning' – with an emphasis on the 'why' and less on the 'what' – this shifted educators focus away from what activities to put out to more attention to and reflection on why the particular curriculum focus was important for chn to know. Educators have strengthened their documentation processes with documentation of observations now including more analysis rather than just an account of what chn were doing. Teaching staff attended PMA PD to strengthen their mathematical content knowledge in data and measurement leading to more intentional teaching opportunities being planned and spontaneous learning to be scaffolded further. Our LDAR Inquiry on mark-making has led to more mark-making opportunities outdoors and more access to mark-making resources.

1.3.3 – Information for Families: Both electronic newsletters & other correspondence techniques have been trialled this year to strengthen our family communication strategies as well as a parent survey at the end of term 1 to determine which are most valuable to our families. Increasing parent involvement in learning remains a focus into 2020.

6.1.2 – Parent views are respected: The 'Getting to Know you forms' are now an embedded practice with 100% return rate in 2019 showing the emphasis we place on parent knowledge of their child, their strengths and their needs. Feedback from survey data will be used to drive improvement and reflect on current practices.

6.2.1 – Transitions: Preentry & Playgroup continued to promote chn's familiarity with our centre & an avenue for chn & families to begin to establish relationships with educators. We have continued to use the school playground & library to support chn's familiarity with school & have been included in some whole school events. Transition planning to Pimpala PS, our main feeder school, is done in consultation, with educators consulted about the timing of orientation visits & class placements. The site leaders work closely with one another at Partnership level.

7.2.3 – Development of Professionals: Staff development is geared toward our site improvement goals with all staff undergoing PDR discussions twice per year. The Director has guided staff in reflective practice and self-review processes during pupil free days.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	53	53	52	52
2017	48	49	45	44
2018	48	50	50	49
2019	50	49	49	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

Enrolments were capped at 50 in 2019. We started the year with 50 enrolments. We experienced a small amount of fluctuation in enrolments over the year through relocation and entry into non-government school transition programs. We maintained 49 enrolments across terms 2 and 3 and had 48 enrolments in term 4. We had 1 GOM child and 3 ATSI children, 2 in the 3-year old program and 1 in the 4-year old program this year. We had a child referred for bilingual support who was supported by a bilingual worker in term 1. Pimpala Kindergarten has 38 enrolments for the beginning of 2020.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	92.6%	94.8%	90.5%	90.9%
2017 centre	94.5%	90.2%	83.2%	88.5%
2018 centre	92.0%	93.5%	88.0%	92.3%
2019 centre	95.6%	95.0%	87.2%	
2016 state	91.1%	89.0%	87.2%	87.5%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	

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.

Attendance comment

Our 2019 attendance is pleasing overall and well-above the state average. Attendance is encouraged by all staff. Its importance is discussed with families at our Pre-entry Parent Information Meeting and is regularly promoted in our parent newsletter. The department's "Every Day Counts" poster is displayed in the front foyer area. Where a child is absent without notification, for 3 or more days, the Director contacts the family for explanation. Poor attendance is flagged during the transition process to school to ensure any at risk families for non-attendance are identified early for continued education and support. We had one family where attendance has been problematic however this family is already known to the feeder school with strategies in place to support regular attendance of siblings.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
9124 - Antonio Catholic School	4.0%	6.0%	0.0%	0.0%
1059 - Pimpala Primary School	86.0%	86.0%	86.0%	87.8%
379 - Reynella Primary School	0.0%	4.0%	8.0%	7.3%

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.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

We had 10 feeder schools in 2019. Being co-located with Pimpala PS, the majority of our families choose to enrol there. In 2019 there were numerous last minute changes which are not identified in the table above. Of our 47 children enrolled to attend school in 2020: 34 enrolled at Pimpala Primary School (72.34%), 4 to Reynella PS (8.51%), 2 to Willunga PS (4.26%), 1 to Antonio Catholic School (2.13%), 1 to Morphett Vale PS (2.13%), 1 to Christie Downs PS (2.13%), 1 to Port Noarlunga PS(2.13%), 1 to Emmaus Catholic School (2.13%), 1 to Enfield PS (2.13%), and 1 to Woodcroft PS (2.13%).

Client opinion summary

The Annual Client Opinion survey was given out to all families with the choice of either online or paper-based submission. We received only 5 respondents to the survey - 1 paper-based and 4 online submissions. Given the low return rate it is too hard to gauge accurate parent opinion from this data; the small sample size cannot be considered as reliable or reflective of wider parent opinion. The staff will however take the comments provided through the responses to improve our engagement with parents on the educational program and communication of this to parents and for us to review our grievance procedures.

Our more reliable data may be taken from the site survey that was conducted at the end of term 1 which had 31 parent respondents. Staff were keen on finding out what communication sources were most utilised and valued by our families with the aim of redirecting some of our human resources away from time spent sending out unwanted or undervalued communicate. It is clear that parents want as much learning documentation as they can get about their child, but as a staff team we also recognise the importance of verbal communication with parents as one of our most effective strategies given that we see most of our families regularly.

Our survey showed that:

100% of respondents were either satisfied or very satisfied with their child's transition and start at our kindy

100% of respondents were either satisfied or very satisfied with our learning program

93% of respondents were either satisfied or very satisfied with our physical environment

90% of respondents were either satisfied or very satisfied with the communication they had received

90% of respondents were either satisfied or very satisfied with their child's pre-entry visits

58% of respondents were either satisfied or very satisfied with our parent information session however 39% did not attend

Relevant history screening

The Director ensures that all relevant workers maintain the appropriate Relevant History Screening. All persons requiring clearance are maintained on an Excel spreadsheet which is kept on the desktop of the Director's PC. Copies of all clearance are kept in the appropriate files; in the Governing Council folder for community members requiring clearance, in each staff's personnel file and we keep a generic file for TRT and other relevant persons attending site. As at 1 July all workers/ volunteers will require a Working with Children's Check upon expiry or their DSCI clearance.

Financial statement

	Funding Source	Amount
1.	Grants: State	405,995.29
2.	Grants: Commonwealth	0
3.	Parent Contributions	23643.75
4.	Other	10598.99

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	Our whole staff team attended the Partnership Preschool Pupil Free Day which targeted building capacity across the Numeracy Indicators. The teaching staff attended PMA professional development sessions to support content knowledge of the indicators in the areas of measurement and data. PD at Gowrie SA on ATSI Culture	Staff documentation has improved with the language of the indicators becoming more evident. ATSI perspective are being discussed.
Improved ECD and parenting outcomes (children's centres only)	n/a	
Improved outcomes for children with disabilities	The Inclusive Education Support Program (IESP) Grant was used to employ an ECW for support work. They were responsible for implementing the speech and language programs designed for eligible children as well as allocated behaviour support.	All children on Preschool Support showed progress against their individual learning goals as well as the Learning Outcomes of the EYLF.
Improved outcomes for non-English speaking children who received bilingual support	A bilingual support worker was employed to support this child for 30 hours during term 1. Her involvement supported staff to learn the background of this child and helped to support the mother's involvement in their learning (mother was also non-English speaking).	This child became more proficient with speaking English. Her speech delay was detected & supported. Family involvement was increased.

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