

Pimpala



Kindergarten

Pimpala Kindergarten

2022 annual report to the community

Pimpala Kindergarten Number: 3657

Partnership: Panalatinga

Signature

Preschool director:

Mrs Vivienne Hills

Governing council chair:

Kim Moffatt-Smith

Date of endorsement:

17 February 2023



Government
of South Australia
Department for Education

Context and highlights

Pimpala Kindergarten is a standalone Kindergarten in Morphett Vale, co-located with Pimpala Primary school. In 2022 Pimpala Kindergarten operated part-time, due to a continued reduction in enrolment numbers. The kindergarten was staffed by a part-time Director, part-time teacher, and a part-time ECW. We continued to site-fund our early intervention program which was facilitated by our ECW support worker.

We offer an engaging and challenging play-based curriculum which evolves from children's needs and interests. It is an inclusive program where all children are supported to meet their full learning potential. We promote children's voice, and encourage the input and participation of families in our curriculum and service operations.

We encourage children to play outdoors every day and have a strong belief in the power of the physical learning environment as the third teacher. We offer a large variety of loose parts which are intentionally used to invite open-ended learning. We foster environmental learning, providing children with opportunities to learn about recycling, gardening, worm farming, composting, and resource management.

In 2022 we went on 2 excursions - to Monarto Safari Park and SAPOL Road Safety School, which we had great parent support with. It was nice to venture into the community to extend our learning opportunities beyond the kindy gate. We invited an education officers from Onkaparinga Council to our kindy to deliver a recycling session with us.

Our curriculum and assessment processes are aligned to the Early Years Learning framework and incorporate the Literacy and Numeracy indicators. In 2022 we maintained a clear focus on our improvement goals around improving children's conversational skills and promoting children's number sense.

One of the biggest highlight's of 2022 was seeing our outdoor redevelopment project realised, after a few years in the making. Having construction occurring onsite sparked lots of interesting conversations and a high degree of wondering about what the kindy would look like when it was completed. The children have not been disappointed.

Our term 4 orientation visits to the school went well, supporting school familiarization and class placements. We did not offer a playgroup in 2022 but rallied our support behind the school's Jumpstart program. We concluded our year with a COVID-safe End of Year Concert. Our Pupil Free Days were a combination of in-house professional learning as well as face-to-face sessions with PMA and Michelle Walsh. Our professional learning days all aligned with our site improvement goals and were well-received by staff, promoting collegial learning and shared discussions about children's learning and team review of our improvement cycle.

Governing council report

Once again, the governing council was a small group of parents. We had to work closely together, sharing roles and responsibilities between us parents, as many, including myself, found it difficult to attend all the meetings. We made plans, set goals, and oversaw the kindergarten finances. Though most excitedly we got to see the new outdoor area completed and enjoyed by the children.

This year there were continued lower enrolments, meaning that the kindergarten remained part time. Everyone began the year excited and ready to start their Kindergarten journey for 2022.

Children, educators, and parents maintained the health and safety protocols implemented in 2020 due to the Covid-19 Pandemic, but with less restrictions. Everyone showed great resilience and understanding when adapting to these changes.

We were fortunate to be able to hold some of our planned fundraising initiatives and events. We held a successful Acquaintance Night at Lollipops in Happy Valley, with a mix of current and past families attending; everyone had a great time. Our other fundraising events included a Mother's Day and Father's Day raffles, sales of Sinchies, Drakes Community Dollars, Picture Products, Speckled Dog Tea Towels, Entertainment Books and Smelly Bags. Unfortunately, due to lack of parent volunteers, the governing council had to cancel our date for our Bunnings Sausage Sizzle and our much-loved Wheel-A-Thon did not go ahead this year.

Families interested in our Playgroup were directed to the Jumpstart Program at Pimpala Primary School. Jumpstart has helped strengthen the relationship between the Kindergarten and the Primary School and to grow school enrolments. Many of our Kindergarten students joined in and had a fabulous time.

Being on the governing council this year has made me very grateful and understanding of how supportive our community is. I have met new parents and educators and I look forward to watching Viv and the Kindergarten flourish in 2023. I wish all the staff well for the future.

Kind regards,
Kim Moffatt-Smith
Chairperson

Preschool quality improvement planning

Our quality improvement planning was centred on quality area 1, with our goals being: 'for children to be confident and effective verbal communicators' and 'to improve children's ability to understand and use number to quantify their world'. Intentional teaching was a primary focus of educator practice, with educators focusing on their interactions with children, to support children's sophistication of language through building their vocabulary and the number of back-and-forth exchanges children had in their verbal interactions with others, using 'Strive for Five', 'OWL' and 'SSTARS' strategies. There was an increased focus on promoting small group shared reading opportunities, supported by our weekly library session. Each child was assigned a communication profile, to support educators to track growth and to develop and implement strategies to support children. All children showed improvement in this area of their development. Comments from our parent survey highlighted similar improvements with children's increased confidence in speaking, increased vocabulary, and more elaborate responses when answering questions. Parents also commented that children were more observant, were recognising numbers and counting with greater proficiency.

A large emphasis on the educator role in 2022 was in our intentional teaching strategies, such as modelling, wondering aloud and in our verbal exchanges with children, as well as in the planning and design of the learning environment. Educators were supported through their performance development plans to align their performance goals to those in our site quality improvement plan. Shared programming time supported the team's joint reflection and co-planning of the curriculum. Our shared text and professional development opportunities supported the team to implement our agreed shared strategies.

Whole team planning and evaluation has been essential to our improvement processes with pupil free days dedicated to whole team data analysis and collegial learning opportunities. Our step 5 review highlighted the following areas for improvement in 2023: the need to continue with our focus on supporting children's communication skills and to broaden our mathematics focus from developing children's number sense to noticing skills across the indicators of size, quantity and spatial.

We will continue to use communication profiles to support differentiation and will continue to review our routines and physical play environment to support rich talking opportunities. We will continue to utilise small group shared book opportunities, vocabulary building and foster children's mathematical understandings and use of vocabulary. In 2023, there will be a focus on educators making learning more visible in their documentation and use of displays.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	50	49	49	48
2020	41	42	42	41
2021	26	27	27	27
2022	30	28	29	28

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	95.6%	95.0%	87.2%	89.0%
2020 centre	90.0%	90.7%	87.7%	89.8%
2021 centre	87.1%	90.4%	91.5%	96.0%
2022 centre	75.4%	87.9%	85.4%	92.6%
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

Our 2022 attendance was above the state average in all terms other than term 1. Our attendance was affected by one child's non-attendance. The family was supported to attend but subsequently withdrew their child from our kindergarten. COVID restrictions had some impact on our attendance, with children with mild illness staying at home as required.

The importance of attendance is discussed with families during the enrolment process and is regularly promoted in our parent newsletters. The department's "Every Day Counts" poster is displayed in the front foyer area as a visual reminder of the importance of attendance at preschool.

Where a child is absent from kindy for 2 or more days without explanation, the Director contacts the family to determine the reason for non-attendance. 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.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
9124 - Antonio Catholic School	0.0%	2.5%	7.7%	8.0%
9755 - Emmaus Catholic School	0.0%	0.0%	0.0%	4.0%
8261 - IQRA Islamic College of SA	0.0%	0.0%	7.7%	4.0%
1059 - Pimpala Primary School	87.8%	87.5%	65.4%	84.0%

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

We had 8 feeder schools in 2022. Of our 28 children, 78.6% of children enrolled in a government school and 21.4% enrolled in a non-government school. There were some changes between our term 3 Census data to the actual school in which children were enrolled to begin the 2023 year.

The final destination school data was: 20 enrolled at Pimpala Primary School (71.4%), 1 to Yankalilla Area School (3.6%), 1 to Braeview Primary School (3.6%), 2 to Antonio Catholic School (7.1%), 1 to IRQA College (3.6%), 1 to Emmaus Catholic School (3.6%), 1 to Tatachilla Lutheran College (3.6%) and 1 to All Saints Catholic Primary School (3.6%).

Family opinion survey summary

The online Annual Client Opinion survey was distributed to all families in term 3. Only 1 response was received making this data an unreliable measure of parent satisfaction.

More reliable data may be taken from our site survey that was conducted at the end of term 3, which had 12 parent respondents complete the survey, which is a response rate of 43%.

Our survey sought parent satisfaction on several matters including children's transition to our site, staff support, our communication processes, as well as questions on children's oral language development, fostering children's number sense and noticing skills, independent skills and learning dispositions.

Our survey showed that:

11 respondents (92%) were either satisfied or very satisfied with their child's start at our kindy.

11 respondents (92%) were either satisfied or very satisfied with the support they received from staff.

7 respondents (64%) were either satisfied or very satisfied with the overall communication they had received. There were 4 neutral responses (36%). The area with the lowest satisfaction was reported in the sub-area regarding the amount of learning feedback received for their child.

Parents commented favourably on our parent newsletter, email, and parent tips.

Parent comment was sought on children's oral language development, 'noticing' and number sense, independent skills and learning dispositions to gauge children's improvements in these areas since starting kindy. A high number of parents commented that their child had made improvements in these areas since starting kindy.

Relevant history screening

The Director ensures that all relevant workers and volunteers 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 and a paper copy in the generic folder. Copies of all clearances are kept in the appropriate folders; the Governing Council folder, staff's personnel file and in a generic file for TRT and other relevant persons attending site. As at 1 July 2019 all workers/ volunteers are updating to a Working with Children's Check upon expiry or their DSCI clearance.

From 1 July 2022, all persons who require a clearance have been required to produce a Working with Children's Check.

Financial statement

Funding Source	Amount
Grants: State	\$284,897
Grants: Commonwealth	\$0
Parent Contributions	\$14,142
Other	\$4,316

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 whole staff team engaged in professional development on 2 of our pupil free days to foster our shared and consistent use of intentional teaching strategies to support children's oral language development.	Staff strengthened their knowledge of oral language development through the Hanen webinars and implemented the agreed strategies. This resulted in positive learning outcomes for children – evidenced by increased confidence in speaking, increased vocabulary, and more elaborate responses when answering questions.
Inclusive Education Support Program	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 small group early intervention support.	All children utilizing IESP funding showed progress against their individual learning goals and the Learning Outcomes of the EYLF. Support Services supported staff to increase individual children's participation in our curriculum.
Improved outcomes for non-English speaking children who received bilingual support	A bilingual support worker was employed to support a child who spoke Mandarin as their first language. The bilingual worker was employed for 30 hours during term 2. They supported the child to make stronger social connections with their peers and to support their engagement in the curriculum.	Following this support, the child became more confident in speaking English and better able to express their needs. The child was supported to share some of their culture at kindergarten (eg. counting and writing number symbols in Mandarin). The child's social circle grew following support as did their engagement in group experiences.

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