



# Seaview Downs Kindergarten

## 2022 annual report to the community

Seaview Downs Kindergarten Number: 3684

Partnership: Marion Coast

Signature

Preschool director:

Mrs Joylene Klein

Governing council chair:

Michaela Paget

Date of endorsement:

19 March 2023



Government  
of South Australia  
Department for Education



## Context and highlights

Seaview Downs Kindergarten is truly a 'hidden gem', tucked in the corner of a street square in the leafy Adelaide suburb of Seaview Downs. The open, well-lit main kindy room opens onto a surprisingly large 'L' shaped outdoor play area that offers fun, learning opportunities for preschool explorers, naturalists, scientists and mathematicians under the shade of large, beautiful trees. First time visitors are often heard to say that they would never have expected such a wonderful outdoor learning area in a kindy that has no street frontage.

During 2022, enrolments moved between 40 and 43 (45 children enrolled over the year) with two groups of 22 or below. Children attended for two full days per week and an additional half day per fortnight. A high proportion of families have both parents in full or part time paid employment with many children attending childcare on non-kindy days. The kindy families represent a diverse community, including families of Asian, Middle Eastern, British and South African origins.

There have been many highlights during 2022; here are just a few, in no particular priority order –

- Children highly engaged in learning about and caring for the many visiting animals over the year.
- Amazing progress of all children in their play engagement and social interactions.
- Detailed construction creations made every day at kindy, with children working together using their engineering skills.
- Children as authors of their own detailed books.
- Guest presenters encouraging children's learning in recycling, painting, our first nation culture, gardening, Nature Ed, art, and emergency services/MFS.
- Two successful excursions to the Hopgood Theatre and local beach walk, plus regular local walks.
- 100% families participating in developing individual learning plans for their children.
- Two pre-service teachers, two work experience HS students plus four occupational therapy and two speech pathology students supported by our dedicated staff and welcomed by our children.
- Four family events – highly successful family fun day and art show – children very excited to share their kindy learning with their significant adults, plus end year celebrations and goodbyes.
- Hume Street Reserve development – consultative involvement of kindy children and staff in park inclusions and stobie pole art.
- Parents understanding our need to restrict events and attendances, thank you to everyone for their cooperation.
- Excellent results in our finance audit, thank you to Leonie our finance officer.
- Covid impacted over two thirds of our children and it was an unsettling year for staffing due to illnesses and operations.
- Dedicated, professional, creative, flexible and hardworking staff team who have kept children's learning and wellbeing as our focus. well done and thank you.

## Governing council report

2022 was a special year as we saw the restrictions of Covid 19 ease and lift. This meant the Governing Council (GC) were able to meet face to face for majority of the year (with Zoom still being available for those needing to attend virtually), which made for a nice way to get to know the members, the kindy and the staff.

The GC was made up of 6 supportive and enthusiastic parents along with the incredibly dedicated Kindy Director Joy Klein and Teacher Kate Peel.

The Governing Council came together to give support of

- finance matters - monies spent for improvements to the kindy space and maintenance
- fundraising - Bunnings BBQ, Towels and Bags, Art Show and Wine Sale
- general business - Stobie Pole art outside the kindy; pupil free days; website updates and supporting the Director in how to manage the easing of Covid 19 restrictions and still keep everyone safe (in particular large gatherings such as Special Person Day).

The GC, with the leadership of the Treasurer, created a slightly new fundraiser for the kindy with the sale of personalised towels and calico bags that were personalised with the child's name and the drawing of a self portrait. The GC was a wonderful way to contribute to the Kindy and also get back so much through feeling apart of the community and having a connection with the Kindy, the staff and the children.

The children enjoyed many wonderful experiences of incursions, excursions and of course learning through play. Thank you to our Governing Council members for giving your time, thoughts, and support to the Seaview Downs Kindergarten for 2022. A big thank you to the wonderful staff who are so dedicated to our children's learning and enjoyment.

Michaela Paget  
Chairperson

# Preschool quality improvement planning

Each year a comprehensive Quality Improvement Plan is developed; informed by self-review by staff, feedback from families, state and partnership priorities, and feedback from our Education Director and Early Years Leader. The QIP is in seven areas, with our focus goals in area one. In 2022 our key improvements included: -

## Educational Programme and Practice

Goal 1. To extend children's ability to use language appropriate for purpose. To support children to interact with others in more positive ways, use language for purpose and demonstrate their understanding of how language can be used for a variety of purposes, staff concentrated on supporting children's oral language development. A matrix to record children's learning was developed and during the year we observed an increase in children's oral communication, especially in times of higher anxiety, when previously physical reactions were more common.

Goal 2. To improve children's understanding and use of number to quantify. For all children to engage in quantifying opportunities in play, use the standard number system with increased confidence and to notice, read, continue and create repeating patterns were the success criteria for this goal. The staff were supported in this area through music, with one of our teachers engaging in an intensive music course and sharing this learning with all staff. What an amazing opportunity we have all had with this specific music learning and we observed children succeeding in increasing their patterning and number use.

## Children's Health and Safety

Our routine changes due to Covid have generally stayed, with children and families readily accepting the need for regular hand washing, staying home when unwell and limiting adults' access to the inside kindy spaces. We had a large number of children away at some stage of the year with covid – more so than the previous two years.

## Physical Environment

The outdoor learning area improvements continue to be enjoyed by all the children and adults in the kindy. Most children choose the outside as their learning environment. The trees are regularly audited and trimmed, maintaining our wonderful outdoor learning space. There are ideas now being looked at to improve either the front or back entrance to kindy – hoping to make progress on that in 2023.

## Staffing Arrangements

Dedicated staff and regular relievers ensured consistency and appropriate staff: child ratios. Our regular relief staff were well used with staff away due to health or leave reasons. I continue to support new preschool directors in my leader advisor role.

## Relationships with Children

Building warm relationships with all children is always a high priority. Staff consistently and patiently support children to build good friendships and it's great to observe the improvement in children's behavior and play skills, including their growing independence in conflict resolutions.

## Collaborative Partnerships with Families and Communities

By necessity, some collaboration with families stayed with on-line zoom or over the phone discussions. This method has some benefits such as both parents being able to participate. Parents appreciated text contact for reminders as well as email newsletters. Wider community collaboration was able to happen a little more this year.

## Leadership and Service Management

Improvement discussion regularly included at Governing Council and staff meetings, staff involved in developing their performance and development plans and administration and financial matters well organised, thank you to our finance officer.

2022 has been filled with enthusiastic, fun-loving young learners, supported by their caring families and dedicated staff. Seaview Downs Kindergarten is certainly a vibrant place of learning and growing.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	42	46	42	46
2020	43	N/A	43	43
2021	51	50	48	48
2022	43	44	40	41

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	92.3%	87.4%	84.3%	92.3%
2020 centre	95.9%		91.5%	95.3%
2021 centre	92.4%	85.2%	93.6%	91.4%
2022 centre	84.2%	75.6%	83.7%	92.9%
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

Attendances were particularly low in Term 2 due to a number of children away unwell, including with covid. Absences are followed up and reasons sought for any non-attendance.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
637 - Brighton Primary School	6.7%	0.0%	0.0%	5.7%
984 - Seaview Downs Primary School	46.7%	69.4%	75.0%	82.9%
9074 - Stella Maris Parish School	16.7%	16.7%	15.0%	5.7%

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

Some variation to above data - 45 children at kindy over 2022 – 27 to SDPS 60%, 6 to SM 13%, 5 to Brighton PS 5%, 16% to 6 different schools - 2 to Trinity Gawler, 1 each to Riverland, McAuley, Westminster, home schooled and Cowandilla PS.

## Family opinion survey summary

During the year parents were invited and encouraged to ask questions, give feedback on kindy matters and join the Governing Council to participate in decisions. Parents were also asked for verbal feedback as part of the parent teacher meetings to plan children's individual learning plans.

In Term 3 all families were invited to participate in the Preschool Parent Opinion Survey provided by the Department for Education. This year the survey was distributed via email and parents sent the link to complete online. Paper copies were also made available. No paper copies returned. Only 6 were completed on-line. The scores and comments were overall very positive, such as in the area of Support of Learning, including these comments – "I could not recommend this Kindy enough, my daughter absolutely loves it! She hates missing a day. I have seen her grow so much during the last 3 terms." And "The children have plenty support mostly due to the teachers own initiative and extra effort. More funding should be provided in general." The concern over funding provided to preschools was mentioned a couple times. Having opportunities to be involved in their preschool child's education was a concern of one parent. This survey leaves us with a couple areas for improvement for 2023 – firstly to look at how and when we survey parents/carers. Also, ways we can increase involvement of parents in decision making or make the already existing ways to be involved more known is an area for improvement.

Many parents took the opportunity to comment about their child's kindy year when signing the statement of learning. We also received some very positive and specific feedback via email. One example that includes many of the sentiments expressed by others is, ".... wanted to thank you for all your hard work this year. I would have never imagined at the start of the year that XXXX would be in front of a crowd performing songs and actions. The growth has been incredible and is a real testimony to the patience and perseverance of you all. You have all created a beautiful environment for the children to feel comfortable enough to be themselves and explore their own interests and abilities....."

## Relevant history screening

Processes are in place to ensure Seaview Downs Kindergarten current and relieving staff, pre-service teachers, volunteers and visiting support personnel are compliant with Department for Education relevant history screening as well as Respond to Abuse and Neglect requirements. A register of Working with Children Checks is kept updated and any new staff, pre-service teachers, volunteers, and regular contractors added as needed.

## Financial statement

Funding Source	Amount
Grants: State	\$465,254
Grants: Commonwealth	\$0
Parent Contributions	\$30,149
Other	\$9,874

## 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	Numeracy and literacy funding enabled all staff to participate in on-site pupil free day PD, focusing on each child's progress and goals. This also included PD focus on the literacy and numeracy guides content.	With the support of more equipped, confident staff, children have been supported to increase their oral language use and gain in number use and confidence.
Inclusive Education Support Program	With 33% of our children requiring support, the IESP funding (\$13,338) was much needed to support children's learning. The grant was however deemed insufficient to support the children's learning and play skill needs, so additional site funds (\$5, 386) was used to increase staff support. Funding supported 1:1 and small group targeted intervention plans, both in sessions and during regular play, under DfE speech pathologist and special educator guidance. ILPs / specific learning goals were developed for all children in consultation with parents and support services.	Specific children's goals were met and re-written, with some not needing support towards end of the year. Supported children were able to increasingly access curriculum areas. and developed in their social / emotional wellbeing.
Improved outcomes for non-English speaking children who received bilingual support	n/a	n/a

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