



Plympton South Kindergarten

2022 annual report to the community

Plympton South Kindergarten Number: 3695

Partnership: Marion Inland

Signature

Preschool director:

Ms Karen Worley

Governing council chair:

Ms Larissa Genat

Date of endorsement:

15 February 2023



Government
of South Australia

Department for Education

Context and highlights

Plympton South Kindergarten (PSK) is located in South Plympton in the Marion Council and is part of the Marion Inland Partnership. In 2022 the Kindergarten offered sessions for up to 55 children in 2 groups. Families had the option of attending the Mulberry Group: Monday/Tuesday (8:30 – 3 pm) and fortnightly on Friday mornings (8:30 -12:30) or the Gum Tree Group: Wednesday/Thursday (8:30-3 pm) and fortnightly on Friday mornings (8:30 – 12:30). Each child is allocated a focus educator and the children meet daily in a small group with their focus educator. This small group allows the focus teacher to develop strong relationships with each child and their family.

In 2022, we continued our focus upon local experiences in context of our site such as growing, harvesting and cooking produce in our garden, celebrating International Mud Day and going for a community walk to a local reserve. We invited guest educators onsite, including Glen from Mobile Junk and Nature Play and offered Indigenous perspectives through our work with Trent Hill 'Indigenous Culture for Kids' and Liesl von der Borsch- 'Walking Together with Kaurna- Cultural Experiences for Children'. The children participated in our specialist music program 'Musical Muscles' with Caleb Mason which culminated in a showcase concert. We went on an excursion by bus to the Patch Theatre show 'Home'. Our ongoing partnership with Flinders University Occupational Therapy Department continued this year. Students from the University assessed many children's fine and gross motor skills. This information was shared with families and provided detailed information to inform our planning for the children.

As a site we continued our Quality Improvement work on children's oral language with our focus upon Book Talk.

Governing council report

2022 was a wonderful year for families at Plympton South Kindy. With the easing of covid restrictions, we were able to come on site each day to drop off and collect our children, as well as meet other parents and connect with the teachers.

Families enjoyed a mid-year performance from the children at the end of their Musical Muscles program, and two Saturday morning play dates at local parks allowed the children some extra time to play, and parents the chance to get to know one another better.

Children and parent helpers enjoyed three excursions throughout the year - a community walk to Jervois St Reserve, a bus ride into the city for Patch Theatre, and a physically fun morning at Ascot Park Primary School's gymnastics program.

It was also exciting to celebrate the end of kindy with the end of year celebration on site, where families could share dinner and watch the proud kindy children sing some songs for us all. The final week of kindy was an extra fun one for the children, as they had a Wheels Day at the neighbouring Yapinga Reserve and shared morning tea with their families.

The Governing Council for 2022 was a small but dedicated group of parents who met regularly throughout the year. It was lovely to meet regularly in person, something we no longer take for granted. We organised some successful fundraisers for PSK, including the first ever PSK Bunnings BBQ as well as the ever popular wine drive and tea towels.

As always, the staff have provided a wonderful kindy experience for the children and their families, and we thank them for that. It's a year we will all remember with fondness, and with gratefulness for the rich learning experiences our children have experienced.

Larissa Genat
Chairperson
Governing Council

Preschool quality improvement planning

Goal: To improve children's ability to demonstrate critical understandings of texts in shared reading experiences

Challenge of practice: If we plan for and provide daily shared reading experiences with repeated readings of texts and Book Talk strategies to engage children's involvement then we will improve children's ability to understand and express their ideas.

Our goal for our Quality Improvement Plan for 2022 builds and extends upon our work in previous years. As a staff team, we have continued our work in researching the implementation of Book Talk strategies, based upon the work of Mary Roche (UK), which we commenced in 2021. We collected data within our learning environment to critically reflect and improve our teaching practices as we read and talk about texts with the children. Our aim was that the children become effective communicators who would

- use increasingly sophisticated language
- engage in reciprocal shared conversations
- verbally express their opinions and preferences
- respond to texts by asking and answering questions
- make predications and generalise

These learning outcomes are from our curriculum documents, the Early Years Learning Framework, Preschool Indicators for Literacy and Numeracy and "Talk Play Read"(DfE)

Over the year, the children participated in a Book Talk group each week. We were intentional in establishing consistent groups of children with the same educator. Our research found that the continuity this provided was key to supporting the children's learning and the tracking of their growth over time. The educators collected data on the children's understandings, language, conversations and critical thinking over the year. We had scheduled check in meeting times, including on Pupil Free Days and engaged in critical reflections of our own practice to improve the children's learning outcomes.

Educators worked collaboratively to select key texts and design questions which supported higher order thinking and levels of questioning. We critically reflected upon our selection of texts. We noticed that there was a significant improvement in children's engagement in the text when they could directly associate themselves and connect their own personal experiences to the text. We also noted that repeated readings of the texts were incredibly powerful in building the children's ability to share their critical understandings of the texts. We provided differentiation and targeted strategies for all children.

Analysis of our data at the end of Term 4 demonstrated that children displayed increased engagement over the year in Book Talk. There was significant improvement for every child across each of the success criteria. The children became familiar with the group norms of Book Talk and their enthusiasm and desire to contribute grew. The greatest areas of development for the children over the year was

- making predictions and generalising and
- engaging in reciprocal shared conversations

The educator team have been excited to participate in this work during 2022 and we have achieved a great deal together. Critical reflection of our practices will be ongoing as we continue this important quality improvement work into 2023 with a new cohort of children. In 2023 we would like to research our strategies around using numeracy related texts to support the children's development of mathematical language and conceptual understandings. We will be looking to transfer much of our learning across to this new context for our research to improve children's learning outcomes and our educator practise.

Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2019	64	63	60	59
2020	66	N/A	61	58
2021	63	64	60	63
2022	49	48	45	44

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	92.9%	96.8%	89.6%	94.0%
2020 centre	92.7%		93.0%	96.5%
2021 centre	95.2%	94.1%	97.5%	95.4%
2022 centre	93.4%	81.0%	73.0%	81%
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 always consistent. Attendances have been affected by more absences due to viruses throughout the year, including COVID. Regular communication with families via phone calls, SMS and emails enables us to follow up with absences. With the opening of the international borders, we had one family absent for Term 3. Throughout the year, our enrolments remain relatively stable and this enables us to provide a cohesive and on-going program which builds upon the children's learning. At the end of Term 2, 4 children commenced school with the mid-year intake at a local Catholic school. Over the year we have had a number of children join us from overseas and interstate.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
548 - Black Forest Primary School	0.0%	5.4%	0.0%	5.4%
127 - Edwardstown Primary School	8.9%	14.3%	13.7%	13.5%
8405 - Emmaus Christian College	39.3%	32.1%	31.4%	27.0%
907 - Plympton International College	3.6%	8.9%	2.0%	8.1%
9020 - St Anthony's School	12.5%	1.8%	5.9%	13.5%
9063 - St John the Baptist Catholic School	14.3%	17.9%	23.5%	21.6%

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

Each year we feed into a range of different schools. A large percentage of our children continue to go to Catholic or Independent schools. This year 50% of our children went to non-government schools. St. John the Baptist Catholic School is our largest feeder school this year with 22% of our children enrolled for Reception. Emmaus Christian College is only one street away from the kindy and is second largest feeder school with 20% of enrolments for next year. Our children attend a number of different local schools including Forbes Primary School, Edwardstown Primary School, Black Forest Primary School, Plympton Primary School, Marion Primary School and Plympton International School.

Family opinion survey summary

The link to the online DfE Preschool Parent Opinion Survey was distributed to families via email and text message. The survey statements were based on the four areas: Quality of Teaching and Learning, Support of Learning, Relationships and Communication, Leadership and Decision Making. 19 families responded from the 45 families attending in Term 3. In the context of this survey, it is a very high number of responses. Opinions in all areas were overwhelmingly positive.

100% of families agreed/strongly agreed that their child receives high quality teaching at Plympton South Kindy and were satisfied with the learning programs offered at the preschool.

93% of families said they felt welcome and 100% of families said they were well-informed about preschool activities and that there is effective educational leadership within the preschool.

Additional, specific positive feedback from families includes the following:

This kindergarten has a lovely indoor and outdoor learning environment for the children. There are many resources available to support their learning and the teachers understand each child's needs.

The teachers provide high quality learning to the children. My daughter loves attending Plympton South Kindergarten. She has learnt so much and continues to build her confidence thanks to the amazing teachers and their learning program.

Happy with our preschool. Our daughter feels happy to attend and is learning lots of new things. I would like a little bit more feedback on specific matters but I know I could follow this up if I was very concerned.

The staff are extremely friendly, approachable and accommodating. They always inform me of any issues or anything that my child has really enjoyed or struggled with. They are always outside at drop off and pick up time and are always happy to have a chat. It would be great if they used a communication app such as Seesaw but their communication, letters, emails, texts and learning folders are brilliant.

Plympton south is a fantastic kindy and my child absolutely loves it there. It is very welcoming and goes above and beyond for all of the children there.

All the teachers are attentive and caring for all the children's needs and go above and beyond to help children reach their foundation education goals.

Relevant history screening

All teachers including temporary relief teachers have current teacher registration and ancillary staff, permanent, casual and relieving teachers have up-to-date relevant history screenings. Current screening documentation including Working with Children Checks are required for any volunteers.

Financial statement

Funding Source	Amount
Grants: State	\$516,608
Grants: Commonwealth	\$0
Parent Contributions	\$38,009
Other	\$3,760

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 funding was used for educators to participate in professional development workshops over 2 days on Bookmaking with Lisa Burman (Consultants in Pedagogical Growth) and the Early Years Partnership Project on Storytables. The funding was also used to purchase new resources for the children to support the children's literacy and numeracy development.	High quality educator interactions which support, extend and facilitate children's literacy development around texts through oral language and bookmaking has been a key focus at the site in our Quality Improvement work. There has been significant growth in children's ability to demonstrate critical understandings of texts through reciprocal shared conversations and increasingly sophisticated language.
Inclusive Education Support Program	Children with identified speech and language needs were supported through the DfE Speech Pathologist in collaboration with children's families and the educators. Targeted programs were implemented by key teachers at our site on a weekly basis. Two children received Extensive IESP funding and had Individual Learning Plans. The IESP funding provided professional development for the educators and additional support for the children to access the kindergarten program and support transition between routines throughout the day.	Children were able to effectively engage in the curriculum and demonstrate increasing confidence and capabilities in themselves, their relationships with others and in the learning environment.
Improved outcomes for non-English speaking children who received bilingual support	Over Terms 1,2,3 and 4, nine of our children each received 30 hours of bi-lingual support whilst developing their understanding and initial English language skills.	These children developed increasing confidence to communicate in English, which supported them to engage in all aspects of the kindy curriculum.

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