



Warradale Kindergarten

2022 annual report to the community

Warradale Kindergarten Number: 3698

Partnership: Holdfast

Signature

Preschool director:

Miss Amy Martin

Governing council chair:

Shannen Burns

Date of endorsement:

21 February 2023



Government
of South Australia

Department for Education

Context and highlights

Welcome to Warradale Kindergarten incorporating an Inclusive Preschool Program (IPP) for Deaf and Hard of Hearing children. Operated by the Department for Education (DfE) and within the Holdfast Partnership including 8 preschools, 5 primary schools and 1 secondary school. We work collaboratively together, developing a partnership plan which reflects the work and priorities from within our individual sites. Our partnerships is supported by a Local Education team which consists of an Educational Director, Early years Leader and Principal consultant who offer advice and direction from State Government.

We currently have two groups of children:

A Group and IPP children attend: Monday/ Tuesday 8:30-3:00pm and odd week of the school term Friday 8:30-12:30

B group attend: Wednesday/ Thursday 8:30-3:00pm and even week of the school term Friday 8:30-12:30

The Inclusive Preschool Program for Deaf and Hard of Hearing children and families, is staffed with a Qualified Teacher of the Deaf (ToD) and an additional Early Childhood Worker. Offering children who are Deaf or Hard of Hearing, children of Deaf parents or siblings a specialised program where they can be immersed in Auslan (Australian Sign Language) rich environment. Children are fascinated to learn Auslan with help of Kylie who is a native Auslan user. We provide additional Auslan resources to support all parents learning at home with their children. Often sharing signs of what we were learning about at Kindy each fortnight. Educators have recorded stories in Auslan to share with families to extend children's learning and understanding.

Our Kindergarten is leased from Marion Council. Located on a shady corner block in southern Adelaide, alongside a tennis club and local park. We have lovely and engaged community with many neighbours having established relationships with the educators and children. Our main feeder schools are Warradale and Brighton Primary, whom we have a close relationship with. Other schools are Christ the King, Stella Maris and McAuely Community School. We pride ourselves on strong relationships with families, ensuring that all families feel welcome and part of our community. Parents and caregivers are encouraged help with Kindy experiences, join us on excursions, and share their occupations, or hobbies with us.

Governing council report

Governing Council came together twice a term throughout the year. There were members representing both of our Kindy groups. Finance reports were shared and discussed each month to ensure the Governing Council members were aware of the Kindy finances. The Educators shared a site report each meeting, updating parents on the learning that has been occurring over the past month. Over the course of the year we had discussions about excursions, fundraising and were to prioritise money being spent, kindy hours/ days and accessibility to families, and staffing processes.

Governing Council organised the Wine fundraiser in late term 2 and early term 4. This raised over \$2000 for the fundraising budget in 2022 which was greatly appreciated. In term 4 the new 2023 families were also invited to make orders which is recommended to also do again in 2023.

In term 3 Governing Council organised a family BBQ night at the local park to bring all the parents and children together. This was supported by local businesses with donations of sausages and vouchers to purchase bread, sauce etc. Governing council members kindly donated their BBQ's and time to cook the sausages and asked families for a gold coin donation. This raised \$200 which was great however it was just lovely to bring families together after such difficult COVID times.

Thank you very much to the Governing Council members for supporting our Kindy in 2023.

Preschool quality improvement planning

LITERACY- To increase children's ability to 'use language to connect to others'. (Literacy Indicator)

COP: If we develop and implement an intentional approach to develop children's communication skills, then we will increase their ability to use language to connect to others.

Success Criteria: Educators will collect data over the year showing individual growth for each child in their ability to communicate and use language to connect with others.

Build Educator Capacity: Educators will engage in PD with the Speech Pathologist, Special Educator and SERU ToD to extend their understanding of oral language development, how to plan for learning to increase children's ability to connect with others.

Educators will link the CoP in their PDP's

Shift in Pedagogy: Educators will use a variety of tools to identify children's ability to connect with others. Educators will analyse children's learning and intentionally plan to support children's growth.

Pedagogical documentation: Educators will use a range of Ped. doc to collect evidence of children's ability to use language. Analyse the documentation and then plan for intentional learning in small group and individual teaching moments.

Evidence- analysis- data: Educators will plan for intentional teaching opportunities as a result of analysis of evidence with a focus on oral language development- including story tables, and small group experiences.

Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2019	54	58	59	57
2020	58	N/A	59	59
2021	47	49	48	51
2022	45	45	46	54

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	90.3%	89.9%	85.3%	91.5%
2020 centre	92.9%		91.1%	87.1%
2021 centre	89.2%	86.7%	91.1%	86.5%
2022 centre	78.7%	81.0%	85.4%	82%
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 attendance this year was high, we found that less children were sick over the winter months due to the COVID precautions. This helped to ensure that children remained healthy and well and were able to attend regularly.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
637 - Brighton Primary School	63.2%	64.8%	47.8%	57.1%
9074 - Stella Maris Parish School	2.6%	3.7%	6.5%	5.7%
933 - Warradale Primary School	18.4%	9.3%	10.9%	22.9%

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 go to Brighton and Warradale Primary school. We have a close relationship with them and are continuing to develop our transition process, to ensure continuity for all children. This year we allocated money in the budget allowing key Educators to visit school with the children. Supporting children when visiting their school, helped them to settle and feel comfortable and seek reassurance from a familiar educator when needed. Parents were thankful for the support throughout transition, helping to make it a smooth transition from kindy to school. We also had a mixture of Marion Primary School, Westminster, Christ the King, Stella Maris Parish, McAuley Community, and St Teresa's. We also make connections and have conversations with these schools to support the children's transition to school.

Family opinion survey summary

This year we used the DfE parent survey, we had a very approximately 50% of our community provide feedback. The results were positive with high ratings in most areas. 97% of families believe that their child receives high quality teaching at Kindy. With some of the comments including:

We have been extremely happy with Warradale Kindy for both my son and daughters learning. The teachers are fantastic and provide an excellent curriculum which is communicated to the parents via email. The activities are always interesting and varied and my children both loved their Kindy year and so did we!

Warradale Kindy is fantastic! We have had three of our kids go through the doors and currently our fourth child is there. I highly recommend anyone to this kindy. I wouldn't want to send my children anywhere else. The teachers are wonderful, caring and supportive. The kindy space is always clean, fun and interactive!

The teachers at my child's kindy are wonderful, caring, dedicated people and my child is thriving in the environment. It's a lovely, welcoming community and I think they do a wonderful job.

I am blown away with the enthusiasm and come of the educators. They go over and above. I am so impressed with everything and feel fortunate my children have been able to attend this kindy. So happy and recommend to everyone I know.

All the teachers demonstrate a very strong understanding of where the children are at socially and in a learning capacity and are able to adapt their teaching style to nurture the different styles. They are very passionate and nurturing.

Plenty of simple yet diverse resources for my child to experiment with creativity and problem solve. There are many new creations that come home with incredible stories of what and how the creation is used.

Relevant history screening

To work with children and young people in SA government educational sites and services, staff must have a current working with children check (WWCC).

The director will ensure all persons engaged with, or participating in a department site or service or providing a service to a department site, child or young person meet the screening and suitability requirements of this procedure (and the screening and suitability policy).

Maintain records and provide evidence of compliance with this procedure in accordance with the information management policy and the State Records Act 1997.

The check must be updated every 5 years.

Individual staff, volunteer, student's clearance is sighted by the Director, added to their personnel file and recorded on the spreadsheet.

Financial statement

Funding Source	Amount
Grants: State	\$590,552
Grants: Commonwealth	\$0
Parent Contributions	\$33,580
Other	\$2,645

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 site engaged in professional development with the Early Childhood Leader and the Speech pathology team. Building a great understanding of how to use PASM (Phonological Awareness Skill Mapping) tool	Educators are now confident in using PASM as a screening and tracking tool. Also increasing their understanding of how to plan for intentional teaching with a targeted group of children.
Inclusive Education Support Program	We used this funding to employ an additional ECW support throughout the day. They were able to engage children in small group experiences to build positive relationships with other children. There were several children that needed specific support to regulate their emotions and work through difficult moments in the day. The staff were able to take the time to help the children work through their feelings and help them to calm down. Along with some direct instruction and role modelling of tasks, children were able to learn how to engage in the curriculum successfully. Staff used visual cards to display routine and play experiences.	Throughout the year the children learned to regulate their emotions and respond in positive ways. They built an understanding of noticing their body cues and knew what they needed to do to help them calm down. This could include removing themselves from the situation, finding a quiet place to rest or asking for help from an educator.
Improved outcomes for non-English speaking children who received bilingual support	We employed bilingual support workers early in the year to help children and families transition into Kindy. They were able to answer any questions in the parents' home language and help them to build their understanding of Kindy. They worked in small groups with the child and supported them to understand what their peers were saying and help to find the English word. Over time the children were able to reduce the amount of support needed.	The children's English increased throughout the year increasing their confidence to communicate with other children and educators.

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