



Blackwood Kindergarten

2021 annual report to the community

Blackwood Kindergarten Number: 4608

Partnership: Mitcham Hills

Signature

Preschool director:

Mrs Maddy Stewardson

Governing council chair:

Ryan Kitchen

Date of endorsement:

24 March 2022



Government
of South Australia
Department for Education

Context and highlights

Blackwood Kindergarten enjoyed a wonderful year in 2021, full of successes, challenges, collaboration, and some continued response to COVID. With challenge comes innovation and we continued to seek this out throughout the year. A strong Governing Council was appointed and with their guidance and insight we managed all that 2021 had to throw at us. We welcomed families into the kindy at every opportunity and sought their involvement in every area of the curriculum, and following the COVID19 outbreaks, we began a series of @Home learning opportunities which carried us into the rest of the year. The connection of home learning and kindy learning strengthened throughout the year through these individual and group learning opportunities. We found ourselves developing a shared understanding and shared purpose for our curriculum. Every family engaged with these processes. We continued to refine our assessment for learning processes; strengthening the Family Interviews, individual learning goals and documentation processes of children's learning.

As in the past, Nature Kindy was the stand out highlight of the year, and we were able to go four days to Belair National Park. Ask any child what they loved most and they will say "Nature Kindy of course". The exercise of taking 44 children and their families and all the gear into the Belair National Park for a day of Nature is significant and was wonderfully supported by the parents who helped each week. The curriculum links and learning outcomes for both children and their families makes the significant financial commitment and safety management from the kindergarten worth this effort.

We had identified the need to improve and diversify our offering to the Blackwood Community and in response, the kindy community made 2 changes to the operating times for 2021 onwards valuing community wishes and educational needs. We changed our times to offer both the Long Day model (of 15 hours over 2 days) and the shorter day (5 day fortnight) to support best practice for educators, and community access for families. This was a huge success with both groups being equally supported by community. We are the only kindy now who offers this kind of choice, retaining our set groups to enable strong belonging and connection, and we hope it will lead to continued providence of the kindy within the community.

Our Playgroup grew from strength to strength welcoming nearly 250 people through our doors over the course of a year. It has developed a strong positive reputation within our community.

Governing council report

Please contact the kindergarten for this report.

Preschool quality improvement planning

Preschool quality improvement planning

In 2021 our Preschool Quality Improvement goals were:

Improve children's literacy with a focus on engaging with texts and making meaning. We were looking for strong Phonological awareness skills. Improve children's numeracy with a focus on mathematical language.

Our Challenge of Practice: If we develop and embed agreed practices for intentionally planning and assessing for how children a) engage with texts and make meaning and b) use mathematical language skills then literacy and numeracy will improve.

Success Criteria: Children can understand key literacy concepts and processes such as the sounds of language, letter-sound relationships, concepts of print and the ways texts are structured

2. Children can share stories and symbols from their own culture in a range of mediums; including digital technologies.

3. Children can use appropriate mathematical language in every day experiences

Our key actions included:

- Provide opportunities for whole staff team to develop and reflect on agreed practices using EYLF and literacy indicators for preschools.
- Build parents knowledge and understanding of literacy through new and innovative collaborative partnerships with families. Seek specific feedback at the end of 2021
- All staff to access appropriate professional learning and this will be identified in their performance development meeting. Our focus on Phonological awareness was also supported through the Continuity of Learning Project for Mitcham Hills Partnership.

Children's Learning Achievements:

- Children's engagement with longer term and emergent curriculum was extremely high and high quality oral language samples showed well developed talking skills, rhyme, syllabification and initial sounds and blending. There was a range of skills, but the large majority were developing strongly over all areas.
- Regular meaningful parent input occurred, verbally, and increasingly in writing. There was an increased adult understanding of Learning@ Home using the resources provided and parents described the new conversations and play they had with their child, or wrote them down and shared them, following curriculum initiatives including Numeracy and Literacy
- Children were deeply engaged in curriculum which reflected their cohort interests and needs. Core learning was maintained over time, while still allowing for emerging ideas to be followed and individual needs to be met. In this, children's numeracy and literacy skills were visible to all, evaluated and documented.
- Children engaged easily, readily and at a high level with commercial and also self devised numeracy and literacy materials- both at kindy and in the home environment. Their knowledge and skills were documented and evaluated systematically; including child voice and annotated work.
- Strong reciprocal, comfortable, and consistent relationships existed within the kindy. Children were increasingly confident generally, and motivated to sustain conversations with us, and each other, especially talking about learning and events we shared and/or those at home. All learning was celebrated and visible.

All children achieved highly, achieving a year's growth for a year's learning. When we assessed their learning formally using the Preschool Indicators of Literacy and Numeracy we noted accelerated development in many areas from Assessment points 1- Assessment point 2, which we attributed to the connection to @Home learning and increased parents understanding. We also noted increased educator skills and confidence in using the Indicators as part of the assessment for learning cycle.

All parents engaged and learnt too! We surveyed the parents at the end of the year which showed how well we had engaged with them around learning.

Enrolment

Year

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

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

Enrolments were good in 2021 from the start.
Attendance is in line with the averages accords the state in similar to the Kindergartens past years. Parents are committed to attending kindergarten. The change to offering the hybrid model meant that we had limited absence due to child care sessions.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
524 - Belair Primary School	11.0%	6.7%	3.6%	6.3%
1136 - Bellevue Heights Primary School	2.0%	0.0%	0.0%	3.1%
565 - Blackwood Primary School	48.0%	48.9%	50.0%	40.6%
104 - Coromandel Valley Primary School	20.0%	31.1%	28.6%	31.3%
1226 - Craighburn Primary School	6.0%	4.4%	0.0%	3.1%
124 - Eden Hills Primary School	0.0%	0.0%	3.6%	6.3%
972 - Hawthorndene Primary School	2.0%	2.2%	10.7%	6.3%
8264 - McAuley Community School	0.0%	0.0%	0.0%	3.1%

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 2021 collection.

Destination schools comment

The majority of our children go to Blackwood PS, with Coromandel Valley PS taking almost as many. A few children attend both Belair, Hawthorndene and a larger cohort to Eden Hills. A very small number transition out of our local partnership. This is consistent with previous recent years

Family opinion survey summary

We received 88% response rate with our Parent Survey. This was distributed in term 4, at the same time as the child's Statement of Learning, and allowed time for families to give a detailed and purposeful response. We administered this in hard copy as the electronic copy administration from the department is often not completed.

Parent comments about teaching and learning:

I was very impressed with her learning progress.

The quality of teaching and genuine investment in child's education has been outstanding.

The teaching and the way they integrated the learning into the kids' interests and through play is exceptional.

Parent comments about support for learning:

Teachers were quick to pick up a child's personality and the way they learn best.

We couldn't thank you enough for the extra care given when our child broke her leg. It helped her through the difficult time immensely being able to continue going to kindy.

Parent comments about relationships and communication:

The weekly updates with constant communication with teachers is probably industry-leading. There was never any doubt about what was going on at this kindy.

Our daughter has loved coming here and has truly flourished. The team is fantastic and very supportive.

I have always been very happy with the communication from kindy and the teachers have always been available when I've needed help.

General Comments for the Kindergarten Team:

I can't thank Maddy and the team any more. An amazing group of professional educators who genuinely care for the children's growth and wellbeing. My child's kindy year has well exceeded my expectations. Keep up the amazing work- P will never forget her time with you and I will be forever thankful.

Fabulous preschool. Well run and organised. Excellent education and curriculum and lovely staff. My daughter has developed so much this year.

Relevant history screening

All educators followed the required screening processes. Members of the governing council completed the RRHAN, as did parents who attended to the Excursions in term 3.

Financial statement

Funding Source	Amount
Grants: State	\$423,841
Grants: Commonwealth	\$0
Parent Contributions	\$35,567
Other	\$3,800

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	Funding was used to support multiple opportunities for parents and educators to come together and discuss and plan collaboratively for their child's learning. Resourcing for @Home Learning was significant and had a focus on Literacy and Numeracy PQIP goals	All children achieved highly, achieving at year's growth for a year's learning. When we assessed their learning formally using the Preschool Indicators of Literacy & Numeracy
Inclusive Education Support Program	Our IESP funding was used to provide an inclusive curriculum for all children in term 1 and then to offer inclusive targeted intervention for children subsequently identified with learning difficulties for the rest of the year. Due to the complexity in learning needs additional funding was sought and granted throughout the year.	Children's achievements were reflective of the significant input they have had and and the input from parents as partners in the learning process.
Improved outcomes for non-English speaking children who received bilingual support	na	na

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