

# Holden Hill



Play & Learn

# Kindergarten

## Holden Hill Kindergarten

2022 annual report to the community

Holden Hill Kindergarten Number: 4623

Partnership: Modbury

Signature

Preschool director:

Mrs Peta Redpath

Governing council chair:

Tamica McGregor

Date of endorsement:

13 April 2023



Government  
of South Australia

Department for Education

## Context and highlights

Holden Hill Kindergarten is a stand-alone site with the nearest Department for Education school being Dernancourt R-6 located approximately 1 km away. With Covid restrictions being downscaled in 2022 the Preschool was able to reconnect with the school to implement a continuity of learning program where the Preschool children visit the reception/year 1 classes and become familiarised with a school learning community. Also supporting continuity of learning throughout 2022 site leaders participated in an observational rounds process that facilitated leaders connecting to reflect on the site's improvement priorities with a particular focus on the challenge of practise. Working with Anita, Deputy Principal at Dernancourt, we reflected on the importance of play as a primary vehicle for learning for children. I look forward to continuing these conversations to support a seamless transition for children beginning their schooling learning journey.

The site operates an Occasional Care program for two sessions per week, Monday and Wednesday mornings for 3 hours, with the children accessing this program being eligible from 2 years of age up until starting their eligible preschool year. This program is invaluable to the site with a large percentage of the children who attend this program transitioning to Preschool at the site. The program is in high demand. We are able to offer 8 positions each session. Due to this the site has implemented a wait list system.

The Holden Hill community is very diverse in its composition. As such many cultures are represented. As a result, incidences of English as a second language are prevalent. Bi-lingual support was provided during 2022 supporting the development of positive learning outcomes and effective communication and the building of supportive relationships for the children and their families.

The core staffing at Holden Hill Kindergarten comprises: Director, Teacher, Early Childhood Worker and Occasional Care Worker. The staff team remained consistent in 2022 enabling us to continue the improvement journey, and the cultural shift, upon which we had previously embarked. This incorporated critically reflecting on teaching pedagogy and curriculum development and developing educator capacity so that learning outcomes for all learners, this being children, educators and family and community members, were positive. Due to the complexity of the needs of the children during 2022 the staff team grew to 8 members, including bi-lingual support staff and preschool support workers who are an integral part of the team.

During the year Tatum, for personal reasons, made the decision that she would be leaving the site at the end of the year. As the teacher vacancy was 0.5 permanent a recruitment process took place. A teacher was appointed. Notification was then received that the appointee would be taking a short-term leadership position for terms 1 and 2 2023. This resulted in a 0.5 teacher vacancy that was filled by Maddi Lehmann for terms 1 and 2.

Late in term 4 the site received notification that the enrolment cap was being adjusted to 40 and that the site would be operating full time in 2023.

## Governing council report

From the Governing Council Chairperson:

To amazing staff at Holden Hill Kindy,

Peta, your amazing professionalism to drive such a fantastic team is a credit to you! Some hard work and dedication but exciting as the centre now become full time! We look forward to seeing these changes and know you will guide/direct them perfectly!

As Ollie says, " She is the boss of the kindy!"

Tatum, we are sad to see you go, however are excited to see where your new adventure takes you. Hope we see each other again somewhere! You have been fantastic at building Ollie's resilience during his time at kindy. One of our highlights was when Ollie arrived home with a picture, he had drawn of a garbage truck! I remember in the parent teacher meeting we had you mentioned he said to you " I'm not good at drawing! With your encouragement we were excited to see this drawing come home. Now he is fantastic at drawing! You're a true gem!

Julie-Anne, thank you for all your guidance and support not just to Ollie but for me as a parent. Your support has been the world to us! Your friendly personality has drawn Ollie to you, and you will always be known to us as "Duliane" as Ollie when starting kindy could not pronounce your name. Thankyou Thankyou!

Celina, we have had the pleasure of knowing you for some time now from occasional care and what a change we have seen in Ollie. From pull up nappies during his time in occasional care to now being a big kindy boy. You have always been there for that extra additional support. Your smile is just gorgeous!

Zofia, Ollie believes you are the best cook. He often tells me "Mumma you and Zofia from kindy are the best cooks! Thanks for helping out at kindy and giving Ollie directions in the kitchen. A life skill I hope he continues.....for my sake!

Di, Mandeep, Payal and Tracey - your support and additional help has not gone unnoticed. Having your dedicated roles but always helping all students when in need. This is reassuring for parents. So, thank you!

You all mean the world to our family - the help, support, guidance for our children is so important for us!

Kind Regards,

The McGregor's

# Preschool quality improvement planning

Having embedded practises to improve children's learning and skills in using oral language, with an emphasis on descriptive language in 2021, during 2022 we embarked upon a new learning journey shifting our focus from being literacy based to being numeracy based. Being mindful of continuing to build children's descriptive vocabulary the decision was made to work towards improving children's vocabulary and comprehension specific to measurement in their play.

Baseline observational data was collected in term 1 with this being grouped according to the most relevant success criteria. Observational data was again collected in term 4. When analysing the data sets it was evident that there had been growth in the children's learning against all the success criteria (8-10 increase).

As a professional learning community, the staff worked collaboratively to deepen our understanding of measurement and how children demonstrate what they know, can do, and understand about measurement through play. The team demonstrated the following learning as the year progressed: increased focus on children's learning and wonderings during planning meetings; enhanced ability to identify the measurement learning opportunities within the play versus nominating a learning point or concept and developing an explicit experience; deeper reflection about resource provision and placement to scaffold opportunities for open-ended exploration; providing more time for deeper learning through less frequent changes of the learning environment and making small 'tweaks' as the children's curiosities emerged. Utilising emergent planning opportunities has led to more responsive teaching and scaffolding, that has optimised the children's levels of engagement in authentic purposeful play and has empowered the children to be the best learners that they can be. To continue this learning the team will actively engaged in a self-assessment process in 2023 to identify missed opportunities for learning.

Documentation, analysis of observational data and planning for play with intentionality has been an ongoing area of focus, as has implementing the planning cycle so that the learning trajectory for each child is evident. During 2022 we reflected on the amount of data that had previously been collected and worked towards developing a system for collection and analysis of observations that were "significant" and that could be used for multiple purposes. This work continues in 2023.

Using the Playful Pedagogies framework of Lisa Burman small world play opportunities were intentionally planned for, including regular audits of the learning spaces and resources to ensure that opportunities to improve children's oral language, vocabulary and comprehension specific to measurement were maximised. Bookmaking and story tables were other focal points of our curriculum that contribute to the rigorous learning environment we provide. Implementation of the 'You Can Do It' (YCDI) program helped children achieve to the best of their ability, and to experience positive social and emotional well-being. The You Can Do It program will be an integral part of the curriculum in 2023.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	30	30	29	33
2020	36	N/A	37	34
2021	24	25	24	29
2022	25	29	28	30

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	87.8%	81.2%	74.3%	79.5%
2020 centre	84.9%		78.2%	90.9%
2021 centre	93.3%	88.3%	92.4%	76.3%
2022 centre	83.0%	72.6%	79.5%	91.3%
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

In reviewing the data attendance rates at the start of the year were at 83%. Term 2 saw a decrease in attendance dropping to 72.6%. From term 3 attendance rates progressively increased with 79.5% in term 3 and 91.3% in term 4. Typically, attendance rates are lower when the seasons change, and we have an increase in allergies and illness. As covid became 'the new normal' and families became less isolated there were higher incidences of illness. Lowered immunity as a result of not having been exposed to contaminants and viruses also contributed to increased illness.

Having a high percentage of families with family overseas, when covid restrictions were eased, many of the families took the opportunity to travel to visit with family that they had been unable to connect with for some time.

Families work commitments and difficulties making alternate care arrangements enabling children to access the site within specific time frames resulted in children accessing Child Care for a full day in preference to attending a 3 hours kindergarten session. This meant that some children were not accessing their full entitlement to 15 hours of kindergarten per week.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
982 - Dernancourt School	90.0%	100.0%	0.0%	138.5%
1047 - Modbury South Primary School	0.0%	0.0%	0.0%	15.4%
8364 - St Paul's College	0.0%	0.0%	0.0%	15.4%
994 - Wandana Primary School	10.0%	0.0%	33.3%	30.8%

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

Dernancourt School R-6 is the closest Department for Education primary school to the site, being approximately 1km away. This continues to be the primary feeder school with approximately 70% of children enrolled at Dernancourt R-6 School. In 2022 there were 12 different feeder schools that the children were enrolled in. Not represented in the table other feeder schools included The Heights School, St Pius College, Pinnacle College, St Francis of Assisi, Prescott Primary School, Australian Islamic College, St Gabriels and Aspect Treetop Special School.

## Family opinion survey summary

The parent opinion survey link was provided to every kindergarten family. The survey was also made available in paper form. Responses to the survey were very low with only 5 respondents. Despite being a small group overall the responses were very positive.

Following are some comments from the families:

"Thank you for all your love and support for my child throughout his time at kindy. He has loved every day! We appreciate every single educator for what they have shown and taught my child. You are all beyond amazing and we are so grateful to have you a part of our journey".

"Dear wonderful staff. We just can't thank you enough for your outstanding service at Holden Hill Kindergarten. We will miss you and your service."

"Thank you for all your hard work providing my child, and all the children, such a nurturing environment this year. My child absolutely loves kindy and I am so grateful for the magic".

"Thank you so much for such a wonderful year. My child has grown and blossomed because of each and everyone of you."

## Relevant history screening

In accordance with Department for Education requirements, all staff, volunteers and other people who undertake work at the kindergarten have had the working with children checks through DCSI and records are kept as per Department for Education requirements.

## Financial statement

Funding Source	Amount
Grants: State	\$334,129
Grants: Commonwealth	\$0
Parent Contributions	\$12,660
Other	\$0

## 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	Curriculum development and implementation utilising playful pedagogies with a focus on literacy and numeracy learning.	Progress for all children against the Early Years Learning Framework learning outcomes and Preschool Numeracy and Literacy Indicators.
Inclusive Education Support Program	Highly individualised learning programs implemented by site educators and support staff.	Progress for all children against the Early Years Learning Framework learning outcomes and Preschool Numeracy and Literacy Indicators.
Improved outcomes for non-English speaking children who received bilingual support	Utilising the Bi-Lingual allocation that the site was allocated, personnel were employed to support the families and the children to access centre and the learning program with a strong sense of identity and well-being.	Progress for all children against the Early Years Learning Framework learning outcomes and Preschool Numeracy and Literacy Indicators.

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