



Kathleen Mellor Preschool Kindergarten

2022 annual report to the community

Kathleen Mellor Preschool Kindergarten Number: 4626

Partnership: Tea Tree Gully

Signature

Preschool director:

Mrs Anne Willis

Governing council chair:

Michelle Laudato

Date of endorsement:

25 March 2023



Government
of South Australia

Department for Education

Context and highlights

Kathleen Mellor kindergarten is situated in the historic township of Tea Tree Gully, within the Tea Tree Gully Council area. It is located adjacent to the Memorial Oval, and enjoys a park- like setting, with natural gum trees, a shady feature of the outdoor area. Tea Tree Gully Primary School is within walking distance across the Oval. The staffing consisted in 2022 of 0.5 Director, 0.5 Teacher and 0.6 ECW. Additional staffing was added during the year to support children with additional needs. The kindergarten has a playgroup which operated on Monday mornings and in 2022 was operated by parent volunteers with the Preschool providing additional support with an ECW for set up every 2nd week. The National Quality Standards Quality Improvement Plan guided the kindergarten's operations in 2021 and the areas for improvement will be identified and reported against in this document. The kindergarten has been assessed by the Education and Early Childhood Services Registration and Standards Board of SA and met all 7 National Quality Standards and exceeded standards in 3 areas. The kindergarten uses the Early Years Learning Framework (Belonging, Becoming, Being) and the Numeracy and Literacy indicators as the framework for assessment of and for learning.

Highlights 2022

- * Information Night for families combined with the AGM- "Wobbles the Clown" performed for the children/ parents attended the AGM.
- * Healthy Harold - Life Education visit with a puppet to educate children on heathy habits for life
- * Bush Kindy with Shanelle Palmer from Bush Classrooms
- * Incursion with Scott Rathman and Scott Rathman Jnr
- * Excursion- The Gorge Wildlife Park
- * Sports Days combined with Tea Tree Gully Primary School
- * Dancing lessons with Tiff from 'Dancify' - annual kindergarten 'Disco' - held at the Tea Tree Gully Primary School.
- * School Starters Celebration/Concert at the Tea Tree Gully Primary School

Governing council report

I have been lucky enough to be apart of the Kathleen Mellor Kindergarten community and governing council for the past 2 years. As chairperson for 2022 I was able to gain more of an insight to the daily runnings of the kindergarten, as well as a bigger involvement in the planning and decision making for the kindergarten children and events.

The change of staff during the year was seamless. Seeing the way the staff interact and educate the kids was exceptional and a great comfort to know the children were in such good hands. The staff were always happy, welcoming and enthusiastic when interacting with the children.

Some of the highlights for 2022 were:

- Excursion to Gorge Wildlife park
- Mother's and Father's day stalls
- Dancify lessons
- End of year disco
- Bush Kindy
- Sports day
- End of year concert/celebration

My experiences and interactions with staff, governing council members and families of Kathleen Mellor Kindergarten have always been friendly, welcoming and positive. With a few restrictions due to COVID still in place the staff reminded professional and accomodating to the families and children needs.

My interactions with Anne have always been wonderful. Anne has always taken the concerns and suggestions from families onboard and did all that she could to help and support the community. It was with great sadness to see Brooke, Jill and Anne finish their positions at Kathleen Mellor Kindergarten this year. I have no doubt the remaining staff and new staff will continue to provide an exceptional standard of education and professionalism.

Regards,

Michelle Laudato

Governing Council Chairperson 2022

Preschool quality improvement planning

2022 PQIP GOAL: To extend children's ability to represent their ideas and knowledge in multiple ways.
 CHALLENGE OF PRACTICE: If we incorporate strategies for Shared Sustained Thinking, alongside and with children, then we will extend Children's ability to represent their ideas and knowledge in multiple ways.
 SUCCESS CRITERIA: Analysis of pedagogical documentation will demonstrate that children regularly:

- * communicate their thinking with others
- * interact with others to clarify and challenge their thinking
- * recognise that their thinking can be represented in multiple ways
- * choose multiple ways to represent their thinking
- * persevere in shared sustained conversations in group settings

At the conclusion of their kindergarten year, staff observed that:
 Children's conversations were deeper and more sustained, their utterances were spontaneous and their actions explorative.
 Children had a sense of belonging in the kindergarten environment and communicated their need for help and friendship.
 Provocations provided deeper engagement especially in painting and block building.
 Children understood a range of emotions and bodily feelings and were beginning to self-regulate with support.
 Children managed a range of emotions and felt satisfied when they persisted with challenges. When children were calm and focused, they attended to learning new skills and were able to persevere when learning became difficult.
 Children were using mathematical language in play and were more focused when building/constructing and painting.
 Children were confidently expressing emotions and connecting emotions with their own and other people's actions.
 Children engaged in group time discussions.
 Patterning- educator modelling problem solving and collecting data has led to children using this thinking in other areas- transferring the knowledge. Block corner adjuncts have extended play.
 Children were involved in collecting and creating data (end of term party planning)
 Children used the visual of the 'breath ball' to learn to slow their breathing rate which led to calmer feelings.
 Rich conversations from all interested children (bird nest- dead bird). Children expressed genuine interest and wonder – were curious and enthusiastic about this inquiry. Used reflective thinking as to why this bird was dead in its nest.
 Educators more aware of strategies to assist children to self-regulate.
 Environment was set up specifically to engage the 'runners'- Tinkering table.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	23	25	23	23
2020	21	N/A	18	15
2021	23	23	22	21
2022	31	29	28	55

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	87.0%	87.0%	90.4%	72.8%
2020 centre	86.9%		78.7%	81.1%
2021 centre	91.2%	85.9%	91.7%	89.7%
2022 centre	80.6%	83.9%	86.1%	98%
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

The above percentage was published in the data sets from The Department for Education but I don't think it is accurate. I think they have not taken into consideration that we operated as a 12/18 Preschool in 2022. The Term 4 data should have been against 3 days per week and I think the Department has taken it against 2.5 days per week.

We had new enrolments in Term 3 and 4 and 2 part time enrolments starting in Term 3 and 4. The part time enrolments were for 1 day per week each.

Attendance in 2022 was affected by the presence of COVID 19 as a threat to the community. Parents were advised to keep children at home when they were suffering from a cough or cold. This impacted on the number of children attending, especially in the winter months, as those with a cold were absent for at least a week.

One child had a compromised immune system due to chemotherapy, which meant that any child who presented to kindergarten with illness was sent home.

We had regular attendance during the year with 8 children accessing the OSHC program at Tea Tree Gully Primary School at various stages throughout the year.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
547 - Birdwood Primary School	0.0%	0.0%	0.0%	8.3%
8226 - Golden Grove Lutheran Primary School	0.0%	0.0%	0.0%	8.3%
1847 - Keithcot Farm Primary School	0.0%	0.0%	0.0%	8.3%
8421 - King's Baptist Grammar School	11.8%	15.4%	0.0%	8.3%
8454 - Pedare Christian College	0.0%	0.0%	10.5%	8.3%
8385 - Saint David's Parish School	23.5%	61.5%	52.6%	58.3%
1091 - St Agnes School P-6	0.0%	0.0%	0.0%	8.3%
432 - Tea Tree Gully Primary School	105.9%	30.8%	73.7%	66.7%
8411 - Torrens Valley Christian School	23.5%	30.8%	21.1%	25.0%

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 table in the published data sets is not accurate as many families changed their child's destination school in Term 4.

This was the final list of destination schools for 2022.

It is interesting to note that over half of the children are attending non-government schools in the area.

In 2022 we transitioned children to 13 different schools.

Ardtornish Primary School- 3%
 Birdwood Primary School- 3%
 Golden Grove Lutheran- 3%
 Birdwood Primary School- 3%
 St Francis Xavier Regional Catholic School- 3%
 Torrens Valley Christian School- 10%
 Tea Tree Gully Primary School- 23%
 Saint David's Parish School- 33%
 St Monica's Parish School- 3%
 Ardtornish Primary School- 3%
 King's Baptist Grammar School- 3%
 Keithcott Farm Primary School- 3%
 Paracombe Primary School- 6%

The Preschool assisted in the transition to Tea Tree Gully Primary School, sending a staff member to support a child with additional needs.

Family opinion survey summary

Teaching and learning

This area was very positive with most respondents strongly agreeing or agreeing with the affirming statements in the survey.

Parent comments

Kathleen Mellor is a rich learning environment for children. Sending my child here is one of my best decisions that I have made.

The staff are so enthusiastic and passionate about teaching. My son is so excited to go to kindy and learn new things. From discovering what animals and plants are around them to dancing, patterns and rhyming words, there is such a large learning range.

The teachers are all so lovely, kind and friendly. They make all the children feel welcome and comfortable, this I find assists in the learning process. We love this Kindy x000D

Support of learning

This area was also mainly positive with only 1 respondent marking the survey as not agreeing with 3 of the affirming statements.

Parent comments

"I appreciate all the help I've got from the Kindy."

"Staff are always encouraging the kids to give things a go and to try and complete tasks on their own."

Relationships and communication

There was 1 respondent who marked the survey as being unhappy with the communication from the kindergarten in some areas, however there were no negative comments regarding this.

Parent comments

"Great communication re the activities that take place for the whole kindy, however little communication received about how my child is going as an individual (other than the parent teacher interview which was very helpful). There is not really an opportunity to have these discussions at drop off or pick up as the educators are generally busy with other parents, or children"

"Very friendly staff that are ways willing to listen to concerns and have a chat about what is happening at kindy and what concerns they have."

Leadership and decision making

There was 1 respondent who marked the survey that they felt there was not any opportunity to have a say in the decisions made about their child's learning and the running of the kindergarten, however once again there were no negative comments in this area.

Parent comments

"It has been a crazy year with staff leaving, new staff beginning and preparations for a new director to start next year but overall the kindy is run well and is organized."

"Opportunities to participate in our children's learning has likely been reduced due to covid. Parents are required to drop children off at the door and have not had the opportunities to enter the kindy room and see what children are learning about which is really unfortunate- the kindy does however provide a folder for each child to showcase their learning, which is a great alternative."

Relevant history screening

All staff and volunteers have the relevant History screening, as a requirement of their employment.

Relief staff are required to submit a copy of their WWCC to the Director before commencing work.

- All Governing Council Members are offered to have the DSCI screening paid for by the kindergarten, however according to department policy, parents or guardians volunteering on a governing council are not required to have a WWCC (as we are not the employing authority of an out of school hours service).

- Parents were involved in one-off events, sports day, excursions and bush kindy for less than 7 days annually and these events do not require a WWCC.

Financial statement

Funding Source	Amount
Grants: State	\$267,379
Grants: Commonwealth	\$0
Parent Contributions	\$19,695
Other	\$284

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	<p>Funding was used to backfill educators with relief staff. Educators were then provided the time and opportunity to critically reflect on the learning environment, the program and on individual children's learning and development. Staff were also backfilled to engage in gathering and analysing data to inform practice and inform the writing of the statements of learning.</p> <p>This provided the time necessary to authentically engage in the preparation of Statements of learning throughout the year and determine if children were progressing towards their learning outcomes.</p>	<p>The inquiry approach to learning was used for programming, reflecting on programming, critically examining and reporting on learning throughout the year. These reflections and observations were used to plan for future learning that was intentional, deliberate and purposeful. Educators produced statements of learning that demonstrated children's growth in their learning throughout the Preschool year and educators were able to communicate the individual child's learning to families and to the schools where the children were transitioning.</p>
Inclusive Education Support Program	<p>The IESP funding was used to support children with additional needs to access the Preschool curriculum. Extensive adjustments to the structure of activities were required for one child and supplementary adjustments for another three children.</p> <p>A specialised speech and language support worker was engaged for specific times to support and implement the programs provided by the speech pathologist.</p>	<p>All children made progress with communication, social skills and engagement with the Preschool curriculum.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>No Bi-lingual support in 2022</p>	<p>NIL</p>

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