

# kensington gardens preschool



“the kindy in the park”  
Ngartuwirra wirrangka

## Kensington Gardens Preschool

### 2022 annual report to the community

Kensington Gardens Preschool Number: 4627

Partnership: Central East

Signature

Preschool director:

Ms Catherine Honeychurch

Governing council chair:

Jessica Oakes

Date of endorsement:

17 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Kensington Gardens Preschool is a government kindergarten located on Kaurua land and operates as a stand-alone site. We have maintained the 15 hours of Kindy per week being delivered over 2 days in the year before they begin school. Our families come from culturally diverse and generally high socio-economic backgrounds. Our children, for the most part, start Kindy with strong oral language skills and a bank of numeracy skills and knowledge. Our site philosophy is grounded in the knowledge that all children are competent and capable learners. Our program, the environment and educator interactions reflect this by enhancing and supporting dispositions of independence, self-reliance, problem solving, curiosity and exploration. Educators understand how young children learn and use appropriate teaching strategies and learning practices to reflect this. Purposeful play-based learning alongside intentional educator practice is embedded throughout the program. Families input and participation in the program is encouraged through a range of communication tools, visits and formal and informal chats.

In 2022 Kensington Gardens Preschool stayed connected, learning, and growing together using inquiry to build learning dispositions and thinking skills. We inquired into many topics this year. As a group of learners together we had the following learning goals (our families also had goals for their children):

- \* I will learn with and about the Kaurua people.
- \* I will learn as part of the natural world.
- \* I will think and act mathematically and scientifically.
- \* I will learn more about sustainability and citizenship.
- \* I will be an author and a book maker.
- \* I will be a reader.
- \* I will find out more about talking and listening.
- \* I will move to learn each day by moving and challenging my body and senses.
- \* I will work as part of a team and learn from others.
- \* I will learn about friendships.
- \* I will put in effort, use mistakes as a way to learn and become self-reliant and self-directed in my learning.

## Governing council report

Thank you for the opportunity to present this report on the behalf of the Governing Council of 2022. We are all glad to have emerged from the shadow of the Covid-19 pandemic and parents and families have had many opportunities to come together to see the results of children's learning. Kensington Gardens preschool is a safe and stimulating environment for young learners and we thank all staff, volunteers and program providers for their outstanding contribution to enriching our children's lives. I can't imagine a better environment for my child to grow and develop in- my family enjoyed every minute and hope you and your families feel the same way.

Highlights of the year were the Musical Muscles program with Caleb and the group performance in term two; the Garden Girl program; Sue Harris's drama program and the excursion to the Marine Discovery Centre at Henley Beach. The project mornings of the sustainability fair, portraiture session and Bugs and Slugs reinforced curriculum focuses and allowed children to share their learning with their families. One of the strengths of the curriculum at Kensington Gardens Preschool is in the way everything comes together- children were able to build on existing knowledge throughout the year and there were constant links in the curriculum to prior learning. The focus on book making throughout the year shows us how children have grown in their ability to express themselves and communicate their learning and ideas.

Kensington Garden's Preschool shows strong commitment to its Reconciliation Action Plan and acknowledges the Kaurua people, their culture and the enduring connection they have to the land on which the kindy stands. The Nature Kindy program reinforces this and increases children's connection to and understanding of the world around them- it's also a lot of fun!

The use of SWAY for communicating newsletters, individual children's achievements and experience and in sharing song meant that families could feel involved with every step of their child's journey and helped us feel connected even when we weren't there to see it all. Thanks to Catherine and the team for the tremendous effort this must take- your words and images clearly demonstrated the bond between the educators and children.

Thanks to all families that contributed to the two Working Bees and to those who have volunteered their time to assist for excursions, activities, project mornings and Wheels Week. I'd encourage all interested family members to join the governing council in 2023 and make a positive contribution to the preschool community.

Best wishes to the students of 2022 in the continuation of their education journey at primary school next year.

Jessica Oakes Chairperson for the Governing Council

# Preschool quality improvement planning

In 2022 educators, children and families were engaged in many opportunities to incorporate strategies for shared sustained thinking across the curriculum to 'improve children's ability to communicate and engage in high quality interactions for learning.'

We planned, implemented and reflected on group situations and play that promote children listening to others by:

- Implementing shared sustained thinking in purposeful play with and without educator support
- Using multiple intentional teaching strategies such as group work, workshops, projects, mind mapping, spotlights, discussions
- Focusing on each child to enable educators to track and monitor
- Tracking how children have transferred new learning and concepts into different play contexts with each other
- Collecting evidence through our yearlong Educator Inquiry
- Carefully considering the environment as the third teacher
- Having processes including a continuum to review the learning goals

We planned, implemented and reflected on supporting children to work collaboratively and share their new understandings through:

- Collecting multiple family perspectives through surveys, parent chats, and incidentally through conversations
- Project mornings
- All children's individual learning stories evidencing children's ability to engage in learning at their pace (connection, strengths, stretch)
- Educators reflecting in documentation and discussions on the 'what next'
- Fortnightly plans indicating how intentional teaching is designed to build on children's interactions
- Parent teacher chats building a collaborative understanding of the children's learning in our kindergarten
- Educator inquiry demonstrating use of Pedagogical documentation that is research and evidence based and involves critical reflection

Educator Inquiry over the year delved into key actions to support the work outlined here and in Term 3 and 4 we also looked at improving children's high quality interactions in numeracy. The Inquiry highlighted the children whose cardinality skills had improved over this period, along with other interesting findings. Spending extended periods of time making groups and discussing the makeup of these groups created positive learning opportunities for the children and resulted in extended shared sustained thinking conversations. Overall, our pedagogical documentation did demonstrate that the children's cardinality skills improved over the five weeks. During our Maths Festival, observations of the pretend play school, showed that the children were talking about numbers, counting and making groups during their play. Children from the 'strong' profile on the continuum, were noted as the leaders (or teachers) and they were heard using the same language as the educators to encourage children to talk about groups of objects. An implication for future teaching practice is the impact of anxiety as it was observed to affect confidence and ability to talk about learning. The findings of our preschool's work will have a significant impact on the 2023 Improvement Goal.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	60	61	65	66
2020	55	N/A	53	52
2021	54	55	55	55
2022	54	55	54	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	93.6%	91.0%	94.9%	91.6%
2020 centre	92.6%		88.7%	91.2%
2021 centre	92.1%	92.7%	92.7%	95.9%
2022 centre	94.6%	84.6%	71.8%	99%
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 2022 Kensington Gardens Preschool was again full with 55 children enrolled and distributed across 2 groups. We had 2 children leave to go to private schools and gained 2 new enrolments from both interstate and overseas. This meant funding an extra .4 ECW and required careful budgeting with support from the Governing Council. This wellbeing strategy for children and educators alike enabled there to be 3 educators each day for children and supported the group dynamics to build in both groups. 2022 attendance took a significant dip in Terms 2 and 3 from percentages in the high 90's to 84.6% and 71.8% respectively. This was the year that all staff and many children and families contracted COVID 19. Hesitancy around attending and catching the virus was noted in some of our families and this affected their attendance. In Term 2 and 3 we had 5 families return to their county origin for a family reunion after the long years of COVID had kept them apart. Families who were enrolled at Kensington Gardens Preschool attended on a very regular basis.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
699 - Burnside Primary School	14.9%	8.3%	12.2%	5.1%
1213 - Magill School	40.4%	44.4%	51.2%	59.0%
249 - Marryatville Primary School	12.8%	13.9%	9.8%	15.4%
9082 - St Joseph's School - Tranmere	6.4%	0.0%	14.6%	7.7%

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

This year nearly 50% of children are transitioning to Magill primary. School. Along with Burnside, Marryatville and St Joseph's Tranmere these schools remain our main feeder schools. Schools have mostly contacted the preschool either through visits or via phone to talk about the needs of children transitioning into their sites. These teachers are keen to gather as much information as possible to support their work with families and ensure continuity in learning for each child. This year 13 children transitioned to independent schools. Seven children entered the Catholic system or affiliated religious schools. Two children were beginning school interstate or overseas.

## Family opinion survey summary

The Parent opinion Survey is designed to gauge families' views using the elements of the National Quality Standards. Analysis of the 28 surveys returned represents over 50% of families responded. This is a return record.

Two thirds of families Strongly Agreed with comments regarding each element of the NQS, with a further third of families choosing Agreed.

Comments in QA 1 point to the welcoming, supportive environment and the challenge provided in children's learning.

"The staff are exceptionally welcoming and enthusiastic. My son is encouraged to move, play and learn about the land and how to care for it. Staff have such a great understanding about his interests and how he learns."

In QA 2 families expressed appreciation of the wholistic approach to supporting children's health and safety. Comment such as "Love Wheels Week -great way to get them to enjoy physical and bike rides. Has made him enjoy his bike more." "Nude food, sustainability recycling family event, morning exercises-very purposeful, action songs, links in newsletters for families regarding wellbeing, health etc. and "I like that you take appropriate risk. Not a cotton wool approach" highlight how families value the preschool's approach.

In QA 3 our use of the park for Nature Kindy and the emphasis on nature play is valued by our Kindergarten community. "Kindy space is clearly used as the 'third teacher'. Very thoughtful, intentional, inviting experiences and provocations for deep thinking, inquiry questioning and challenge.

In QA4 families overwhelmingly acknowledged a staff team who create a welcoming environment. "Staff at this preschool is very supportive, friendly and kind. My son loves them all. Because of you all my son is enjoying his learning journey."

In QA5 comments that "I can clearly see my son's confidence is improving" support the quality of the relationships between educators and children at our preschool.

In QA6 families commented on the way the preschool has many opportunities for families be involved and share in their child's learning at preschool. "Huge strength of the kindy. So much opportunity for family engagement (even in COVID) Family events, SWAYS, Newsletters, interviews, welcoming in person, playgroup." "I love and enjoy the activity were arranged for parents and children could spend sometimes together. And the children given opportunity to show their experience at Kindy with their parents."

In QA 7 comments were again positive and acknowledges the dedication and leadership demonstrated by the team at our preschool.

The team will use the comments and feedback provided by families to continue improving processes and engagement of children, families

## Relevant history screening

Our Preschool complies with the procedures for ensuring staff and volunteers have relevant history screening in place and updated. Records of visiting students, and third party providers are maintained on an Excel spread sheet as per our audit recommendations. The Governing Council in 2022, underwent RAN training if they had not already done so for other community roles they have taken up. Their commitment is noted and appreciated.

## Financial statement

Funding Source	Amount
Grants: State	\$62,294
Grants: Commonwealth	\$0
Parent Contributions	\$49,669
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	Professional development through Orbis, significantly impacted the preschool's improvement goals providing research-based evidence and support numeracy. The funding enabled the partial release of this educator.	The inquiry included all children and staff members, the setup of the environment and engagement of families with the learning. Shared sustained thinking, in combination, with small group work, intentional teaching and purposeful play were used as strategies for engaging and recording children's thinking and learning related to cardinality skills throughout the Maths Festival and documentation happened, more generally, through learning stories. Following the Maths Festival, educators analysed the learning stories for evidence of a shift along the learning continuum for individual children.
Inclusive Education Support Program	In 2022 our preschool referred 7 learners to support services. The complex needs that were identified meant the preschool played a big role in supporting the speech and language goals for each learner. All educators spent time working one on one providing targeted speech practice, small group work, discussions through books and library and working with families around individual goals. Learners with autism required support to engage successfully in both the social and musical aspects of the program	Working closely with the speech therapist and families, educators were able to have a significant impact children reaching their speech goals. One on one sessions with educators were structured and documented to feed back to the speech therapist and to the family. Children were supported to actively participate in many aspects so of the learning such as in music groups with one on one support from an educator. During transition in to Reception, key information was transferred to enable continuity of service to support learning into school.
Improved outcomes for non-English speaking children who received bilingual support	Our site applied for Bilingual support for a child of a newly arrived family. The funding enable 30 hours of Punjabi language support targeted at using both ways of communicating to support the learners comprehension, self regulation and confidence.	The outcome of this funding was that this child was given the opportunity to make sense of learning through English by hearing it first in Punjabi. This enabled trust, confidence and a sense of belonging to flourish and impact the learner's well being.

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