

McKellar Stewart Kindergarten

2022 annual report to the community

McKellar Stewart Kindergarten Number: 4632

Partnership: Central East

Signature

Preschool director:

Ms Kate Edwards

Governing council chair:

Sophie Wilkinson

Date of endorsement:

9 February 2023



Government
of South Australia
Department for Education

Context and highlights

We are a full-time kindergarten with a maximum enrolment capacity of 55 children across the week. The kindergarten is located at the top of Norwood Parade in what was one of the first purpose-built kindergartens in South Australia. A strong Philosophy Statement guides the implementation of our programs. The principals of Belonging, Being & Becoming (EYLF) inform our governance, operations, teaching and learning. Thank you to the Parent Governing Council and educator team for their strong commitment to these principals in guiding our work with children and families each year. Throughout the year children worked together to explore their interests and learn from others in collaborative learning groups. The children have a strong voice in deciding on inquiry questions and exploring and discovering new ways of learning.

2022 has been a year of consistent change with a new Director starting in January and moving in September allowing for another new Director to join the team. These changes have increased the opportunity to critically reflect on all aspects of practice, program and operations; diving deeply into our values and building a sense of community through creating a shared philosophy and vision. The outcomes for children include routines that foster independence, decision making, sustained uninterrupted play and a focus on supporting children to recognise their needs.

Highlights of the year included:

- Musical Muscles Incursion – Learning program for children
- Slide, wriggle, jumpathon – Fundraiser
- Norwood Christmas Pageant float – Community event
- Cleland National Park – Interest based excursion
- Discovery time at Marryatville Primary - Building strong community connections to support transitions
- Animals anonymous incursion – children
- Henny penny chick's incursion - Sustainability incursion

Governing council report

McKellar Stewart Kindergarten has seen much change over this school year. We began our year with a new director, Catherine Day. Catherine supported the kindy until her promotion in September when we welcomed Kate Edwards as Acting Director. Kate has now stepped into the role of Director and brings with her great experience from kindy's local to us, a solid understanding of her role, and a wonderful enthusiasm for our kindy. We also navigated ever-evolving Covid-19 rules and policies, whilst supporting our kids and building our community.

Our governing council met formally 8 times this year. I'd like to thank all of this year's Governing Council members: Tommie, Isabella, Annika, Susie, Sangeeta, Katie, Christina and Julian. I'd particularly like to thank Katie Cousins and Christina Lim, who were our Chairperson and Secretary for terms 1 and 2, and Susie Hope, who was our secretary for terms 3 and 4.

For many of us, kindy is the entry to the world of family-based community. It is a transition for our 4 and 5-year-olds, but also for the whole family. We are uniquely positioned at McKellar Stewart, as a kindy with a strong link to a local primary school (Marryatville PS), to establish a "McKellar" community that will stay with us for many years ahead. This year, the Governing Council focussed on building our community in a world with Covid and restrictions. We established a supportive and friendly online community, which we used to get to know each other when masks and socially distanced drop-offs were required. We became flexible in our social events, establishing afternoon playtime in the park post-pick-up and outdoor weekend events. A highlight of our year was the Norwood Christmas Pageant where we proudly walked and waved our way up The Parade with the kindy float.

With the kindy directors, the Governing Council has updated many of the on-site kindy policies and dug into how a kindergarten governing council can best support the kindy and community, hoping to aid future council groups.

As a group, we've had a great time, and have enjoyed getting to know each other and Kate in particular. I speak for the members of the council when I say that it has been a privilege to see behind the curtain the work, care, coordination and skill that our teachers bring to our kid's learning and overall experience. I'd offer nothing but enthusiasm to our next cohort of parents, to put your hand up to join the council. It is wonderful to be able to support the work of the kindy, and also to play a part in building the community that your child will be a part of, this year and for years to come.

Finally, on behalf of the Governing Council, and all of the families of the 2022 year, I would like to thank our kindy teachers: Kate, Liz, Tanya, Hannah and Tracy. Within the world they have built here at McKellar Stewart, our children have flourished. Friendships have been formed, and children have brought home many new ideas, not only nature-based facts and how things work, but also tales of epic worlds of play created within the sandpit, or what it is to "fill up each other's buckets" (with kind acts), and taking time for themselves in the Mindfulness Tent. Our teachers go above and beyond and, in a year that asked them to adapt and change, sometimes on short notice, they navigated the year with professionalism, warmth and positive energy, always with the children's best interests at heart. Thank you, teachers, this Kindy is special because of you.

Preschool quality improvement planning

Preschool Quality Improvement Planning

The PQIP focused on QA1: Educational Program & Practice

Challenge of practice: 'If we intentionally plan for purposeful literacy rich environments both indoors and outdoors then children will increase their ability to represent their world symbolically'.

As a team we engaged in the workshop with Jo Fahey on 'Making documentation of children's learning efficient with a focus on symbolic play' which starting our thinking about the why, how and what of documenting children's symbolic play. We made firm decisions on the style of our documentation including a floor book for each group, an independent learning plan for every child and a 'my kindy experience' folder for every child.

As a team we read and reflected on the research paper 'Developing literacy through symbolic play' Lisa Kaiser 1999. This created an opportunity to decide upon a shared definition for symbolic play, and an understanding of what the 3 developmental stages of play as well as the role of the educator within the play. We videoed 4 spaces (2 indoor, 2 outdoor) to collect data about the types of play children were engaging in, in particular areas (blocks, sandpit, home corner and the hut) at various times throughout the daily routine. Analysis of the video concluded that the environment and the intentional teaching in these spaces reflected the types of play children engaged in and therefore we began an inquiry into creating spaces and resources that supported purposeful symbolic play. The outcomes for children were that their play became sustained, purposeful and complex. Outcomes for educators showed that the more intentional they set up the environment they gave children more opportunities for agency and child initiated and intrinsically motivated play.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	52	54	54	54
2020	51	N/A	51	52
2021	53	53	52	53
2022	54	53	54	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	95.6%	97.6%	94.9%	97.2%
2020 centre	90.2%		96.1%	95.2%
2021 centre	89.8%	87.8%	90.2%	90.1%
2022 centre	89.6%	78.2%	85.9%	92%
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 families share with us the value they place on education and they understand that attendance also improves outcomes for their children. Non attendance at kindergarten is most often due to sickness or holidays. Parents are very aware of informing staff re absences and text messaging to the kindergarten mobile has been an excellent tool for this. Our community has a high percentage of families with working and /or studying parents and they have embraced the opportunity to access Out of School Hours Care (OSHC) at the Marryatville Primary school which we feel so lucky to be able to access. Through out the year, parents who use this service share their positive experience and staff at the kindergarten remind parents who are needing care support. This combination of kindergarten and OSHC provides working families with an alternative option to child care and also supports children who will be attending Marryatville as they prepare to transition.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
249 - Marryatville Primary School	93.9%	82.4%	87.8%	97.7%

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

Our destination data shows a strong trend toward enrolment at local Government Schools with the majority attending Marryatville Primary School for 2023. This trend can be attributed to stronger links between government schools and preschools and the confidence and value for money families are experiencing in the public education system. To support children's well being on transition to school we work closely with Marryatville to support the children as we approach the end of their kindergarten year. We prioritise discussions about feelings and strategies in approaching new children at school help children to feel confident on school transition visits. We support all children with their transitions and aim to work closely with the other destination schools as well.

Family opinion survey summary

The confidential Department for Education Parent Survey 2022 includes 3 categories for parent feedback with 44 questions.

Parent feedback shows a high level of satisfaction across the board.

1. Quality Teaching and Learning.

Acknowledgement of our strong program and practice was reflected in the feedback. 'All staff are warm, welcoming, fun and great educators. All four of my children have had the opportunity of experiencing this wonderful kindergarten and we will miss it dearly.'

'Callum (the musical instructor) was excellent and contributed to my child's keen interest in music and different musical instruments.'

3. Relationships and Communication

'Despite COVID restrictions impacting our ability to spend time indoors at the centre, staff always make an effort to engage parents at drop off/pick up and provide opportunities for us to view the floor book and things the children are proud of.'

Feedback was delivered regarding our communication methods and we have made a commitment to focus on this as a priority for 2023. We have finished the year with Office365 training to support staff with this.

'Sometimes communications feel very ad-hoc and could be more polished and timely.'

4. Leadership and Decision Making

Changes in leadership twice throughout the year identified a gap in the connections built for families throughout 2022 however overall the feedback within this area is satisfactory.

We continually seek feedback through parent questionnaires, verbal communication, in children's learning folders and through the parent representatives on the Governing Council. This then informs our planning for improvement when we review and develop our site Quality Improvement Plan each year.

Relevant history screening

All Department for Education approved staff who worked at this kindergarten in 2022 had a relevant Department of Communities and Social Inclusion 'Working with Children' Relevant history screening. A register of screening is kept of all persons who work or visit our site each year. This includes Support service personnel, performers and the cleaners who spend extended time in the kindergarten. Students over 18 years must also have the check before work experience. Other contractors employed through the Govt. provider Ventia must show their ID on attendance at the site. In 2022 all staff, Governing Council members and parents who assisted on excursions, updated their Responding to the Risk of Harm, Abuse and Neglect (RRHAN) training as required by the Department for Education.

Financial statement

Funding Source	Amount
Grants: State	\$375,758
Grants: Commonwealth	\$0
Parent Contributions	\$39,900
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	The site grant ensured all staff could participate in professional development in improving Phonological Awareness PA outcomes for all children. The progress of every child was tracked and monitored throughout the year against the Preschool Indicators of Literacy and Numeracy. Resources and expertise were identified to inform and guide each child's learning improvement.	Staff utilised the knowledge gained from this professional learning to support teaching and learning some highlights included: - Staff engaged in book making training which support children's engagement to share their thinking through drawing and text development - Staff engaged in professional development to support their documentation processes and resource set ups to facilitate children's symbolic play
Inclusive Education Support Program	Children who were identified as requiring developmental and learning support were allocated regular small group or individual time with a Support ECW to improve their learning outcomes. Individual Learning Plans supported children's engagement with the program and were utilised by the ECW to document their learning throughout the year.	All children who were supported in their learning showed progress toward their individual learning goals across the year.
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.