



Modbury North Kindergarten

2022 annual report to the community

Modbury North Kindergarten Number: 4635

Partnership: Modbury

Signature

Preschool director:

Ms Catherine McFarlane

Governing council chair:

Marcus Brown

Date of endorsement:

8 March 2023



Government
of South Australia

Department for Education

Context and highlights

Modbury North Kindergarten is a stand-alone Department for Education Kindergarten, located 16km North East of the CBD. The Tea Tree Gully Council own the property and the Department for Education lease and maintain the site. The Kindergarten is situated at the end of a Crescent with an oval on one side of the Kindergarten and a Recreation Centre across the road. Families choose this Kindergarten because; of the beautiful yard with trees and nature play items; they (or their children's caregivers) live nearby, they access or are going to access local schools, older siblings attended the Kindergarten or recommendations from friends and family. 2022 saw some new and returning educators, we currently have a full time Director (Catherine McFarlane), a 0.8 Preschool Teacher (Timsy Jyoti), a 0.6 Preschool Teacher (Freda Lam) and a Permanent Early Childhood Worker (Sonya Oakley). We have also had some extensive funding for two additional ECW roles with Sue Sims and Lorraine Brady joining the team, and Navroop Dhawan for Bilingual support. Families have accessed their 15 hours by attending two full days from 0830-330pm and 6 additional sessions to make up the other 40 hours, those eligible for 12 hours have accessed their hours across 2 days. We are part of the Modbury Partnership and the Felixstow2 2 Portfolio who we meet with regularly each term, the Directors for Modbury Partnership also met several times during the year. This year 40% of our families are Aboriginal, we have a large number that speak other languages – mainly Punjabi and we have had a number of children access support including speech. This year the majority of our children are transitioning to Modbury West Primary School with a few going to East Para Primary School and Good Sheppard Lutheran. We have had a larger number go to private schools and 2 choose to homeschool for 2023.

Some of the highlights for 2022 included:

- Tea Tree Gully Library Story time
- Continuing to implement our work from 2021 to embed our sustainable practises
- Continuing to celebrate Diwali, exploring Henna
- Planning for deck in our back-yard area
- Began work on the staff bathroom area
- Planning for a mural to share our Kindy story has begun
- Music Program with Gaby from the Music Strategy which will continue into 2023
- 'Shadow' and 'Cookie' our chickens continue to be a high interest for children and families leading to cooking experiences in collaboration with our vegetable garden and sustainable practices.
- Trent Hill came and provided incursion for our children including Aboriginal Dream time stories – with a nature walk identifying the native plants in our yard and their uses as well as tracking prints.
- Our family games night to celebrate Grandparents day was a great opportunity to have families back at Kindy and enjoying being part of the community
- Our Family celebrations in the last week of Kindy were well attended and a lovely time to reflect on the year and celebrate our time together
- Tea Tree Gully Council also incorporated Native plants based on those in our yard to develop the verge in front of the Kindy area making a more welcoming entrance.

Governing council report

Cath along with 7 parents/caregivers, with one returning member made up the Governing Council for 2022. So, firstly thank you for your time for volunteering to be on the Governing Council. It's fun, social, a great way to meet some parents, get to know the staff, find out more about how the kindy works/operates and have your say on upcoming things/events for the kindy. Feedback of any kind is always welcomed and appreciated.

Educators said that the group of kids last year showed a great interest in music so they would sing/learn songs and kids would go home and tell/show their parents/caregivers what they have been singing. Throughout the year the kids drew self-portraits, practiced each other's names at group times through songs and games, learnt about Holi, shared Harmony day, discussed their favourite sports and hung flags from different countries. Families were encouraged to bring in a family photo to add to the wall.

Group cooking with the kids was a big hit. They made pancakes (with eggs from the chickens), vegetable muffins and hot chips with potatoes from the garden. Recipes were available for the parents/caregivers, so it was nice to make them at home. Cookie (the brown chicken) and Shadow (the black chicken) are still a big hit with the children. They take turns in making sure they have enough water and pellets. Eggs are collected each day.

Fundraising last year consisted of a Father's Day raffle. My wife Emma drafted letters and emails with Cath printing them out. Emma dropped them off/emailed and followed up and received many great prizes. 16 local businesses donated, and some families generously donated some items, making over 35 prizes. \$558 was raised.

At the end of the year Governing council had a final meeting followed by a dinner with everyone bringing in a gift and playing sneaky Santa. It was lots of fun and a nice way to end the year. End of year concert was held inside the Kindy. Group A was at the beginning of the week and then group B at the end of the week. The children sat and sang songs with actions that they had learnt throughout the year and then each child was presented with a bag and a graduation certificate. Parents/caregivers and educators had a picnic dinner outside. Photos were taken and phone numbers exchanged for future play dates. It was a lovely night to say thank you, good luck and goodbye.

Wishing you all the best for 2023

Marcus Brown

Chairperson 2022

Preschool quality improvement planning

Our PQIP goal focused was: To increase children's knowledge and use of measurement (including standard and non standard units) in their play.

Educators have seen an increase in children's language around measurement and within the children's play. This has been evident in both indoor and outdoor environments across the Kindergarten. The team critically reflected and noticed that the following things supported the outcome above and influenced the success of the goal:

- Specific activities are provided with measurement in mind
- Become more in for front of mind of educators – to see and notice spontaneous teachable moments - especially from Partnership training.
- Activities provided but not necessarily taken the way intended- educators also embracing this and using the tools children use as well. (eg. Loose parts)

Some things that impacted

- Covid shifting the partnership day (would have started/kicked off earlier)
- Resourcing – books and activities (still needs development – will be on PQIP for 2023)

Next Steps:

- Continue goal to embed practise and focus on children engaging in learning (conditions for learning) and continuing looking into our environment, resources and literacy provocations to support and extend measurement skills and interest.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	44	44	46	50
2020	47	N/A	49	53
2021	46	51	58	60
2022	43	45	47	46

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	90.0%	83.6%	89.8%	82.4%
2020 centre	94.5%		79.3%	91.0%
2021 centre	85.4%	83.2%	87.8%	88.0%
2022 centre	83.4%	76.4%	76.9%	86.8%
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 overall percentage for attendance is higher than last year possibly due to reduced affects of Covid. We had many children have time off for general sickness but mostly attendance was very good after Term 1. 2022 had a range of fluctuations across the year with attendance/enrolment. We had two children withdraw in Term 1 for family reasons, 2 families (totalling 4 children) move interstate later in the year and 2 families (3 children) moved further away and found closer Kindergartens to attend. Additionally, some of our intended three year old's held off their attendance or choose to start at School based preschools where their older siblings would be for 2023 or to wait and attend from 2023. We had 53 enrolled earlier in year and dropped to 46 which is very unusual for the site.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8032 - Cedar College	0.0%	2.3%	0.0%	3.7%
1134 - East Para Primary School	25.0%	20.5%	32.4%	18.5%
8419 - Good Shepherd Luth Sch - Para Vista	19.4%	6.8%	11.8%	7.4%
1210 - Modbury West School	36.1%	27.3%	38.2%	37.0%
1048 - Para Vista Primary School	0.0%	0.0%	0.0%	3.7%
9115 - Prescott Primary Northern	2.8%	9.1%	0.0%	14.8%
8385 - Saint David's Parish School	0.0%	4.6%	5.9%	3.7%
1091 - St Agnes School P-6	0.0%	0.0%	0.0%	3.7%
8033 - St Columba College	0.0%	0.0%	0.0%	3.7%
8411 - Torrens Valley Christian School	2.8%	2.3%	2.9%	3.7%

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 most of children transitioned to Modbury West Primary School with a smaller number going to East Para Primary and Good Sheppard Lutheran. We had some children move so attending Schools further out than normal including Queensland, Western Australia, south of Adelaide and in Northern suburbs. We also had some children choose to attend a range of private schools. We also had 3 children go into special options classrooms around our area.

Family opinion survey summary

From our survey we can see that parents agree or strongly agree that we have high quality teaching, teachers know their children and what they need to learn, we expect them to learn, teachers are enthusiastic in their teaching, they are satisfied with the learning program, and it is interesting and enjoyable. They also agreed or strongly agreed that teachers informed them about the learning program, the learning was interesting and enjoyable, the teachers want to help children learn, and the preschool has an excellent learning environment. In relationships and communications families agreed or strongly agreed that they were given opportunities to have a say in matters about the preschool, that children from all backgrounds and cultures were treated fairly, they received helpful information about their child's progress and achievement, the preschool assisted in their child's personal and social skills and were well informed about preschool activities. Support of learning continued to have families choosing agree or strongly agree for encouraging children to have a sense of pride in their work, providing a secure environment, treating children fairly, children knowing how they are expected to behave, children being happy at preschool, access to quality resources and materials. For leadership families agreed or strongly agreed that the preschool was well organised and had confidence in how it is managed, there was effective educational leadership, the preschool looks for ways to improve in what it does, includes parents and community in decision and they are satisfied overall with the preschools planning. The only family comment was:

We appreciate the dedication of the teachers and other support staff who work tirelessly for the children.

While we did not receive many comments from our Parent Opinion Survey our parent feedback form Statements of Learning provided an insight into family's thoughts about the year:

□ "...had a great year at Kindy. He has made some amazing friendships and he is really confident now,. The educator team is incredible here and very positive"

□ "Watching ... achieve so many new goals and become so much more confident within herself"

□ "Since attending M.N.K she has made amazing friendships and trusts all the educators and loves coming home to tell us about her day. The staff at M.N.K are amazing and encourage all the kids with their interests no matter what it is."

□ "We have noticed a HUGE difference in ... since starting. We are beyond proud of all of the achievements and how much they have progressed over the year"

□ "... has had a wonderful Kindy year. Has come so far and I couldn't be happier with the Kindy and the educators"

Relevant history screening

All educators working on site provided their relevant screening documentation – which is held at the site in staff files/trt or ecw relief folders. Professionals coming into provide additional services such as Occupational therapists, Speech pathologists and Physiotherapists provided the documentation via email prior to beginning to work at the site. We also had Governing council members complete the required online training.

Financial statement

Funding Source	Amount
Grants: State	\$505,137
Grants: Commonwealth	\$0
Parent Contributions	\$15,226
Other	\$1,454

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	This year saw our staff team attend Playful Pedagogies professional development which was focused on numeracy in play. This was in conjunction with our partnership and following our PQIP goal around measurement. All educators found this a beneficial process and continue to reflect and implement the skills learnt at these sessions. While this occurred we continued using the bookmaking process and incorporating the music strategy to increase children's literacy skills and interest. A number of children published their books and had them on display at the Kindy. We also reflected on our resources and auditing books to include more cultures	We noticed an increase in children using measurement and the vocabulary was extended across the year. Children also engaged to a higher and deeper level with the book making process this year and therefore literacy was more evident including through the literacy strategy.
Inclusive Education Support Program	2022 saw three children receive additional extensive funding totally 31 hours of support across the week. These children saw significant development in a range of areas, most notably was their confidence and communication skills. We had 4 other children receive support for a range of needs from our pool of IESP funding. Additionally, 2 received significant speech support. These were all provided by ECWs at the site following programs and plans developed by leadership which included the recommendations from the reports from Department speech pathologists, occupational therapists, physiotherapist, psychologists recommendation.	All children made significant progress in based on their plans and programs. Children with speech developed confidence to speak and additional sounds. Children with social plans were able to be challenged and met a range of goals with persistence and consistency from educators and families working in collaboration.
Improved outcomes for non-English speaking children who received bilingual support	We had 3 children receive bilingual support for Hindi. Plans were for children to develop their sense of belonging at the Kindy with home language continuing and bilingual support at Kindy targeting their receptive comprehension to follow the Kindy routine, then building to expressive language in play. Two of these children had speech screeners completed in their home language.	The children saw significant confidence in their social language and to share their thoughts and ideas with peers and educators. Families were encouraged to continue their home language and we encouraged English on site using key words from their language to support as needed by all educators based on practice with bilingual educators.

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