



Eden Hills Kindergarten

2022 annual report to the community

Eden Hills Kindergarten Number: 4640

Partnership: Mitcham Hills

Signature

Preschool director:

Ms Sarah Quihampton

Governing council chair:

Kim Nefyn

Date of endorsement:

24 February 2023



Government
of South Australia
Department for Education

Context and highlights

Eden Hills Kindergarten is a stand-alone kindergarten providing care and education for 47 families with preschool aged children. Children access up to 15 hours of preschool per week. In the last term we offered an integrated Pre-Entry program for children enrolled to start in 2023. The kindergarten is funded full time but operates at 0.9. We offer flexibility in session options with most children attending full days. In partnership with Eden Hills Primary School we offer an Out of School Hours Care service after kindy.

The emergent curriculum at Eden Hills Kindergarten is informed by the Early Years Learning Framework (EYLF), the National Quality Standards (NQS), the Eden Hills Philosophy Statement, educators, parents and interests of the children. Literacy, Numeracy, Learning, Relationships, Citizenship and Sustainability are the key foci.

The kindergarten has an Exceeding the Standard rating in each of the seven quality areas in the National Quality Standards.

A playgroup operates at the Centre on Friday mornings, 9.00 – 11.00am. This gives families the opportunity to become familiar with the curriculum and routines of the kindergarten.

Highlights for 2022 include:

*Positive outcomes for all children related to our Challenge of Practice

*Educator stability: We have had consistent staffing for several years which supports the shared vision and implementation of goals supported by the Statement of Philosophy.

*The Arts Show was a great opportunity to share the learning of children at Kindergarten in the Arts. This community event, showcasing the work of local artists, was well attended.

* The EHK Team was a finalist in the Public Education Awards. Prize money will be used to support Reconciliation.

* We continued our Nature Playgroup this year, run by an ECW from the kindy team. This was very well attended and many families used it as transition to kindy for 2023.

*The parent group was well represented on Governing Council with many community events being organised.

Governing council report

The members of the Eden Hills Kindergarten Governing Council worked with educators around various policy amendments / updates, sub-group committees and creating a sense of community with the families of 2022.

Term1, 2022:

- The beginning of the year saw families still restricted due to covid-19 health regulations. The kindy was fortunate enough to have a fantastic outdoor space where for the whole of term 1, saw the children purely spending time in the outdoor areas.

Reconciliation Action Plan (RAP):

- This sub-committee worked towards writing and securing a Mitcham Council grant. This grant's focus was to contract a Kaurua artist to work with the children to re-paint a mural on the shed. This project will continue into 2023 to utilise the grant funding and give time to build connections with local artists.

- Eden Hills Kindy was successful in having their RAP approved in 2022!

Public Education Awards:

- Eden Hills Kindergarten was selected as a finalist in the 2022 Public Education Awards (top 3 for the Early Years category) – for the amazing work Eden Hills Kindy has done regarding education and connection with Colebrook and Reconciliation.

- The kindy children and their families were invited to a filming morning at Colebrook. This short video clip was viewed on the night of the awards and a copy was provided to Eden Hills Kindy.

Art Show:

- The annual and infamous SALA art show was held in August 2022. This was attended by many of the families. Children were thrilled to have their pieces of art on display. An incredible art show organised by the educators.

Family Connections:

- A Working Bee was held over a weekend, inviting families who could assist. This was also a lovely opportunity for families to connect with each other.

- Bonfire evening; families were invited to spend time on the bush block, where the educators had set up a beautiful space with a bonfire, damper (thanks Sarah!). A few GC members volunteered to bring along soups to share.

- Family picnic: A family picnic in the Belair National Park (had a reschedule with initial date due to wet weather in September) was held in early December. Families were invited to come along and bring a plate to share.

Disco:

- The kindy disco, held in October 2022, was a highlight for many children. Children were able to nominate a song for the playlist. Several parents volunteered on the day to assist with the running of the disco (popcorn was a hit!).

Nature Playgroup:

- This weekly Friday playgroup was in full swing again in 2022, seeing many families attending.

Eden Hills Kindergarten educators foster a nurturing, child focused, innovative, safe space for children to learn, grow and explore. The connection to Kaurua learning and teachings plants seeds in the children to grow to become kind, informed and aware citizens. Thank you to all of the 2022 Governing Council members, parents, caregivers and educators for their commitment and hard-work in creating a wonderful kindergarten community.

Kim Nefyn, Chairperson

Preschool quality improvement planning

Our goal for our 2022 QIP was: to strengthen children's capacity as collaborators to improve wellbeing, literacy and numeracy outcomes.

Our challenge of Practice was: If we as educators support our children in developing collaborative learning skills, then their wellbeing, literacy and numeracy skills will improve.

Through analysis of pedagogical documentation and observations we saw children:

Expressing their feelings and ideas to others

Using the names of their peers

Listening and responding to the ideas and theories of others

Inviting others to be involved in their play and engaging in reciprocal conversations

Integrating the ideas of others in their play using inclusive language and gestures

Using the position, location, arrangement and movement of themselves, others and objects for a purpose

Investigating and using the properties of shape and space to make things fit, balance and transform in shared experiences with others.

Outcomes:

- Numeracy, literacy and wellbeing were integral to each termly overview as well as each child's Learning Plan.
- The pedagogical documentation journal demonstrated an increase in collaboration with children working together on projects, contributing ideas and listening to the ideas of others.
- By the end of term 2, the focus group participants (excessive individuals) were keen collaborators
- children were using the word 'Collaboration' in play situations.

Future directions:

- consolidate our focus on collaboration
- embed collaborative practices in other areas of kindergarten functions.

Goals achieved under Quality Areas 2,3, 5, 6 and 7 include:

- Upgrades enabled by the Covid Grant included: upgrade storage facilities adjacent to the children's bathroom
- create an educator work-space in the library
- upgrade change table facilities and bathroom storage
- Our Reconciliation Action Plan was ratified.
- A new heal Country garden was established with the support of RAP members
- Continuing collaboration between parents and their child's primary educator to develop their child's Planning for Learning.
- Continuing to strengthen connections with our Educational Partnership, to ensure consistency in education and care for children.
- Referring to the Statement of Philosophy in all forums to ensure goals are being achieved.

Future directions:

- Stage 3 of Playground redevelopment: new shade structures, new platform and flexible climbing options.
- use prize money from the Public Education Awards to further our knowledge of Aboriginal culture and language.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	48	48	49	49
2020	40	N/A	42	43
2021	40	44	45	46
2022	45	47	48	48

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	92.6%	83.5%	88.4%	79.7%
2020 centre	90.2%		83.4%	79.7%
2021 centre	89.6%	89.7%	91.5%	80.9%
2022 centre	86.8%	40.2%	88.2%	91.5%
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 attendance data is higher than the State average (80.3%)
 Contributing factors to this higher than average attendance rate include:
 - flexibility in session attendance (children can book into any 5 full days per fortnight)
 - our relationship with the Eden Hills Primary School OSHC program; We had approximately 30% of our Kindergarten children enrolled in this program which provided an extended day of care, supporting families to study and work.
 - strong relationships with families supports attendance as families believe that this is a safe and supportive environment for their children to learn and play

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
524 - Belair Primary School	0.0%	2.8%	0.0%	6.3%
1136 - Bellevue Heights Primary School	23.8%	27.8%	21.2%	18.8%
565 - Blackwood Primary School	14.3%	19.4%	24.2%	18.8%
723 - Colonel Light Gardens Primary School	0.0%	0.0%	0.0%	3.1%
124 - Eden Hills Primary School	59.5%	41.7%	54.6%	46.9%
8405 - Emmaus Christian College	0.0%	0.0%	0.0%	3.1%
448 - Upper Sturt Primary School	0.0%	0.0%	0.0%	3.1%

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

Of the 47 children enrolled at Eden Hills Kindergarten, 97% went to State schools nearby. One child transitioned to a nearby independent school

Family opinion survey summary

The survey showed a high level of satisfaction with the kindergarten. Parent comments as follows:

Quality of Teaching and Learning

Amazing opportunities, especially with the bush block, and wonderful, thoughtful, energetic, warm and enthusiastic teaching.

EHK has been providing my child with high quality learning experiences in a safe and nurturing environment. All staff are highly motivated and engaged with the children. The play (which is essential learning) and tasks are rich in learning opportunities such as their work with Elder Uncle Tamaru in the bush block, science experiments, Art show and their sustainable environmental approach to resources. This is a Kindy run by a team of professional educators who understand how children learn. Just that I love everything about the place and their attitude to working with young children. My only neutral response is in regards to teachers clearly informing me about the learning program - the reason I am neutral on this point is that my faith in the programs is sufficiently strong that it doesn't need to be explained to me. The teachers at this kindy educate extremely well in the Kaurua culture, Aboriginal history in relation to Colebrook very well. The environmental education is also covered well and creating conscientious citizens. We are extremely happy with the teaching staff at Eden Hills. They go above and beyond to support the learning of our children.

Relationships and Communication

Safe, secure and nurturing relationships between educators and children. The communication is exemplary - the teachers make time to have a quick chat at drop off/collection and this shows the great relationship they have with children and parents. they also communicate via FB, emails and texts. Very good at communicating events. I would like to see more about how my child is supported or her areas of development and interest within the kindy. There has been one parent/ teacher chat this year. Apart from that, I don't know how my child is doing. I'm not sure how else it can be communicated, but perhaps an end of term summary of strengths/areas for development tailored to each child would be helpful. Overall the kindy has open communication and when I have asked questions, they respond openly.

Leadership and Decision Making

Offers for changes are made if you are on gov council so based on what we have experienced they are doing things right but can 100% strongly agree because I've never been involved with decision making. Still satisfied though Sarah is a wonderful leader who keeps the big picture and the daily stuff well balanced.

Note for 2023 - look at ways to improve communication with families.

Relevant history screening

All educators, volunteers, work experience students and visitors had a current Criminal History Screening in 2022.

These were sighted by the Director and entered into a spreadsheet. An alert is produced when the CHS is close to expiry and a reminder given to the worker/volunteer. Relief staff provided a copy of their CHS which is kept on file.

Financial statement

Funding Source	Amount
Grants: State	\$414,270
Grants: Commonwealth	\$0
Parent Contributions	\$50,619
Other	\$6,861

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	Educators attended a site-based PLC with a focus on numeracy to improve literacy and numeracy outcomes Documentation of children's learning was recorded in a pedagogical documentation journal Educators attended PD to support the challenge of practice The Challenge of Practice was more specific, leading to improved data collection and outcomes for children	high level of engagement in PLC and richer documentation ensured effective data collection on children's learning.
Inclusive Education Support Program	13 children were referred to Support Services in 2022. 4 children were identified as requiring extensive support and accessed IESP funding. This attracted up to 27 support hours per week. Two ECW's were employed to support these children, 1:1 and in small groups. support services provided significant support.	All children on special enrolment transitioned into mainstream classes. Feedback from the Support Services team and families confirmed significant progress in children's learning.
Improved outcomes for non-English speaking children who received bilingual support	We did not access bilingual support during 2022	no bilingual support provided in 2022

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