



Magill Kindergarten

2021 annual report to the community

Magill Kindergarten Number: 4641

Partnership: Morialta

Signature

Preschool director:

Mrs Rebecca Galbraith

Governing council chair:

Joel Sanders

Date of endorsement:

17 February 2022



Government
of South Australia
Department for Education

Context and highlights

2021 began with some staff changes. Isobel Quick took long service leave for 6 months. Rebecca Galbraith stepped into the acting director role and Helen Einthal was employed as the teacher, joining our permanent teacher Lauren Luce and Vicki Ianniello our ECW. Jess Shepard and Heidi Bowman provided support for the children with additional needs. Isobel made the decision to retire at the end of term 2 so the staff team continued until the end of the 2021 year with Rebecca as acting director and Helen in the teacher's role. We had 2 preservice teachers join us this year, Amy and Rebecca, both mentored by Lauren. During term 3 the director's position was advertised and Sarah Moore was the successful applicant beginning her tenure at the start of 2022. We look forward to working with Sarah with her extensive experience as a director in preschools. Magill kindergarten continued with children attending 2 sessions of preschool education for 15 hours of entitlement. The yellow group was held on Mondays and Tuesdays, the green group on Thursdays and Fridays with Wednesday's dedicated to staff planning and training and development. Attendance was consistent across both groups. Covid-19 continued to impact our service with restrictions and lockdowns. Systems and routines that were developed during 2020 continued and were modified as needed to maintain a safe environment. One of our challenges for 2021 was to maintain strong communication links with our families. We all attended training for a digital platform developed by the department, called Frog that we hoped we would be able to access and use to share learning and information with our families. Unfortunately, this was not running during the 2021 school year. We continued to communicate with families through email, newsletters and Facebook. When restrictions allowed, we held community days in term 1 and 3 so that children could share their learning with their families. This was very successful. During lockdown we accessed google drive so that we could privately share videos of the team reading stories, this allowed for continuity and connection when children were at home. Thankfully we had a short lockdown! We were very lucky to be able to attend our booked excursions and incursions. As a staff team we were dedicated to providing experiences in Indigenous culture and understanding. We invited Trent Hill an Aboriginal educator to spend time with us on site in term 1 and 3, sharing his cultural history through demonstrations of artifacts and storytelling. We took the children to Morialta Conservation Park in term 4 where we met with Trent and he shared with us the cultural significance of the area and the way th

Governing council report

Firstly, thank you to the exceptional Magill Kindy staff who provide a genuine place for the children's learning, education, and wellbeing at this preschool age. Thanks also to the committee members of the Governing Council and parents for all their contributions and understanding during another year of change and uncertainty during 2021. However despite all the challenges, we still saw an incredible year of progress and positivity at the kindergarten, with highlights including:

- The 5 year appointment of our new Director – Sarah Moore

Thanks to the rigorous evaluation process involving representatives from the Department of Education, kindergarten leadership team, and the governing council, we were pleased to have the stand-out candidate (Sarah!) accepting the position.

- The major piece of work - the Landscaping Project.

The governing council pivoted to look at the holistic picture of the overall design and then proceed with incremental delivery. The final design was approved and work is kicking off this year.

- We enjoyed two open days- including an exciting Easter Egg hunt! These were despite the COVID restrictions which prohibited us from the full family events.

• The children were also able to venture out with several excursions, and the positive feedback on Trent's impact, particularly on the Morialta trip, keeps flowing in.

- Our end of year celebration brought together the children and parents to enjoy the year that has been.

And on the administrative side, we saw two changes including:

- Adjusting the day groupings to be Monday Tuesday, and Wednesday Thursday.
- A review of the fees, in which we looked at how other local kindergartens model theirs, and made some updates and adjustments accordingly.

The governing council has managed the financials with an eye on the key projects being implemented now, but also keeping an eye on what is to come, and I'm pleased to report the financial statements are looking very healthy. The contributions from parents through the fees, the hard work done securing government grants, and the continued diligence put into managing the finances see us moving into 2022 in a sound position.

As a parent with a child attending last year, it is my pleasure to also have my second child attending this year as well - knowing the positivity and strong community the kindergarten builds for this crucial stage of our children's development. We thank Rebecca for all her efforts as acting Director, and look forward to what Sarah will bring to this year. Finally, I'd like to thank all of the governing council for their direction and contributions last year.

Warm regards,
Joel

Preschool quality improvement planning

Our challenge of practice for 2021 was “if we build educator capacity about the pedagogy of reading then children will make meaning from a range of texts – published and self-authored, fiction and information books, signs and labels” We have been implementing planned actions for improvement which includes: educators engaging in professional learning, site based and collaborative: mentor text “I am reading” Matt Glover, partnership collaborative learning opportunities, staff meeting reflections.

Educators will use different methods of documentation throughout the year to identify children’s strengths and progress as readers. Educators will use documentation to reflect with children and families about their learning: child Disposition questionnaire, record conferencing videos with children reading to reflect on educator practice and child progress. Observations recorded in one note, reading matrix from one note, ped doc, planning cycle, ILP’s and dedicated parent conversations.

Educators will explore Indigenous perspectives on making meaning from a range of texts which includes environmental, storytelling, using symbols to make meaning as a whole site learning enquiry. We engaged with Trent Hill, term 1,2,4. Undertook some PLINK training and did a shared workshop with Scott Rathman.

Educators will develop and implement strategies to support parent engagement and capacity about literacy, with a focus on reading and phonological awareness. Governing council, Matt Glover website, information booklets, learning stories, newsletters, FROG, parent library.

Twice a term we critically reflect on our practice asking 3 questions:

- What are we teaching in the goal area?
- How are we teaching in the goal area?
- How do we know that student learning is progressing?

We ask ourselves the question ‘are we making progress towards our improvement goals?’ We adjust our actions as required. Examples: Observations informed us that it was easier to capture children independently and spontaneously reading familiar books with accuracy. It was more challenging to capture children reading unfamiliar and information books in this way. We challenged our practice to focus on explicit conferencing with children in these genres. We also utilised children’s interest in STEM to encourage them to record their thinking in an information book format and to read books demonstrating experiments.

During 4th term we will again be reviewing the impact and effectiveness of our actions by answering the questions:

- Have we achieved our improvement goals?
- What have we learned?
- What are our next steps?

Staff have been engaged in whole site collaborative learning using a mentor text “I am reading” Matt Glover. This has promoted shared understandings and reflective teaching practice. We have dedicated time to document meaningful observations and records that demonstrates learning and progress for every child. Explicit teaching and conferencing with children have seen literacy development improvement for all children. Using children’s interest has empowered children to become confident and capable literacy users. Our enquiry into indigenous perspectives of making meaning from a variety of text has been a powerful influence in how children value themselves as capable literacy users. We saw a high engagement and connection from children and have documented children writing and reading their work in this way. We saw children recognising that reading and writing can take many forms. This has continued throughout the year. We have successfully engaged families in shared reading experiences, inviting families to 2 open sessions to share time with children listening to them read, families have provided feedback expressing their new understanding that children are competent rea

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	65	65	63	63
2019	59	60	59	60
2020	64	N/A	62	61
2021	56	57	55	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
2018 centre	95.8%	94.2%	95.2%	89.3%
2019 centre	92.7%	95.4%	92.7%	90.4%
2020 centre	92.2%		90.3%	90.2%
2021 centre	92.2%	91.6%	94.1%	99%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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

All children that were eligible attended preschool where possible with the exception of covid 19 directed lockdowns or illness. One student left for family reasons to northern Territory for 6 weeks in Term 3/4. One aboriginal student with special needs attended 12 hours per week but attendance was not regular. We communicated flexible options with his family and agreed that he would try to attend at least one session per week. This student will be attending for his eligible 15 hours in 2022.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1213 - Magill School	74.0%	96.1%	83.3%	80.9%
316 - Norton Summit Primary School	3.0%	2.0%	1.9%	4.3%
9082 - St Joseph's School - Tranmere	7.0%	0.0%	0.0%	4.3%
1154 - Thorndon Park Primary School	0.0%	0.0%	0.0%	4.3%

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), Term3 2021 collection.

Destination schools comment

2 children left at the end of term 2 to attend Catholic primary schools.
1 child left during term 3 to move to America.
2022 school year
93% children attending Magill Primary School
3 children attending St Joseph's Tranmere, 1 attending St Rapheal's, 1 Rostrevor.
2 children attending Thorndon Park Primary School
2 children attending Norton Summit Primary School

Family opinion survey summary

18 families responded to the survey. Overall 99% of families indicated that they agreed or strongly agreed with the statements in the survey.
Comments from each category below.
Leadership and Decision making
Comments
-Magill Kindy has been extremely resilient through the challenging COVID times and restrictions and I feel their strong leadership and experience has enabled them to focus on how to provide the best experiences for the children as possible. The decision making process is also very considered and they do offer parents input through various options including governing council
-Being on governing council - Magill is transparent and happy to discuss decisions and ask for feedback
Quality of Teaching and Learning
Comments
Very happy with the quality of learning at magill kindy
The teachers at Magill are lovely, they are insightful and create a lovely environment. They work collaboratively and are a great team.
My daughter loves going to Magill kindergarten! She counts the days and we never had problems
I feel like the teachers really make an effort to find out what the children are interested in learning about and apply that interest where possible to the learning programmes. I feel like this makes the learning easier for the children as they are receptive and interested in it.
I am really satisfied with the current experience my daughter is having at preschool. All the teachers make an effort to connect with the children and involving the families as well.
A bit more feedback and communication about what is being taught through the day
I am very pleased that our family has had the opportunity to go to Magill Kindy. The team members are passionate about our little people's education and learning and it shows through their relationships with the children and the effort that they put into the learning outcomes. It is a true gem and it is the people that work there that make it so.
My son has thrived at this kindy, he has learned so much, gained confidence has a great friendship group. After his two days of Kindy per week he always asks how many more sleep t

Relevant history screening

Our embedded processes include a site personnel folder which details all regular staff and visitors and the date their screening expires. It is made clear to student teachers that they must provide their screening paperwork prior to beginning work. This year it has been an expectation that all volunteers complete the screening. Records of this are kept in our volunteers' folder which is available for all parents to read, with documentation filed in the office. We will be preparing a similar process for immunization records to be kept and documented.

Financial statement

Funding Source	Amount
Grants: State	\$545,700
Grants: Commonwealth	\$0
Parent Contributions	\$31,505
Other	\$2,195

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	A greater focus on literacy in the spending in 2021 as this was our main goal in the QIP. Whole staff mentor text was purchased for each staff member, Training on communication devices, relief staff employed so educators could document children's learning and reflect and review processes. Equipment and consumables purchased specifically for the purpose numeracy and literacy curriculum.	Staff increased their knowledge through training and development. Data indicates that children's literacy engagement and skills improved across 2021. Documentation and data col
Inclusive Education Support Program	An ECW was employed for 6 hours a day to meet the high needs of 13 of our children. Training was also provided to upskill our new preschool support worker.	Each child had a barrier mapping tool that was used to determine outcomes within timeframes. All children made progress throughout the year
Improved outcomes for non-English speaking children who received bilingual support	A bilingual worker was employed for children with English as a second language. We employed 3 workers with 3 languages. Workers were difficult to find in term 4 so we have 60 hours left for 2022.	Every child made remarkable progress, in particular one child who went from 1 to 2 word sentences to complex sentences. Confidence was gained by all children also.

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