

# STIRLING DISTRICT KINDERGARTEN



NGAITALYA LEARNING WITH RESPECT



## Stirling District Kindergarten

### 2022 annual report to the community

Stirling District Kindergarten Number: 4661

Partnership: Mount Lofty

Signature

Preschool director:

Ms Sue Caldicott

Governing council chair:

Ms Michaley Batty

Date of endorsement:

15 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Our kindergarten is on Kurna native-titled land in the Adelaide Hills. Children, educators, & families continued to deepen their knowledge of Kurna culture, language, & lore with Emerging Elder Uncle Tamaru. Through our bush kindy program, children increased positive emotional & physical well-being, respect for nature, sustainability practices, & STEM thinking. Our vocabulary of Kurna words is growing & embedded into our literacy program. Our RAP was reviewed & published through Narragunnawali. Our enrolments was 61 children including two Aboriginal enrolments.

Some reflection on our Pre-entry transition program & analysis of a parent survey saw some changes. Children had an accompanied first visit, 2 visits integrated into the kindy program & then a final visit in week 0 in their respective groups. This worked well in terms of wellbeing & the children were very settled in their first fulltime week.

This year for the first time, we offered extracurricular sessions of gymnastics, ballet & yoga by third party providers in after kindy session classes. This was to give working parents an extra hour until pickup time without reverting to long days, as well as providing further wellbeing opportunities for children. The sessions proved popular, with both working & non-working parents, with an average of 10 children attending each session. We will repeat these optional sessions in 2023.

2022 highlights included the approval & launch of our new logo. This incorporates Aboriginal symbols of a journey, interpreted as coming together at kindergarten & then continuing onwards on a learning journey. Another layer of interpretation is the representation of the hills and trees of our environment. Our Reconciliation garden was completed with signage identifying plants & native bees, & the installation of a native bee hotel made collaboratively by Aldgate men's shed & the children.

In October, Sue, Pip & Emma, with the support of Governing Council, presented at the Early Childhood Australia national conference in Canberra. Through our presentation titled "Ngaitalya and Reconciliation: ways of being. Padniadlu wadu: how we journey," we shared our journey of Kurna cultural learning & our program at Stirling District kindergarten. We have also shared this presentation with parents, portfolio leaders & partnership teachers. It was a great opportunity to critically reflect on what we do, as well as hopefully inspire other educators to embrace Aboriginal cultural perspectives in their programs. The feedback from our community is so positive.

This year we were able to celebrate the 20 year milestone of volunteering each week at kindy, with our volunteer Will Stephens. After waiting for Covid restrictions to ease, we held a surprise morning tea with Will's family and past SDK staff. Will was presented with a certificate signed by the Premier, & a gift from our community.

Our Art shows & end of year celebrations were a success once more, being held at Belair National Park. Dave Booth performed for us on the Yidarki and engaged families in story telling & dance.

Outcomes for children reached high expectations and parents were very happy with children's progress as evidenced by written comments on our Statements of Learning. All children made progress against the Indicators of Preschool Numeracy & Literacy & EYLF Outcomes. The feedback of our main feeder school was that children were confidently switched on to learning.

Priorities for the National Framework: Improve parent and family engagement in the wellbeing program. Parents were informed of mindfulness strategies through Facebook and children's take-home sheets, and also invited to after-hours mindfulness sessions. We have strengthened our transition processes.

## Governing council report

In 2022 the children enjoyed a wide range of engaging learning experiences and there were many highlights throughout.

The Family Picnic at the beginning of the year was a wonderful way for everyone to connect and begin building relationships. As well, Uncle Tamaru joined us and this was a great opportunity to engage with the strong cultural learning program provided at the kindy.

During the year the children were very excited to attend a 'Movie Night' at the kindy. The staff made this a special experience, providing dinner and a movie while the children wore their pyjamas and snuggled up under blankets/sleeping bags. The Numeracy night walk was another opportunity for children and their families to return after hours and join in a fun learning experience. Being mathematicians in the night, walking around the community with our children, was another exciting venture. The extra time given from staff to organize and carry out these events was appreciated by all families and the excitement and joy the children experienced was priceless.

Two big fundraisers organized this year included the Quiz Night and the Art Show. The Quiz Night was a great community event that everyone enjoyed. The Governing Council collected many donations from local businesses which was fantastic as it enabled us to raise a substantial amount of money to support the kindy's wall mural. All families loved the Art Show – a wonderful way to celebrate the end of a fantastic year at kindy! Seeing our children's masterpieces displayed in the Karka pavilion at Belair National Park was beyond special.

On behalf of all parents, the Governing Council offer our gratitude and sincere thanks to the staff of Stirling District Kindergarten for providing our children with a kindy experience they will never forget!

# Preschool quality improvement planning

PQIP goal 1: Children increase their responsibility for their own social & emotional wellbeing. One action was to join the Be You program Learning Community. Educators engaged in on- line learning & contributed to online forums. Amanda Gardener provided regular mindfulness sessions. The Educators' teaching was observed by our ECL & scored against the RRR Active Learning Environment scale. Our score 3.84 out of 5 indicates our curriculum is one of quality, 3 being min. for a quality program. Increased ECW time enabled successful differentiated teaching for self-regulation & social skills. The cohort developed a strong understanding of respect & fairness, contributing to sustained friendships, collaboration and conflict resolution. Educators used the Be You BETL scale to track progress of wellbeing & executive functions. Sampled children progressed along the continuum, some showing significant improvement in confidence, engagement and friendships. All children sought out/accepted new challenges, celebrating effort and achievement. Children self-assessing their learning about wellbeing, commented e.g. "I am doing my belly breathing to calm down." "I am being mindful." "I am showing ngaitalya (respect)." "I need some alone time." Feedback from feeder schools indicated that children had a successful and confident transition.

PQIP goal 2: Children increase confidence to represent their ideas & theories in multiple ways, including digital literacies, & using a range of symbols & texts.

All children symbolically represented their learning & ideas with confidence, in self chosen & teacher directed activities. Samples of mark- making and creation were critically analyzed & showed progress, particularly in bookmaking, writing, & in children's representations. Children engaged in documenting through interviews, scribing, feedback sheets, taking photos and sustained conversations. Increased skill and agency improved learner wellbeing. Planned collaboration into digital technology didn't eventuate as maintaining Covid19 restrictions inhibited our project with Stirling East Primary School. There are plans to further strengthen connections with SEPS in 2023. Our educators are more practiced at using Pages for documentation and the child's voice is recorded in this manner.

Parent comments "We are very proud of A & his kindness to others & his showing ngaitalya." "More sophisticated drawing & language." "Awareness of her body being hers, confidence in herself & what she can do." "Kaurua culture, respecting others/environment, self- regulation". "Kindness and respect for others, writing, managing disappointments and setbacks." "Writing, creative making/play, making friendships." "All areas, building on language, gross & fine motor skills, social skills." "Independent play, respect for others' feelings, drawing & number recognition." "Fine motor skills vastly improved drawing, better at sharing." "Writing, developing friendships, focus on a task." "Critical thinking, confident, motivated to take risk

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	84	82	79	78
2020	68	71	71	70
2021	56	59	60	60
2022	57	60	58	58

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	95.8%	98.5%	95.5%	97.4%
2020 centre	94.0%	83.8%	88.6%	91.2%
2021 centre	90.5%	77.1%	91.9%	92.9%
2022 centre	85.5%	73.2%	76.8%	83.2%
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

Two children left to attend independent schools' midyear intake. St Catherine's Catholic Primary has Friday transition class for 2 terms. We had cases of Covid19 in the middle of the year. We also had several children on extended overseas and Australian holidays. In term 4 children are on School transition visits so the attendance percentage drops off. Historically our attendance figure is higher than the state average.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
107 - Crafers Primary School	14.3%	22.4%	20.8%	33.3%
152 - Glen Osmond Primary School	0.0%	0.0%	0.0%	33.3%
413 - Stirling East Primary School	38.1%	27.6%	41.5%	33.3%

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), Term 3 2022 collection.

## Destination schools comment

Stirling East Primary School (takes about half our children), St Catherine's Catholic Primary School, and Crafers Primary School are our main feeder schools, followed by Heathfield Primary School. We had 7 children individually enrolled at other Government and private schools. 4 families have chosen to withhold children from beginning school in January 2023 as they would benefit from more play-based learning to develop social and emotional readiness. They will attend an ELC before enrolling in school. One family will be home schooling.

## Family opinion survey summary

21 parents responded to our survey. We had an overwhelmingly positive response from parents with almost 100% 'agree' or 'strongly agree' answers for all questions. There were some individual neutral responses. We had only one 'disagree' response and this was regarding being informed about kindergarten activities. These categories of response may be reflective of some parents not attending parent information nights, or a late enrolment. We have been finding that some parents are not reading their emails or social media posts and there has been an increase in staff needing to pass on information to individual parents beyond the written communication provided to all families. Some parents have returned policy information provided with their enrolment forms, rather than keeping these for reference. E.g., we had one 'don't know' response for healthy eating policy, and all parents are provided with this site policy at enrolment. When analyzing our neutral responses, there were 2 for transitions, 1 for wider community engagement, 1 for individual child motivation and engagement. 2 parents put don't know regarding decision making, and 1 for information regarding the program. The great majority of parents seem to be well informed, so our processes seem to be working well. Next year we will trial SeeSaw as a communication platform and evaluate it's success at the end of the year. "Sincere thanks for the fabulous experiences and learning environment you have provided for L and L. They have both loved their learning journeys and we have been thrilled to see them grow and mature under your guidance. We will miss calling in to such a happy environment and feel fortunate for our children beginning their education with such a caring and professional team." "How do we thank you for what you have done for our family. It's priceless. You are all truly gifted at what you do and it shows every day, and through your outstanding reputation."

## Relevant history screening

All staff, volunteers, Third party providers, Yr 10 Work Experience students and relief staff are asked to provide a current copy of their history screening. Cleaners also provide a copy. Copies are kept on file. We use Ventia contractors for facilities work and they have been checked by Ventia. Excursion bus drivers have been checked by Link SA.

## Financial statement

Funding Source	Amount
Grants: State	\$8,572
Grants: Commonwealth	\$0
Parent Contributions	\$70,990
Other	\$8,345

## 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	Engagement of Kurna Aboriginal Elder for learning outcomes in oral language, symbolic representation, Learning Kurna language Art focus to develop mathematical concepts and language Nature play for STEM learning	All children engaged in Kurna language. All children gaining in representation of learning and mathematical concepts and language. All children achieved in all IPNL areas. All children progressed in EYLF Outcome 5
Inclusive Education Support Program	Extra ECW time for individual support and differentiated learning in social emotional development and oral language. At times teachers were backfilled. Teacher ran group for articulation program. Mindfulness program.	Improved articulation, improved self-regulation, improved calming of behavior and positive relationships.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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