



Surrey Downs Kindergarten

2022 annual report to the community

Surrey Downs Kindergarten Number: 4663

Partnership: Tea Tree Gully

Signature

Preschool director:

Amy Mudge

Governing council chair:

Cathy Todd

Date of endorsement:

7 March 2023



Government
of South Australia
Department for Education

Context and highlights

Surrey Downs Kindergarten and Occasional Care
Centre number-466

Preschool Director-Amy Mudge

Address-78 Illyarrie Avenue, SURREY DOWNS SA 5126

Telephone number-08 8251 2493 Fax number 08 8289 4497

Email address-dl.4663.director@schools.sa.edu.au

DECD District-North east. Partnership- Tea Tree Gully

Geographical location from GPO (km)- 18km

Enrolment/attendance -28 sessional enrolments

Occasional Care 40 families accessing Occasional Care Service with a high percentage of attendance

Sessions Offered- Early Entry, Pre Entry, Currently integrated within Kindergarten sessions

Sessional kindergarten for eligible children

Wed & Thurs 8:50-2:50

Friday 8:50- 11:50

Occasional Care Sessions

Ages 0-2, Tuesdays 8:50-11:50 am

Ages 2 ; Tues, Wed, Thurs, Fri 8:50-11:50am

Curriculum Framework used: Early Years Learning Framework / Being Belonging Becoming

Core Values- Play based learning

Joint programmes

The Surrey Downs Community Village is an initiative whereby local education and care services are working together to promote quality care and education to the local community in the local community. Surrey Downs Children's Centre- and the kindergarten work together to provide parents the opportunity for children to access the kindergarten with the child care staff dropping children to the kindergarten and Kindergarten Staff returning the children to Child Care after sessions. We have developed links with the school and have enjoyed special visits for events, transition and the library.

Staff Profile= Kindergarten=.7 Director, 0.5 Teacher, 0.2 Teacher, Early Childhood Worker 0.5, Early Childhood Worker 0.5 and 1 support worker (hours change depending on current needs)

Occasional Care -2 x Level 2 Early Childhood Workers (ECW2) run successful Occasional Care Program

Highlights

2022 Started with various Covid19 restrictions, despite the uncertain times the cohort of children were able to settle in and connect with the site, peers and staff, Thankyou to the team for providing such a high standard of care and education throughout the difficult start to the year. As restrictions eased, attendance improved and deeper connections and engagement within the preschool community was opportune, including various incursion activities, Grandfriends Day, Colour Explosion Fundraiser, Twilight Kindy and Science week activities.

Improvements to preschool routines, consistency and connection of staff team through implementing a morning meeting prior to the session starting, promoted reflection and important collaboration at the start of each day. Learning and teaching were strengthened through further embedding the inquiry document into site practices, with regular meetings and reflections of the staff team contributing to the program and documentation together.

Various physical improvements to learning spaces including interior painting, lawn installation, gathering fire pit area and paths outside and Lions Club donation for 40th anniversary of a garden bench and archway with commemorative plaque. The extension of the mural on the front of building by Scott Rathman from Rusted Tin (pictured on cover) provided a finishing touch to the existing mural from 2021 with a colourful and welcoming aesthetic.

Governing council report

Relaxation of COVID restrictions in 2022 allowed the 4 parent and staff members of the committee to meet frequently in person, but virtual meetings were still occasionally utilised.

The governing council assisted in planning and decisions related to the successful:

- Twilight kindy event
- Installation of: a new side fence, lawn and paths in the yard
- Working bee, which contributed to modifications of the: cubbyhouse, fire area, indoor shelving and tidying the new fence spaces.
- Cookie dough fundraiser
- Activities with other community groups, like the colour fun run and a smoking ceremony

This year we appreciated the assistance of the Lions Club with: the 40th birthday commemoration archway and bench installation and sausage sizzle at the end of year family picnic.

The kindy enjoyed Amy as director, with Meg Green's assistance during a short period of long service leave, and all staff members contributing to the year and the effective Class Dojo communication and calendar implementation. We wish Amy well in her departmental role, outside of Surrey Downs kindy in 2023, and welcome the kindy's new director for this coming year, Tess Hancock.

Cathryn Todd – Chairperson.

Preschool quality improvement planning

2022 PQIP Goal- Strengthen Children's Capacity to Self-Regulate to take risks in their learning.

Challenge of Practice

If we design and plan intentional provocations in experiences and the environment then we will increase childrens capacity to self-regulate to take risks and persist in their learning.

Children will-

- recognise their body needs and preferences
- seek out and accept new challenges
- attempt tasks independantly and identify when and with whom help can be sought
- demonstrate persistance when tasks are difficult
- take considered risks, manage change and cope with frustration and unexpected

The PQIP focus provided timely improvements to our learning spaces, teaching approaches and routines of the day with the support of the Self Regulation Service from the Department for Education. Educators engaged in professional learning and reflection on various areas of brain development, Regulation and emotional development. Educators were able to apply this learning into setting up intentional routines and environments to promote children's learning and self-regulation. A sensory space was created, providing resources, lighting and opportunities to rest, regulate and reconnect for children throughout the day, this was a stand-out improvement for the site for the year, benefitting the entire cohort.

Step 4- 5 processes further teased out future actions under this goal and opportunities to extend skills and embed practices in the site and strengthen understanding of the 'Zones of Regulation' with the support of the Self Regulation service again in 2023.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	35	35	38	38
2020	38	N/A	34	34
2021	25	29	29	28
2022	23	27	29	27

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	90.5%	90.3%	92.7%	98.8%
2020 centre	94.0%		94.2%	85.3%
2021 centre	96.1%	91.5%	90.8%	89.5%
2022 centre	87.8%	82.6%	60.0%	85%
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

Attendance improved throughout the year as Covid restrictions eased. One child left for mid year private school intake and there were 3 new new enrolments during term 2-3.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1848 - Golden Grove Primary School	3.2%	0.0%	33.3%	20.0%
8421 - King's Baptist Grammar School	9.7%	7.7%	0.0%	20.0%
8006 - St Francis Xavier's Regional Cath Sch	0.0%	7.7%	33.3%	20.0%
432 - Tea Tree Gully Primary School	0.0%	3.9%	0.0%	20.0%
8411 - Torrens Valley Christian School	0.0%	0.0%	0.0%	20.0%

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

Children enrolled at a range of Schools in our local community. - The majority being Surrey Downs (12), St Francis Xavier, Tyndale (2), Tea Tree Gully, Torrens Valley, Golden Grove Lutheran

Family opinion survey summary

0 responses were provided for the family opinion survey.

Relevant history screening

Governing council members and volunteers/staff hold the relevant screening WWCC and were supported to engage in any relevant induction and training. Thankyou for your contributions to our Kindergarten for this year

Financial statement

Funding Source	Amount
Grants: State	\$36,543,639
Grants: Commonwealth	\$0
Parent Contributions	\$9,344
Other	\$8,387

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	Resourcing and embedding the use of Heggerty Phonological awareness program into preschool mat time. Small group rotating literacy and numeracy activities, with a book and game based focus.	Improvements in PASM scores from term 1 to term 4 collection. Increased use of rhyme and connecting with sounds and syllables of words in play. Children noted engaging in making up and playing games throughout the preschool day.
Inclusive Education Support Program	Targeted IESP funding was used to support a range of high needs students in the setting. 1 extensive application of 10 hours and a number of 2, 3 and 4 hours per student funds were applied for using the IESP extension applications process. ECW time for 1:1 support, toileting and changing, diabetes management, wave 3 strategies and targeted learning support was provided throughout the year.	Progress in toilet use for all students being supported for continence management. Improved engagement and behaviour. More self regulation being used throughout the kindy routine. Sensory space, a popular area for rest, retreat, relaxation and reconnecting, alongside adult support.
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.