



Hawthorndene

K I N D E R G A R T E N

Hawthorndene Kindergarten

2022 annual report to the community

Hawthorndene Kindergarten Number: 4664

Partnership: Mitcham Hills

Signature

Preschool director:

Mrs Cynthia Meredith

Governing council chair:

Karlie Bowes

Date of endorsement:

20 December 2022



Government
of South Australia
Department for Education

Context and highlights

Site Context

Hawthorndene Kindergarten is set in a natural setting in the Adelaide Hills, where plants and animals are plentiful. At the commencement of the year our staff team included Cynthia Meredith, Director, Louise Montesi, Teacher, Crystal Morphet Teacher (Tues/Thurs), Tess Gibbs, ECW. The increase in Crystal's time from previous years reflected the change made in the EB for teacher's conditions where there is now an acknowledgment that preschool teachers need some Non Instruction Time (NIT) to maintain their diverse teaching role. In 2022 Crystal continued her teaching role on Thursdays to allow the director to have an administration day and worked a short day on Tuesdays and alternate Fridays to allow the teacher NIT and provide NIT for herself. At the commencement of Week 6 Term 1, Louise began a new role as director at Netley Kindergarten and Briony Woollett was appointed to replace her until the end of the term. The position was advertised and Shae Knight was appointed to the position for Term 2 and this was extended until the end of the year when Louise was due to return. This change in staffing has been a challenge for the rest of the team as we work through the program and get to know the strengths and abilities of the new staff members. Our environmental focus as a Wipe Out Waste (WOW) site, where we encourage the children and staff team to remember the impact our actions have on our environment has continued. The staff team and children try to develop strategies to use less, reuse more, repair where this is appropriate and care for the equipment we use so that it has a long life. The children have been encouraged to explore cultural diversity, develop literacy and numeracy skills and positive dispositions for learning through play. Time has been spent learning outside in our large outdoor space which includes planting, caring for and harvesting vegetables and fruits and adding to our worm farm, compost bin and Aerobins so that new soil can be added to our garden beds. We held an Outdoor Week during Term 2,3 and 4, where everyone spent the whole week outside without the addition of the plastic equipment for play. A fire pit allowed the children to experience making bread which was cooked on a pole, balancing on a rope strung between two large gum trees, opportunities to write in an outdoor journal and take time to discover the small creatures which inhabit our yard. The site is close to Hawthorndene Primary School which allows links to our curriculum with visits to a larger educational setting, including visits to specialist teachers in Term 3. The mural near the performance deck gives a visual representation of the Past— First Nations, the Present---current kindergarten, the Future---native animal and plant habitat. This reminds our community of the importance of respecting each other and the environment. Parents shared with the staff team ways to support the children's learning at the Asian Welcome Night where we said goodbye to Louise more formally. Learning activities were set up thorough out the kindergarten room and grounds and the children did a dragon dance together at the finish. An excursion to the Botanical Gardens to walk on the Aboriginal Plant Use Trail with Trent Hill gave the staff team, children and some volunteers an opportunity to learn more about the ways Kaurna people used plants in their daily lives and the importance they placed on caring for their environment. This year there were Learning Journals completed for each day's group and these were regularly emailed out to families to allow for more focused conversations with children. Family Funtastics Days at the end of Term 1 showcased children's motor skills. In Term 2 there were 4 separate times for grandparents to visit over one week so that we could comply with the health guidelines, absent grandparents had artwork posted to them. In Term 3 our annual Community Science Night, with funding from SA National Science Week Committee, (two large pavilions installed to provide extra space for exhibits) was opened by Martin Westwell DfE CE and volunteers from Unis,TAFE and local businesses provided interest for families. A special presentation of the Science of Sound and a live link up with the Antarctic Davis Research Station were highlights of the night. Children have been observed using information gained in their play to extend their learning. The final concert----short drama presentation by the kindy children, with certificate presentation, was conducted outside, families were invited to observe the many ways their children have increased their skills and understanding of life. The children performed on the deck and families watched from the grass area. This year another book of stories was developed with each learning group---Stories Together 3 where the children developed a story together and then each child illustrated a page. This was an exciting project and was printed professionally in time for Christmas.

Governing council report

It was a pleasure to chair the Hawthorndene Kindergarten Governing Council for 2022. I would like to thank all the teachers and other volunteer council members for the time they put into our regular meetings, and the flexibility they showed when, due to health restrictions, some required a mix of virtual presence and face to face.

The Kindergarten director, Cynthia Meredith, had all reports available at each meeting for the council to view and discuss, with all thoughts surrounding PQIP, distribution of funds, upkeep of grounds and buildings etc, readily welcomed. Everyone involved had the support of the children and teachers in the forefront of their thinking and best interest resolutions were finalized at each meeting.

We had a very busy year, filled with many fun events that involved the whole Kindy Community; Asia New year, Grandparents Day, Funtastics Day, Dancify, Dads Night to name a few and of course our much loved Kindergarten Concert. We were also very pleased to welcome the broader community back into our Kindy with the reintroduction of our Community Science night, involving many volunteer scientists, including being able to speak to Lee Mason via a live connection to the Antarctic.

The children & parents managed to squeeze in two excursions during the year, to the Adelaide Botanic Gardens and the Adelaide Zoo, and continued to welcome Rebecca Mumford aka Gaye the Garden Girl onto the site to assist the children with their planting & harvesting.

Hawthorndene Primary School were again very welcoming of all our Kindy during excursion visits, a valuable experience for all children, whether they are to attend that primary school or not.

On behalf of the Governing Council, and the broader Kindergarten parent group, I would like to thank all of the staff; Cynthia, Shae, Tess & Crystal, along with some regular support in Louise (term 1), Margaret & Mary for their never-ending care, patience and support for each and every child who comes through the kindy. We are extremely fortunate to have such a dedicated group guide our children through their first year of formal education, and I know we are all very grateful to them.

Finally, I also wish to acknowledge Cynthia Meredith, for her 19 years of dedication and service to the Hawthorndene Kindergarten. We will be very sad to see her go, but we wish her all the very best for her retirement.

Preschool quality improvement planning

Our Improvement Goal for Literacy in 2022 was: Improve children's literacy learning with a focus on phonological awareness. This strengthened our work in promoting the children's interest in linking sounds to letters and pictures and listening for the syllables in words beginning with the children's names and the names of their peers. Although this work had been done before the staff team felt that we needed to broaden our approach to this teaching to support all children to develop skills in identifying syllables in words with ease. Other strategies for bringing rhyme into our daily curriculum were also explored. Although there has been some progress with our teaching pedagogy this has not come as far as the staff team were hoping when the plan was formulated due to the changes in staffing and the impact of working with a new graduate who needed support as she developed many new skills in teaching young children. All of the staff team worked together to provide opportunities for the children to increase their understanding of syllables in various contexts and particularly during transition times and with regular practice each child showed improvement in their ability to recognise multisyllabic words and recognise rhyming words in stories and songs as well as recognising the sounds that letters make in different words. However our culminating activity which showed the increased skill development of the children in many different ways was the creating of our book Stories Together 3. This work showed the children how to become authors of their own stories. Each Learning Group developed an imaginative story together with a teacher and then each child illustrated a page of text and the book containing 4 stories was professionally printed. This project helped the children to understand the importance of literature in their lives.

Our numeracy improvement goal was to improve children's numeracy with a focus on number sense. This goal linked in with the work which we were doing as a staff team with the PLC organised through the Mitcham Hills Partnership linking early years teachers at schools and preschools, Continuity Of Learning Training (COLT). In these development sessions we shared our practice both in preschool and schools and had informative sessions led by our ECL Julie Offord. As I reflect on the Statements of Learning which I have prepared for the children it is exciting to see the distance travelled by each of them and how their numeracy knowledge has increased and been used in their play learning both in teacher directed opportunities and in free play. The children have used numbers to highlight where things are in a group and also to quantify their items. Parents have reflected at exit interviews on the numeracy skills their children have used in the daily life of their families.

Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2019	51	50	52	52
2020	51	50	50	50
2021	53	53	53	53
2022	40	44	41	41

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	97.5%	95.5%	91.8%	96.6%
2020 centre	99.5%	93.5%	94.0%	81.5%
2021 centre	95.2%	92.5%	93.9%	82.5%
2022 centre	96.8%	87.4%	89.6%	90%
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

The attendance of children at Hawthorndene Kindergarten has always been good as families value education and early development which is provided by the kindergarten. However due to the current health issues with COVID 19 there was an increase in absences due to sickness and families being vigilant in keeping their children at home if there was any indication of respiratory problems.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
524 - Belair Primary School	11.1%	0.0%	6.3%	15.4%
565 - Blackwood Primary School	0.0%	2.0%	4.2%	3.9%
9098 - Concordia College - St John's Campus	0.0%	2.0%	0.0%	3.9%
104 - Coromandel Valley Primary School	6.7%	10.2%	8.3%	3.9%
8405 - Emmaus Christian College	0.0%	0.0%	2.1%	3.9%
972 - Hawthorndene Primary School	80.0%	75.5%	72.9%	61.5%
448 - Upper Sturt Primary School	0.0%	4.1%	2.1%	7.7%

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 there has been a decrease in the number of children transitioning to Hawthorndene Primary School. The kindergarten staff team has continued to provide excursions to Hawthorndene Primary School and although there have been some informal comments by parents about why they are not choosing to transition to HPS there is no specific reason. Therefore this decrease may not be apparent in 2023.

Family opinion survey summary

The parent survey had a higher rate of participation this year and all comments were favourable. Several respondents commented on the benefits of having the Learning Journal emailed to their home and how it had allowed them to converse with their children about the things they had been exploring and learning at kindergarten. One respondent gave negative responses to all of the statements which could mean that there were some language misunderstandings as no other respondents gave any negative responses. Some families have commented in the past that some of the statements are quite confusing in the way they are worded and it may be necessary for the whole survey to be reviewed in 2023.

In general families value the work of the staff team which is shown in the continued encouraging comments made by them during the year. Many parents have spoken of their disappointment that the year has come to an end and they are looking forward to their younger siblings attending the kindergarten in the future. Hawthorndene Kindergarten has strong community support for the curriculum presented at the kindergarten and the way that the staff team work together to include the families in special events to showcase and provide the children with broader learning opportunities.

Relevant history screening

This year due to COVID19 there have been no regular volunteers except the voluntary treasurer, who has a relevant history screening certificate. The staff team have a current history screening check as have all relieving staff.

Financial statement

Funding Source	Amount
Grants: State	\$405,614
Grants: Commonwealth	\$0
Parent Contributions	\$23,310
Other	\$2,140

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	The staff team accessed training to support young children as they extend their understanding of literacy through mark making and progress to become authors. Numeracy training with a focus on how to engage children in numeracy learning in their everyday environment.	The children all showed improvements and greater interest in their literacy learning, the staff team were able to observe their progress by comparison of data.
Inclusive Education Support Program	The ECW spent time with some of the children who had speech articulation issues on a weekly basis using the information provided by the DfE Speech Pathologist.	The children who were provided with ECW support have improved their articulation and will now have much better opportunities to pursue literacy learning at school.
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.