



# Belair Jean Bonython Kindergarten

## 2022 annual report to the community

Belair Jean Bonython Kindergarten Number: 4665

Partnership: Mitcham Hills

Signature

Preschool director:

Emma Durdin

Governing council chair:

Saraid Martin

Date of endorsement:

19 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Belair Jean Bonython Kindergarten is a full time preschool located in the Adelaide Hills. We have one full time staff member and three part time, consisting of Director, 2 Teachers and 1 Early Childhood Worker. We are an active member of the Mitcham Hills Partnership Group and in close proximity Belair Primary School, our main destination school. In 2022 the kindergarten program was offered across two cohorts with a total of 44 children enrolled. Sessions were offered across two six hour days and an alternating Friday half day fortnightly. Within our area, many families are two parent working families with children in part time child care and unfortunately while they have a strong commitment to kindergarten- a half day often does not suit and in many cases families only take up two days and not the half day. This has had a significant effect on attendance data.

During 2022 we maintained a large and committed Governing Council and had a range of achievements including successful events where families attended the kindy for Book Week Pyjama night, Simultaneous Storytime and afternoon and morning teas. The staff were highly committed to curriculum improvement this year and attended several professional development sessions across a range of learning areas. This new learning resulted in curriculum highlights such as our bookmaking collaborative project in Term 4 and subsequent publishing of our two kindergarten books; planned, authored and illustrated by the children. Staff also worked together with our families and wider community to enact and official publish a Reconciliation Action Plan for the kindergarten and the children benefited from a range of rich discussions and experiences based in First Nations perspectives and knowledge's. The kindergarten engaged in a meaningful and reciprocal relationship with Belair Primary School with school children visiting the kindy to explain about 'Climate Action' and the kindergarten attending the school for assemblies across the year and other special events including the Book Week Parade and Year 6 project presentations. Both the school and kindergarten children and staff benefited from the opportunity to interact and share knowledge and spaces. Children also ventured out into the wider community with the kindergarten and their families to attend an excursion to the Botanic Gardens, Reconciliation Week walk to Colebrook Reconciliation Park and the Blackwood Community Christmas Pageant. The end of the year saw upgrades to our learning environment the in the form of replacement of our softfall and lawn areas, side fence and installation of blinds to the outdoor areas to increase the space for learning.

## Governing council report

This year Belair Jean Bonython Kindergarten has seen the return of dedicated core staff and welcomed new faces including teacher Rikki and of course our new Director, Emma Durdin. Emma entered our community with experience, passion, commitment, and an abundance of enthusiasm. Emma, your bubble and zest has rubbed off not only on the students making our children want to text you on their holidays and count down the days until they return to kindy, but has also had an impact on staff and kindy families. Thank you to you, Fern, Rikki, Melanie and Melinda in supporting Emma to deliver a fabulous year of fun, learning, and growth!

2022 saw a return to business as usual in terms of operation, with minimal Covid-19 impacts on kindy attendance, ex/incursions, and community interactions in comparison to the previous 2 years of public health restrictions and lockdowns. Some of the many exciting activities our children and families participated in this year that the Governing Council supported include:

- Termly family morning and afternoon teas
- Holiday and weekend community catch ups
- Heart kids "Heroes" dress up day fundraiser
- Book week PJ night
- Kindy Community Movie Night
- "I'm a dirty dinosaur" children's book fundraiser
- FoodBank Christmas appeal
- Blackwood Christmas Pageant float

This year Governing Council has approved various policies and considerable upgrades to the kindergarten infrastructure to improve the safety and enjoyment for future Belair Jean Bonython students, lobbied Mitcham Council to access Dunn Reserve for nature play for future cohorts of children, and engaged with local politicians to raise traffic concerns and risks that impact on the kindy.

Of particular mention, the kindy Reconciliation Action Group should be acknowledged for the successful endorsement of the kindy's Reconciliation Action Plan (RAP). A wonderful step in recognising First Nations Peoples and ensuring the kindy community is advancing Reconciliation efforts.

On a personal note, 2022 has seen my eldest child commence their formal education journey. I could not have asked for a more smooth, supported or uplifting experience for our family. Contributing to Governing Council has assisted our family to understand the workings of a kindy and I feel we have had a deeper insight into the curriculum taught to our child. We have also had the opportunity to build connections with local families, invaluable as most of us transition to primary school together. Thank you to my fellow Governing Council members, a friendly, generous, creative, and collaborative bunch...it has been fab!

I would encourage 2023 parents to consider joining Governing Council, a small commitment but with enormous value in contributing to our children's education and wellbeing.

# Preschool quality improvement planning

All kindergarten educators contributed to development and enactment of the quality improvement plan in 2022 and throughout the year we worked together as a team, as well as individuals, to progress the achievement of our improvement goals. This occurred during individual performance meetings as well as ongoing critical reflection and team meetings with all educators involved in evaluating progress throughout the year. During 2022 we worked together on two challenges of practice: (1) If we as educators intentionally plan a range of listening based experiences which give children the opportunity to become aware of rhyme, initial sound and syllabic awareness then children’s phonological awareness will improve, (2) If we as educators notice how children understand and explore patterns, then intentionally plan experiences to extend their awareness and learning then children’s mathematical thinking and reasoning will improve. These two areas were selected by educators as they are both critical in developing the foundation for all future literacy and numeracy learning.

Educators undertook professional learning to learn more about evidence-based approaches to teaching and assessing children’s phonological awareness learning and development and worked together to review research and reading shared from 2021 Orbis numeracy training. The two challenges of practice were addressed both individually and integrated and educators and children soon began to explore the concepts of patterning both within literacy and numeracy learning experiences. Educators implemented new teaching strategies and experiences within targeted group learning and the usual routines and activities and were intentional in providing for the integration of the two quality improvement areas. Successful experiences developed included the “SCUMPS” box which became a strategy children accessed at both kindy and at home, ‘sound of the week’, the ‘Patterning Floorbook’ in which children and educators documented their noticing and the exploration of patterning in children’s books- resulting in the development of the children’s own published books.

Data about and for learning was collected through observation and recording of children’s understandings across a range of learning experiences. Educators worked together to gather and reflect on the data and implement new learning experiences and approaches based on children’s knowledge and interests- all the while keeping a strong educator intent for learning in these two key areas. The evidence showed growth in both children’s understandings of and skills in patterning and phonological awareness for all children, with each child showing growth from their baseline.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	47	47	47	48
2020	43	N/A	42	42
2021	38	39	39	40
2022	44	43	44	45

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%	93.4%	95.0%	97.1%
2020 centre	97.9%		91.8%	84.3%
2021 centre	95.7%	96.4%	94.7%	93.1%
2022 centre	89.2%	83.8%	77.8%	81%
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 at kindergarten has been consistent and children are generally only absent when ill or on a family holiday. Overall attendance data is affected by on average ~35% of children not accessing their fortnightly Friday half day sessions due to family work commitments and the need to access a full day of child care instead. The Governing Council has passed a change to the session times for the 2023 year as a 2 'long day' model is more likely to be supportive of families work arrangements and reflect increased attendance in the kindergarten program.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
524 - Belair Primary School	97.7%	97.6%	100.0%	95.2%

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

The majority of children attend Belair Primary School due to its close proximity. The strong relationship between the kindy and primary school is supportive of a smooth transition and continuity of learning for children. The majority of children who did not transition to Belair Primary School have transitioned into schools within the Independent sector.

## Family opinion survey summary

We received a 50% response rate to the Preschool Family Opinion Survey. The responses received were overall positive with the majority of families strongly agreeing with the statements presented. The following comments were made by families about the quality and support of learning, relationships and communication and leadership and decision making at the kindergarten:

- Teachers go above and beyond in their time and effort. They are passionate, knowledgeable and inspiring educators. Teachers share, build upon and implement new strategies from their own professional learning. They delight in children's growth and success. Teachers communicate learning intentions and how we can support kindy learning at home. They deliver curriculum in an engaging way that is responsive to the collective needs of the children at kindy. I feel that my child will be well prepared to start school.
- These teachers are truly passionate, excellent educators who have provided my child with fantastic opportunities to learn and grow through exploration and play. They consistently share with parents their high-quality, child-centred learning programs. I have certainly seen a huge amount of growth and development in my child this year along with an extraordinary enthusiasm for learning and translation of the ideas explored into the home environment. I can't thank our teaching team enough for the work they have done this year.
- We have been thrilled with the early education program provided by this kindergarten. The teachers have all been fantastic mentors for our child and have shared a carefully planned and varied program. We have seen incredible growth and development in our child over the past three terms along with enthusiasm for learning and transfer of the knowledge gained into the home environment. The teachers have been exceptionally supportive of both cognitive and emotional development and have provided a myriad of opportunities for learning through exploration and play.
- Our teaching team should be applauded for the exceptional program and opportunities they offer our children. We have been blown away by the calibre of their skills and ability to get to know and tailor tasks for each individual child. Thank you all.
- The communication via all avenues is outstanding. The teachers have ensured that communications are disseminated through a wide range of platforms including Seesaw, email, notices via pigeon holes etc. the team have built a great sense of community with inclusion of parents via events to build relationships between families.
- Exceptionally strong leadership promoting fairness and inclusiveness. All views are heard.

## Relevant history screening

All Department for Education and National Quality Standards regulations are adhered to in relation to history screening and as required, those necessary supply copies of current Working With Children Checks. Where necessary RAN Training is completed all of which are recorded, this includes members of Governing Council.

## Financial statement

Funding Source	Amount
Grants: State	\$389,345
Grants: Commonwealth	\$0
Parent Contributions	\$40,890
Other	\$0

## 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	Necessity to increase educator knowledge for teaching literacy and numeracy supported use of funds to access professional learning and purchasing of materials and resources to support educator's and children's learning.	Increase in children's understanding and knowledge of key literacy and numeracy concepts as outlined in the Preschool Indicators of Literacy and Numeracy with particular growth in concepts around patterning and phonological awareness.
Inclusive Education Support Program	Funding was used to employ extra educator to provide additional Wave 1 support and more targeted support for children with identified functional needs.	Significant growth around educator's understandings of children's functional needs and significant improvements made towards QDTP. Growth within learning and development evident for each child.
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.