



Stirling East Kindergarten

2022 annual report to the community

Stirling East Kindergarten Number: 4667

Partnership: Mount Lofty

Signature

Preschool director:

Ms Catriona Catt

Governing council chair:

Julia King

Date of endorsement:

9 February 2023



Government
of South Australia
Department for Education

Context and highlights

Our preschool is a stand-alone Department for Education (DfE) service with an enrolment cap of 44 children. There is a small car park on site and limited street parking on Snows Road. There is a full-time director, 2 part time teachers and a part time early childhood worker (ECW). We employ other teachers and ECWs as required. Our preschool is part of the DfE Mt Lofty Partnership and Mount Barker 1 Portfolio of schools and preschools. The preschool used two student free days enabling staff to participate in literacy and music training as a team and to review the preschool quality improvement plan.

Playgroup was offered on Friday mornings from 9.00 am to 10.30 am and facilitated by the ECW.

2022 was a challenging year with increased COVID in our community which impacted families and the staff team. Our highlights included:

The Street Smart Preschool Road Safety program presented by RAA, The Adelaide Symphony Orchestra visited, we enjoyed a family picnic for parents/ caregivers to engage with the staff and make connections with the preschool community when COVID restrictions lifted. 100% participation of parents in parent / teacher conversations with an individual learning plan for each child to monitor and track children's learning and engagement and gain parent contributions.

This year we offered the Hop, Skip, Jump program with 15 children and their families participating. This program was identified by the director as a result of detailed analysis of the Australian Early Developmental Census (AEDC) data in collaboration with the Stirling East Primary School. The 8 sessions were facilitated by an occupational therapist and supported by preschool staff providing support for children and families in regulation, fine motor skills, gross motor skills and self-care skills. This program was made possible by a Parents in Education Grant from DfE. Parents completed surveys at the end of each session confirming the success of the program. Moving forward into 2023, regulation has been identified as an area to explore and develop further with parent surveys indicating the need for this ongoing support.

Our excursion to Cleland was the highlight in May with parents and grandparents attending with the preschool children and some younger siblings. We enjoyed 2 educational sessions, meeting the koalas up close, feeding kangaroos, wallabies and potoroos and enjoying the picnic grounds for snack time and our lunch break. The Music Education Strategy supported us with training, resources and visiting specialist teachers to work with the children. We were able to visit the SA Art Gallery in term 2 and the children enjoyed the Marshmallow Playground for lunch and a play as. The Art Show was a fantastic celebration of the children's learning journey and knowledge of the different art forms they had explored during the term and this was supported by the governing council. We held a 4 day Ready Steady Go Kids program focussing on children's individual gross motor skill and group participation. This was really enjoyed by the children.

Parents participated in the development of the kindergarten's "Welcome" mural, which was painted by aboriginal artist, Rusted Tin. David Booth shared some music, dance and story with the children and families at the end of year celebration.

Throughout the year a strong sense of community developed between the families and staff. This was evident through parents participating in the program and the support given to the staff team.

Governing council report

The 2022 Governing Council was represented by a mix of kindergarten and playgroup families, all engaged in supporting the direction setting, planning and execution of minor projects to enrich the kindergarten experience for the attending children.

As with previous years, COVID presented a few challenges to the way the meetings were run, however these challenges were overcome through the use of technology to accommodate social distancing while still delivering to the needs of the children.

We thank previous governing council members for securing the Parents in Education grant for the “Hop, Skip, Jump” project which was delivered in 2022.

During the year the governing council worked in partnership with the director and teaching team to review a number of Department for Education policies to ensure the preschool's policies remains current and compliant.

The annual art show was again, the highlight of the fundraising efforts and was a huge success. This event is an excellent opportunity for the SEK community to come together for a fun evening, delighting in the children's artistic endeavours which were on show. The governing council also supported a lamington drive and a pre-Christmas tea towels fundraiser, featuring self-portraits of the children.

We thank SEK families and community for their high level of engagement which resulted in strong fundraising outcomes and the ability to assist the preschool to replace the much loved mud kitchen with a high quality product that will remain for many years to come. A new PA system was also able to be purchased for use at the many future community gatherings.

The “class of 2022” was closed out with the end of year graduation picnic and Christmas celebrations, which was our final opportunity to bring everyone together to reflect upon a wonderful year of connection and learning for the children and their families.

Preschool quality improvement planning

Goal- To improve children's phonological awareness

Challenge of Practice- If we embed a consistent musical approach to supporting children to develop phonological awareness then the children's literacy will improve.

Implementation of Actions

Action 1- Educators will participate in professional development "embedding music in a whole year and exploring the practice for linking phonological awareness and literacy through music.

Training cancelled due to COVID 19.

Catriona completed musical training with Adelaide Symphony Orchestra (ASO) and we had the ASO perform for all the children on 30 March. Observations of children's learning- Children enjoyed the repetition of the songs they learnt prior to the ASO performance. The children noticed many rhyming words and were able to keep to the beat of most of the songs.

We used some professional development resources made by the DfE Music Education Strategy team. Staff committed to singing more in general interactions with the children encouraging them to explore rhyme, beat and to play with words. Observations of children's learning- Children have enjoyed participating in the new activities and are noticing rhyme and syllables in stories, songs and in play. Children have engaged regularly with the short 10-minute video sessions by The Music Strategy team on YouTube.

Catriona and Deb attended a music PD session on 11 August where we learnt new games / songs and made resources for our centre. Gaby Freer attended and facilitated 2 music group times. Catriona shared learnings from the State Leaders Conference. Deb attended a music training day in the term break. We have been using music and songs in our literacy focused morning group time to support child learning. Observations of children's learning- Children have used the bumble bee which has helped them understand the beat and syllables in their names. When using other resources such as the frogs / monkeys the children were highly engaged due to the visual stimuli with the sound.

Children identified Gaby from the video programs and engaged with her quickly. Children were amazed that she was out of the "TV".

Children are also using instruments in free play to explore sounds and make beats. Teachers have also incorporated instruments more in group time learning experiences. Teachers are also singing more without backup music e.g., iPod as this allows the children to hear the beat with more clarity.

Action 2- Collect base line data of children's evolving understanding around syllable segmentation, matching and production of rhyme, and identifying initial sounds and identifying gaps in practice and implement change.

Teachers collected base line data during sessions. Parents were surveyed and we had had 20 responses. Teachers used this information to inform planning and reflected upon this when writing the children's individual learning plans. Observations of children's learning- Children have increased their phonological awareness evidenced through their conversations at group time and in one-on-one conversations. Observations of children's learning- The Governing Council has provided feedback that their children are sounding out words more at home. A few children can sound out words when reading stories. Children have demonstrated their increased confidence by eagerly starting songs and taking on lead roles in the group learning environment.

Action 3- Provide daily literacy teaching opportunities for children to experience the stages of phonological development including learning about rhyme and rhythm, alliteration, syllable segmentation, initial and final sounds, blending sounds into words etc. Governing Council have reported their children using more rhyming words and inventing words in the meeting held 17/5/22.

Enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2019 | 36 | 31 | 31 | 32 |
| 2020 | 41 | N/A | 37 | 37 |
| 2021 | 40 | 39 | 39 | 39 |
| 2022 | 41 | 42 | 43 | 43 |

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 | 76.2% | 95.0% | 90.8% | 81.6% |
| 2020 centre | 98.7% | | 96.6% | 96.8% |
| 2021 centre | 89.2% | 89.1% | 94.9% | 92.3% |
| 2022 centre | 91.5% | 77.4% | 87.2% | 87% |
| 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

Our attendance has been relatively good when referenced with the state average. However, term 2 was lower than the state average as there were increased numbers of families with COVID 19 and a general increase in respiratory illness. It is interesting to note that the increase in absences during term 2 coincides with the lifting of many COVID 19 restrictions nationally. We did have more families travelling interstate and returning with COVID 19 which does account for the lower attendance.

Stirling East Kindergarten attendance data 2022

Term 1 91.5% Term 2 77.4% Term 3 87.2% Term 4 87%

State attendance data 2022

Term 1 84.9% Term 2 79.8% Term 3 80.3% Term 4 N/A

Our families are encouraged to notify us daily if their child is not able to attend and the reason why e.g. illness / other family commitment.

This is done using email or a text message. We have not had any unexplained non-attendance patterns.

Destination schools

| Feeder Schools (Site number - Name) | 2019 | 2020 | 2021 | 2022 |
|-------------------------------------|-------|-------|-------|-------|
| 107 - Crafers Primary School | 6.5% | 10.8% | 0.0% | 4.9% |
| 413 - Stirling East Primary School | 80.7% | 81.1% | 91.7% | 90.2% |

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

We have two primary feeder schools being Stirling East Primary School 78.2% and Crafers Primary School 4.9%. Other schools' children enrolled in were: St Catherine's Stirling, Seymour College, Scotch College, Mount Barker Primary School and Heathfield Primary School.

We have developed good working relationships with our local schools and have regular meetings and site visits between teachers and leadership.

Family opinion survey summary

Comments from the Parent Survey and end of year

My child wants to go to kindy and is always excited to tell us what they did. Great environment to learn in.

Stirling East is a fabulous space for our kids to thrive. The teachers are fantastic, clear communication, driven and motivated. Well done.

The way the teachers have engaged and supported my child is fantastic. She is very independent and determined, and they have worked with her to help harness her natural enthusiasm.

There has been limited personal feedback throughout the year in relation to my child.

Most staff are not engaging or welcoming at drop off or pick up.

Very professional and enthusiastic staff with a solid program.

Been a wonderful experience for our child with quality teaching program and enthusiastic teachers.

Thanks for your support during this difficult year. We really appreciate the effort you and the team made while my child was unwell.

With such sincerity - thank you from the bottom of our hearts for an EPIC kindy year. The fun, the variety, the visitors, experiences and all the learned new things. What an incredible year and program. We can't believe how much H has taken away from kindy and how he has flourished. Our expectations were blown well out of the ballpark and it's a year we will treasure him having and sharing with us. Thank you so much.

Thank you for your patience and support this year.

Words can't begin to thank you enough for your guidance, encouragements and support you have shown my child this year. Thank you to you and your wonderful team in getting him ready for school. He has grown and flourished in your care.

Thank you for all that you do to create the amazing place that is SEK. I could not have hoped for my child to begin his learning journey at a better kindy. Your efforts and talent are a gift to all the children that are lucky enough to attend.

Thank you Catriona for the amazing art show and for all your hard work and leadership.

Thank you for everything. The children have had such a fantastic year.

The parent comments indicate most families have been happy with the program, staff engagement and the information provided to parents on a fortnightly basis through the newsletter and emails and in person. In 2023 we will continue to connect with each family by providing each child with an Individual Learning Plan which is shared with the parent/s, Parent/Teacher meetings, emailing the program and newsletter with reflections of the children's learning, having the Learning Floor Book on daily display, sharing the children's learning journals with the family's each term with a focus of a feedback form included and via our web site.

Relevant history screening

All Department for Education staff have up to date screening as per their employment conditions. Visiting educators provide their Working with Children Check as requested.

The cleaning contractors and gardener supply a Working with Children Check to the director as required. Other contractors are managed by Spotless/Ventia who are responsible for ensuring their staff have relevant checks in place.

Students from local high schools are also required to have a working with children check before completing work experience placements.

Financial statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | \$396,151 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$425,000 |
| Other | \$8,735 |

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 | These funds were used to support learning design, assessment and reflective practice using the Department for Education literacy and numeracy indicators to show progress for all children. This supported children in their early literacy learning. | We had a whole staff team training day with a focus on phonetical awareness and development. Staff also participated in training through the Music Education Strategy and the ASO music program which supported the development of daily music and literacy teaching opportunities for children to experience the stages of phonological development including learning about rhyme and rhythm, beat, alliteration, syllable segmentation, initial and final sounds and blending sounds into words. |
| Inclusive Education Support Program | The Inclusive Education Support Program Grant was used to provide additional early childhood worker contact hours to support children with needs ranging from social and emotional, toileting, speech and language and behaviour support. Staffing resources were used to support children through the Hop, Skip, Jump program which was offered as an eight week program over 3 terms. This funding provided an additional 1 hour of early childhood worker support per day across the preschool year. | Additional staffing support enabled children to engage deeper in the learning environment. When behaviour was supported children successfully engaged with peers through play. Speech pathologists provided programs which the early childhood worker was able to use with individual children to support their speech development. These children are usually not able to access additional support services through the Department for Education as they have been identified with mild or moderate delays. |
| Improved outcomes for non-English speaking children who received bilingual support | No bilingual support requested in 2022. | No funding received |

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