



Wynn Vale Community House Kindergarten

2022 annual report to the community

Wynn Vale Community House Kindergarten Number: 4680

Partnership: Golden Way

Signature

Preschool director:

Mrs Dani Adams

Governing council chair:

Stacey Burfitt

Date of endorsement:

2 February 2023



Government
of South Australia

Department for Education

Context and highlights

Wynn Vale Community House Kindergarten is located in the suburb of Wynn Vale, 19km from the GPO in Adelaide. We are a part-time kindergarten, open on Wednesdays, Thursdays and Friday mornings during school terms. We have a capacity for 30 children and are staffed with 1 Director, 1 Teacher and 1 ECW. IESP (Inclusive Education Support Program) funding enabled us to employ additional ECW's to offer preschool support and implement early intervention programs.

Our building and land is owned by Tea Tree Gully Council and we have a community garden behind our site and the Wynn Vale Dam next door, providing opportunities for local walks and nature exploration. Our main feeder school is Saint Francis Xavier's Catholic Primary School, located next door. Many of our children attend the Curious Xavier's transition program and/or OSHC.

At Wynn Vale Community House Kindergarten we use a play-based learning program with a focus on inquiry learning. We value the children as researchers and follow their wonderings and curiosity. We use the Early Years Learning Framework, Literacy and Numeracy Indicators and the 'Keeping Safe' child protection curriculum to guide and inform planning and programming. We have introduced the Heggerty Phonemic Awareness program and engaged with Professional Development to support this.

Our 2022 highlights have included upgrades to the outdoor learning environment (swings, climbing area and vegetable garden), and a grandparents and special friends day which was very well attended. We organized regular dam walks, walks to the community garden and visits between the school and kindergarten throughout the year. We had one excursion to the Botanic Gardens which supported the success of our edible garden and children's learning about growing food and eating produce. Our Incursions included a visit from 'Animal Capers' as part of our animal inquiry and the 'Scientific Bubble show' to celebrate our year of learning together.

We also celebrated the end of the year with a 'Celebration of learning' where children acted as guides for their family in a walk around the dam, sharing their skills and knowledge using a treasure hunt style format based on the children's interests and knowledge. When this was complete, children sang their favourite songs to their families. Families shared their pride in how much their children had learnt and how confident and competent they were during this celebration.

We value family participation and this year we have been fortunate to have high numbers of regular volunteers for our many excursions. We have also had families donate seeds and plants to our vegetable garden and care for young seedlings during holidays, which has supported children's connection to the centre and to the food we have grown. Parents have also helped us to install a worm farm, repair and wash equipment and support the reorganization of our library. One of the highlights for children was a parent sharing their drumming skills as part of our mathematics inquiry, making the connection between their learning and real life experiences.

Governing council report

The Governing Council is pleased to present the annual report for 2022. It was a busy and productive year for our Wynn Vale Community, with a number of highlights worth mentioning.

Firstly, we were able to upgrade and repair multiple playground spaces and the yard, thanks to the hard work of Dani and the team and also families that volunteered time and resources. These improvements have greatly enhanced the play and learning experiences for the children. The Kindy has also entered into an agreement which will see that the lovely natural timber playground equipment be maintained at appropriate intervals to enable to longevity and enjoyment for years to come.

The Kindy at the Creek program was introduced, taking full advantage of the local environment the children had opportunities each week to learn and explore around the Dam and creek. This is a hugely successful initiative and we hope to continue it in future years.

Grandparents Day was another highlight, with children and grandparents alike enjoying a morning full of activities and bonding.

The end of the year celebrations, including the concert, were a joyous occasion for all involved, and a fitting way to bring everyone together at Kindy after a few challenging years.

Science Week was a particular highlight this year, with a range of engaging and educational activities that sparked the curiosity of our children. In addition to these events, the children experienced a large number of incursions and excursions throughout the year, giving children the chance to learn outside of the classroom – including the Bush Classroom, animal capers, buddle show and Botanic gardens.

We made the decision to switch to a single online platform for communication, Seesaw, and introduced take-home packs focused on Mathematics. Both of these initiatives have proven to be valuable resources for our school community.

The improved connection between the Kindy and St Francis Xavier's next door to the centre was a big success. This school is the destination for many of the Kindy's children and fostering this connection dramatically improves the transition process.

On behalf of the Governing Council and Community I would like to commend all the educators at Wynn Vale Community House Kindy on the successful year they had with our children. Such a caring group of people that balanced fun, play and enjoyment with rich learning experiences and outcomes that will help our children as they progress onto schools.

Finally, a final farewell and thank you to Dani who took over the Director role in term 2. Your positive impact and improvements you have made around the Kindy will benefit families and children for many years to come. Overall, it has been a successful and fulfilling year. All the best for the new children, families and Director coming in for 2023.

Daniel Botten Deputy Chairperson

Preschool quality improvement planning

Our 2022 Preschool Quality Improvement Plan goal was to 'Increase children's number sense to transfer knowledge into self-directed play' with our Challenge of Practice being 'If we improve and extend educator knowledge to create an intentional numeracy rich environment, then we will increase children's number sense to transfer knowledge into their self directed play'.

We audited the learning environment and made changes to support the progression of children's mathematical skills and align this progression with the children's current knowledge and skills. Data were collected before and after to gauge our impact and EYLF data was collected in terms 1&4.

In response to training and development we made changes to the progression of how educators intentionally taught new information and to our language and actions around presenting data. We also developed shared language between educators as a team and were committed to specific and focused strategies. Some of our actions included mathematising play spaces, book-based mathematical learning, intentional teaching strategies and 'take home' packs for families which were expanded in response to parent feedback.

Growth in children's language and understanding were recorded through documentation and positive mindsets about mathematics were developed by children. Educators became more confident in their knowledge and understanding of high-impact strategies to teach numeracy and to notice, respond to and extend children's mathematical thinking.

Based on the analysis of data we collected we were successful in achieving our goal. Children were able to identify themselves and each other as mathematicians and identify when they were using mathematical skills in play; they also began using the word maths spontaneously in play.

In 2022 the staff team introduced the practices of Sustained Shared thinking and reflected that these had one of the biggest impacts on the team's development and on children's learning outcomes. In reflecting on the AEDC data for the TTG area and child profile pages we have received from 2023 families, we noticed that developing interoceptive awareness and self-regulation strategies are increasingly important and support the development and maintenance of social relationships, and the ability to remain regulated throughout the day. These two ideas are connected and compatible, and will form the basis of our PQIP for 2023.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	38	38	26	29
2020	21	23	17	18
2021	30	31	24	25
2022	30	30	28	28

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	91.9%	89.5%	93.6%	95.0%
2020 centre	91.8%	83.6%	92.9%	70.1%
2021 centre	89.2%	88.2%	95.2%	90.0%
2022 centre	91.0%	65.7%	79.7%	93.8%
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

Generally we have excellent attendance at the centre. This year we had high levels of illness as well as COVID that decreased our attendance, in terms 2 and 3. Families contact the site if their child is unwell or cannot attend for any other reason. Families were extremely considerate in keeping staff informed about keeping their children home if they were displaying symptoms of being unwell.
We promote and highlight the importance of regular attendance with families.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8226 - Golden Grove Lutheran Primary School	0.0%	0.0%	0.0%	14.3%
8003 - Heritage College Inc	4.2%	0.0%	0.0%	14.3%
8385 - Saint David's Parish School	0.0%	0.0%	0.0%	14.3%
8006 - St Francis Xavier's Regional Cath Sch	87.5%	33.3%	94.4%	57.1%

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

Saint Francis Xavier Regional Catholic School continues to be our main feeder school, which is adjacent to the kindergarten.
Compared to previous years we have had an increase in children attending other local schools including; Golden Grove Primary, Golden Grove Lutheran, Saint David's Parish School, Heritage College, Pinnacle College and Wynn Vale Primary.

Family opinion survey summary

Families are encouraged to provide feedback to educators throughout the year. This year 19 people of our 30 families responded to the survey. In the survey the majority of respondents either agreed or strongly agreed in most areas around leadership, the quality and the support of teaching and learning and relationships and communication. In response to a small percentage of neutral and negative responses in relation to parents participation in the educational program, this will be an increased area of focus in improvement moving into 2023.

Two respondents provided written feedback which included the need for more upgrades in the outdoor area, specifically naming the sandpit area and the need for upgrading equipment at the site. They also stated "the kindy is looking much better since the beginning of the year....They have made some good, positive changes to the kindy". Comments also included;

"We love Wynn Vale Kindergarten! Only positive things to say about it. The educators are so lovely and friendly".

"Very supportive of my child...The teachers are doing a fantastic job.....such a beautiful location....teachers use the dam and beautiful surrounding nature to their advantage. And the affiliations with the school next door are also excellent."

From other feedback over the year families responded positively to the introduction of Seesaw, an online platform to improve communication between kindergarten and home. They felt this helped them have a better insight into their child's day. In future we will also use Seesaw for reminders and most other communication to provide consistency for parents.

We received lots of positive feedback about our end of year celebration where children were given the opportunity to guide their families around the dam and share their knowledge. Families were impressed at how much their children knew and shared during this experience. A number of families shared that they were very happy that they chose our kindergarten for their child.

Relevant history screening

All educators employed, including relief staff have up to date relevant history screenings and reminders are provided when any screenings are due to ensure that everyone onsite meets requirements. Volunteers are given information about their roles, responsibilities and expectations before attending excursions.

All Governing Council members participate in RAN-EC training for volunteers.

Financial statement

Funding Source	Amount
Grants: State	\$287,520
Grants: Commonwealth	\$0
Parent Contributions	\$17,700
Other	\$3,116

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	Educators engaged in professional development to support the implementation of the Heggerty Phonemic Awareness program. Staff were also involved in training and ongoing mentoring through the Primary Maths Association in supporting our PQIP goal. Professional Development was also provided on Sustained Shared Thinking to increase educator knowledge and build capacity in all educators.	The PASM screening tool and EYLF data showed growth in all areas.
Inclusive Education Support Program	Funding through the Inclusive Education Support Program as well as site funding, resourced additional educator hours to provide ongoing and targeted intervention for 17 children over the year. Support provided was specific to each child's barrier to learning and included social skills, emotional regulation, and speech and language difficulties. Individualised targeted plans for all children were developed this year. They were reviewed and adapted with the whole team and parents input and with input of support services staff.	All children who were supported in their learning showed progress towards their goals. ILP's were used to ensure goals and progress were regularly updated and reviewed and teaching staff worked closely with support services staff to support children's progress.
Improved outcomes for non-English speaking children who received bilingual support	Not Applicable	Not Applicable

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