



Mitcham Village Kindergarten

2020 annual report to the community

Mitcham Village Kindergarten Number: 4683

Partnership: Mitcham Plains

Signature

Preschool director:

Mrs Irene Anibaldi

Governing council chair:

Olivia Lockwood

Date of endorsement:

22 February 2021



Government
of South Australia
Department for Education

Context and highlights

Mitcham Village Kindergarten (MVK) is a stand-alone preschool situated in the historic precinct of Mitcham Village. The building has historic significance and comprises of several rooms and large verandah creating a stimulating learning environment for children. A spacious, tree shaded outdoor area provides opportunities for children to engage with nature and has an abundance of wild life. The preschool location, closeness to major roads leading to the city and a range of public and private schools, make it an appealing choice for prospective families.

The majority of children attending MVK are English speaking and of Anglo-Australian descent. Other cultures families identified with include: French, Arabic, Sinhalese, Japanese and Arabic. Family structures within MVK are mainly two parents with at least one parent employed full-time and a second parent working part-time or studying.

The preschool operates as a full-time centre offering families to book their child into one of two full day Kindy groups. There is an option to access additional care in the morning from 8.30-9.00 am and after care from 3.00-3.30 pm. A charge is made for these extra times. Many of the children attend local early childhood facilities and others have care providers such as grandparents.

COVID restrictions have minimised the number of outside learning experiences originally planned for. However, the children have participated in a range of learning opportunities made possible through our inquiry creek project at Mitcham Reserve, Henny Penny Eggs, 'Me & My Shadow' Patch Theatre excursion, Wheel-a-thon at Mitcham Primary School and Little Sprouts excursion at Botanic Gardens. We were also excited to be able to host our end of year graduation celebrations with our immediate families.

Governing council report

2020 has been an unprecedented year with the COVID restrictions changing the way the Mitcham Village Kindergarten interacted with the children and their families. Restrictions resulted in some hard decisions to be made with limited parent access to the site, cancellation of family events, kindy visits and playgroup in Term 2. The kindy staff did an amazing job to support the families, especially families choosing to keep their children at home during the peak of the pandemic, by emailing updates, home activities and online learning resources as well as making phone calls check-ins and asking families for feedback and suggestions of how to stay connected during the lockdown. Even with these challenging times the staff, children and their families have worked well to keep the community safe and this is commendable. The Wheel-a-thon in September was a big success, the children loved racing around the Mitcham Primary School and then getting to explore the playground. Other highlights included the visit to the Regis Age Care in Term 1, creek visits and the trips to the theatre and Botanic Gardens, with the bus trip as much fun as the event itself. During the year a raised triangular deck was installed near the lawn, providing an excellent spot for the children to play and for the kindy graduation celebrations. While the permanent shade over the mud kitchen was not completed, the preplanning and organisation of approvals is well underway, and it is hopeful this will be in before kindy begins in 2021. A big thank you to the families and Governing Council Members who gave their time and support in various ways. And on behalf of the families, a big thank you to the kindy staff for their endless support, work and effort during the year that was 2020!

Improvement planning - review and evaluate

Our goal was to improve children's recognition and consistent use of pattern in numeracy, speech and language. Our numeric focus has been on patterning together with phonological awareness as our Literacy focus. Spotting underlying patterns is important for identifying many different kinds of mathematical relationships. It underpins memorisation of the counting sequence and understanding number operations. Developing pattern awareness has involved understanding that patterns are sequences governed by a rule and that the same pattern can be found in many different forms. We introduced the concepts of 'repeating patterns' and 'unit of repeat' and explored the difference between a pattern and a design. We used provocation questions like 'What is a pattern?' to gather children's initial understandings in this area. This information was then used to help scaffold children's learning further. The children explored visual, auditory, temporal, numerical and movement patterns. Patterning challenges were sent home to families to create and support a strong collaborative learning environment. Some of these included exploring and noticing patterns in their environment and sharing their observations with their peers. Children reported on communicating what pattern they recognised, the form of pattern and what the 'unit of repeat' for the pattern was. The children also wore 'patterned clothing' and were asked to find patterns in our Preschool environment.

Phonological awareness (sometimes referred to as 'sound awareness') is the awareness of what sounds are and how they come together to make words. Children develop phonological awareness skills in a sequential pattern which include the ability to rhyme, segment words into syllables and single sounds, blend sounds together, identify sounds in different positions in words and manipulate sounds within words. Phonological awareness is a key early competency of emergent and proficient reading and writing. Supporting experiences included; Syllables (drumming/tapping experiences, sound track game & clapping), Rhyming (story books, rhyming objects for matching, story table books with adjuncts, songs/games); Initial Sounds (initial sound of own name and names of peers, bingo game, sorting objects, alliteration, songs and books).

Critical factors for success has been using consistency of language, for all educators to use the same processes/elements in data collection, constant collaboration and reflection of practice, writing up detailed 'analysis of learning' to assist with next steps in stretching children further and clarify/refine the effectiveness of 'data collection' tasks as some were not useful. Overall, 80% of our children demonstrated a strong & confident ability to replicate patterns, clap out 1-4 syllable words correctly, identify rhyming & initial sounds.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	44	44	44	44
2018	35	34	34	33
2019	39	39	41	41
2020	22	N/A	25	25

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.

Enrolment comment

The Pre-school's capacity is 44. The year commenced with 25 children enrolled. One family left to move interstate in Term 3 however, we enrolled a pre-entry child in Term 4.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	92.2%	93.7%	88.7%	95.4%
2018 centre	90.8%	96.3%	93.3%	95.0%
2019 centre	93.8%	96.4%	94.1%	96.0%
2020 centre	97.2%	N/A	96.0%	95%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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 data indicates high attendance rates throughout 2020. The families at Mitcham Village Kindergarten value continuity of learning and are committed to ensuring their child attends regularly. There are some children who only utilised 12 hours of Preschool a week due to other commitments. Sickiness is the main reason for absentees.

The attendance rates are very similar to the past two years and remain above the state average for each term in 2020.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
8500 - Australian Islamic College Adelaide	0.0%	0.0%	0.0%	4.8%
952 - Clapham Primary School	0.0%	0.0%	0.0%	4.8%
9098 - Concordia College - St John's Campus	0.0%	0.0%	0.0%	4.8%
1063 - Highgate School	9.0%	5.0%	3.1%	14.3%
270 - Mitcham Primary School	38.0%	47.0%	59.4%	66.7%
9037 - St Joseph's School - Kingswood	23.0%	11.0%	9.4%	4.8%

NOTE: The data is collected in Term3. 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), Term3 2020 collection.

Destination schools comment

Mitcham Village Kindergarten feeds into a large number of public and private schools. Mitcham Primary School remains the main DECD feeder school. A total of 59.4% of children are enrolled at Mitcham Primary School from the 2019 cohort, which is an increase from the 2018 data. The number of children who are enrolled at Colonel Light Gardens Primary School have decrease slightly. Mercedes College and St Joseph's School, Kingswood has seen a decrease for 2019, in children enrolled from Mitcham Village Kindergarten.

Client opinion summary

With everyone being affected by Covid and all its unknowns this year, MVK has handled this extremely well... I commend the staff... they made all necessary adjustments in planning & the learning environment, care, support & understanding has been given to our kindy community's well-being and safety, efficiently, as well as providing curriculum and support for home-learning if that's what parents chose to do... absolutely no judgement, just amazing support with resources and communication, we never felt in the dark or unsure about anything.

Very happy with being informed on all levels.

Parents are always involved in children's learning. Parents are asked questions about what their child is learning and we are able to provide feedback and comments.

Especially this year given the many challenges with Covid. Clear communication as changes occurred. Adapting as things progressed. We are thankful for this in a challenging and ever changing year.

We're really impressed and grateful to teachers at the Mitcham Village as they really know what my child can/can't do, behaviors, areas need improvements and facilitate what's required for academic growth and confidence build up.

We have been very happy with the quality of learning at Mitcham Village. It is a brilliant environment for the children to get ready for school and get them off to the best possible start- to create and foster a love of learning. In particular this year with the many challenges presented with Covid, the teachers have been creative and adapted and continued to think through how they can provide a high quality learning environment for the children.

Staff show GENUINE care and passion and genuine willingness to engage with families/build relationships

Director has seemed very organised in early screening and putting in place relevant supports that have helped us to foster my daughter's confidence, language and social skills and that will help with her transition to school.

Relevant history screening

All Criminal History Screening Certificates for educators, University Student, work experience students, gardener, cleaner etc. are checked for compliance (DCSI).

- Copies of certificates are kept on file for staff to access.

- All criminal history screening certificates are checked for expiry dates.

- All persons holding a clearance other than DSCI wishing to work/volunteer at Mitcham Village Kindergarten are not permitted until a Screening through DCSI is approved.

- All parents wishing to volunteer must complete RAN-EC training for volunteers.

Financial statement

Funding Source	Amount
Grants: State	\$369,626
Grants: Commonwealth	\$0
Parent Contributions	\$27,468
Other	\$3,139

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Numeracy and Literacy goal: to improve children's recognition and consistent use of pattern in numeracy, speech and language. We worked collaboratively with Deb Hodgson (Blackwood Kindergarten) and Julie Offord (Early Years Leader) to undergo professional learning opportunities to assist with achieving our goal.	Educators have made significant progress in their knowledge and understanding in patterning and phonological awareness.
Improved ECD and parenting outcomes (children's centres only)	-	-
Inclusive Education Support Program	Six children accessed preschool support in 2020 for significant speech and language difficulties, social, emotional, toileting and ASD support. There have also been a number of children who have required extra support with fine/gross motor development, number recognition and phonological awareness.	These children have all made steady progress.
Improved outcomes for non-English speaking children who received bilingual support	A Sinhalese support worker was employed to support a child with English as a second language.	This service provided invaluable support to assist this child to improve her language and speaking skills.

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