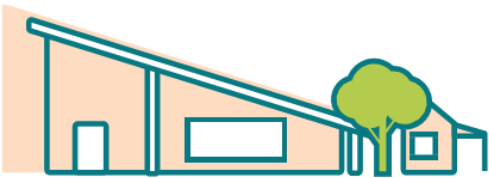


**“It takes a village to raise a child.”**  
**MITCHAM VILLAGE**  
**KINDERGARTEN**



2023 annual report to the Community

# Mitcham Village Kindergarten

Mitcham Village Kindergarten  
 number: 4683

Partnership: Mitcham Plains

Preschool director:

Lucy Kuchel

Date of endorsement:

24/02/2024



Government  
 of South Australia  
 Department for Education

# Context Statement

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 wildlife. The preschool location, closeness to major roads leading to the city and a range of public and private schools, makes it an appealing choice for prospective families.

Most children attending MVK are English speaking and of Anglo-Australian descent. Other cultures families identified with include Greek, Spanish, Sinhala, Tongan, Chinese, Sinhalese and Mandarin. 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 part time centre offering families continuity for their child's learning and development. Many of the children attend local early childhood facilities and others have care providers such as grandparents.

The children have participated in a range of learning opportunities made possible through our Brownhill Creek visits, Urrbrae Wetlands excursion, SAPOL Road Safety Incursion, Excursion to Mitcham Library, Kesab incursion (bees wax wraps) and excursion o Living Kurna Cultural Centre. We celebrated various family events throughout the year ie. Campfire night, Wheel-a-thon at Mitcham Primary School, Pizza Night and our end of year graduation celebrations.

Information about Mitcham Village Kindergarten is available on the centres website, as well as the Australian Children's Education and Care Quality Authority (ACECQA) website.

## Governing council report (5000 maximum characters)

This year has been a supportive, inclusive, and warm environment for our kindy children's first year of formal education. Irene, Courtney, Kate, and Taetia have been wonderful leaders for our children, providing them with exciting opportunities to investigate the world around them. On top of this, navigating changes to enrolment scheduling, and making improvements to Mitcham Village Kindergarten has been managed well to maximise the positive impact on the children.

A focus on strengthening the children's literacy and numeracy in phonological awareness and number sense was one of the goals for this year. Family engagement was incorporated into this, to help bridge learning between home and at kindy. Several fun home tasks were set throughout the year, and families were asked to send through photos. There were lots of individual interests reflected in the photos displayed at kindy once tasks were completed – which made for a great opportunity for fun at home to be shared amongst the children's peers at kindy.

'Eating a Rainbow' was another activity involving parents, challenging the children to eat a snack of a different colour each week in a coordinated manner. Seeing their peers eating the same-coloured fruit or veg helped some eat (or at least taste) something new to them. Hopefully!

The play-based learning model was used extensively throughout the year. The children were encouraged to be inquisitive with their environment and were extended by their own questioning of things that interested them both indoors and outside. Incursions added to the variety of interesting activities and experiences exposed to our kindy kids, such as regular 'Music and Movement' sessions by Kristie Fudge, a Chemistry experiment session (for Science Week) by Martin Sweetman, a SAPOL Road Safety session, a Bubble Science Show, and the KESAB Bees wax wraps session.

An engaging session led by Tessa Lane, incorporated digital technology to engage the children interactively using geospatial information systems. The children were able to see images of the area/landmark when they selected a spot on a screen map. A hard copy of the map was then used in small groups to guide the children to finding the stickered points outside.

Facilitating incidental learning through excursions to the nearby creek (at each season), Mitcham Library, Urrbrae wetlands, and Living Kurna Cultural Centre were some of the highlights of this year.

The Living Kurna Cultural Centre visit was an exceptional excursion idea put forward and unanimously motioned by the Kindy's council. It was a special opportunity for the children to engage with the indigenous community there and experience the culture with great respect and joy. The children brought home quandong bead necklaces they'd made after spending most of the day learning and exploring at the Centre. Learning about Kurna culture also encouraged the children to appreciate their own culture diversity, supporting the inclusive values held at Mitcham Village Kindergarten.

The children have built friendships over the year and are now looking towards the next adventure into Primary School. With such a supportive year at Mitcham Village Kindergarten, their ability to build and continue friendships is an important outcome to their time at Kindy. Events such as 'Pizza Night', and 'Campfire Night' allowed for the families to come together and lead by example in getting to know new people. It was wonderful to have opportunities to get to know other families and see the children having fun together.

We wish everyone all the very best with starting School, and hope the friendships built here at Mitcham Village Kindergarten continue. We also give a special thank you and goodbye to our leader, Irene Anibaldi. She's been instrumental in ensuring our children have had an excellent and exciting year and we wish her all the best in her future endeavours.

## Preschool quality improvement planning (3800 maximum characters)

Our goal was to improve children's numeracy through a focus on number sense. Through observations and formative assessment, children developed skills in subitizing: recognize collections up to six without counting and understanding that subitizing can also tell us how many, rote counting to 20, understand and use the countable units of one, understand the arrangement of a collection won't change the quantity ie. 1:1 correspondence to 12, improve the quality of their finger representation to gain skill in counting and number ordering, recognize written numerals to 10, write numerals to 10 and use mathematical language to communicate thinking and/or to describe attributes of objects and collections.

The Numeracy handbook supported our professional learning as 'Number Sense' is one of the key mathematical concepts. There was an early awareness that the four concepts ie. Number sense, measurement, spatial awareness and geometric reasoning and data overlap. It was important for us not to see Number Sense in isolation but to provide the children with a wide variety of environments and experiences for investigation and problem-solving that enabled them to see patterns within concepts, make connections, and empower them to reason and think mathematically.

We initially collected baseline data to inform children's natural interest and engagement around number sense. This provided information to establish where children were at and provided a starting point to pitch our teaching and learning. All educators researched articles relating to Number Sense and Literacy Representations and shared learning with their colleagues. To obtain accurate data relating to children's Number Sense knowledge, developmental screenings were conducted on the children together with analyzing the baseline data. The data results concluded that children are intrinsically motivated to explore number, there was a great exploration of making quantities, counting sides of 2D shapes, matching dominoes with numerals and playing number games ie. Snail game, snakes and ladders and 'What's the Time Mr Wolf?'. It was also evident that there was great use of mathematical language, comparative language, and symbolic play through dramatic play.

From here, the children started to notice number in measurement and learning to count using our fingers. Intentionally, we also sang number songs and nursery rhymes to strengthen the children's number sense knowledge. Challenges were also sent home for families to be involved in, for example, going on a local walk and noticing number in the environment ie. Signs, house numbers etc. An excursion to Mitcham Shopping Centre continued our learning around number sense at the Supermarket ie. Measuring tools, money, price, quantities etc. This experience enabled us to go broader and deeper with our goal this year. Our inquiry focus around the excursion included, 'What is Community and how do we fit into it?' and 'Where can we notice number in our Community?'. Overall, the children demonstrated a strong and confident ability to recognize, use and transfer their knowledge of number sense in everyday living environments. Our Family Challenges have also been a great hit with families consolidating the children's learning and understanding at home. It really provided an opportunity to include families in the learning and contextualize it at home.

# Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2020 centre	97.3%		96%	95.2%
2021 centre	94.2%	84.2%	95.3%	54.3%
2022 centre	45.9%	87.6%	88.6%	92.6%
2023 centre	96.5%	90.6%	88.2%	88.5%
2020 state	89.1%		84.6%	85.8%
2021 state	87.3%	85.3%	87.1%	84.5%
2022 state	83.6%	77.6%	77.9%	77.8%
2023 state	85.4%	82.9%	83.4%	81.4%

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. Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled.

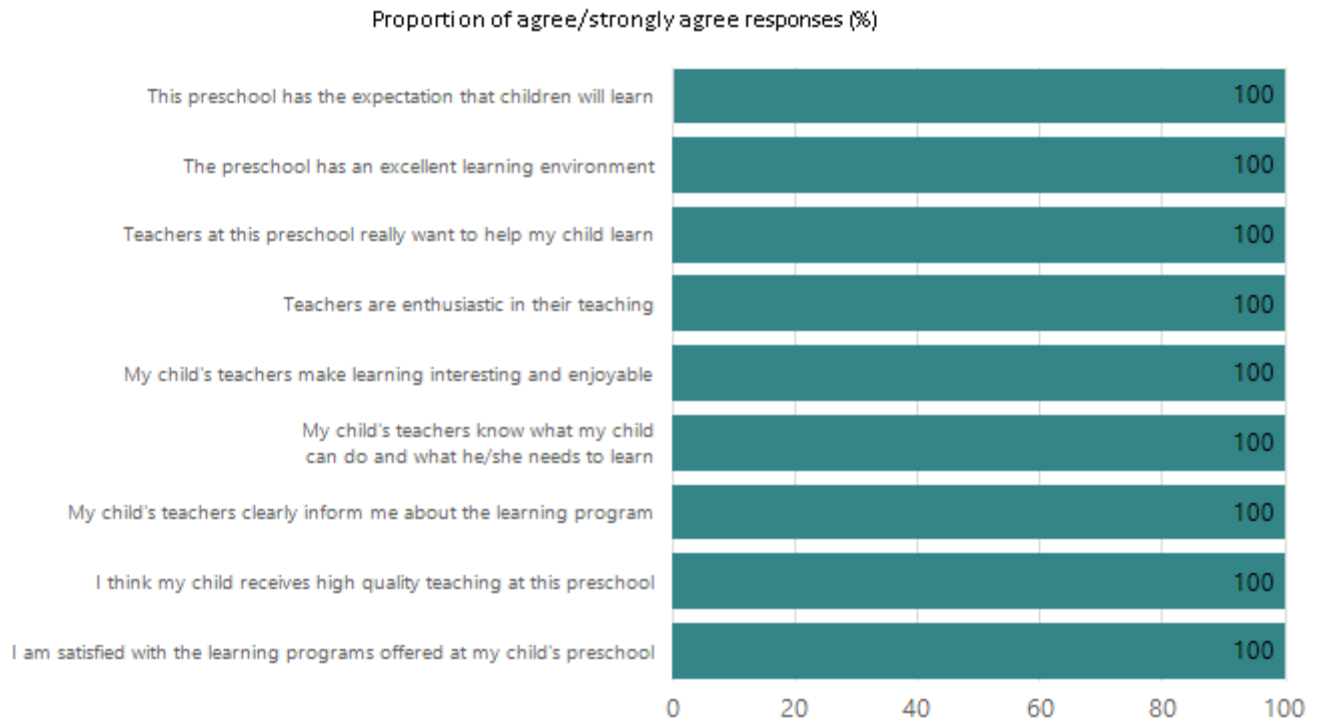
Note: Term 2 2020 data may not be available for all preschools.

## Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

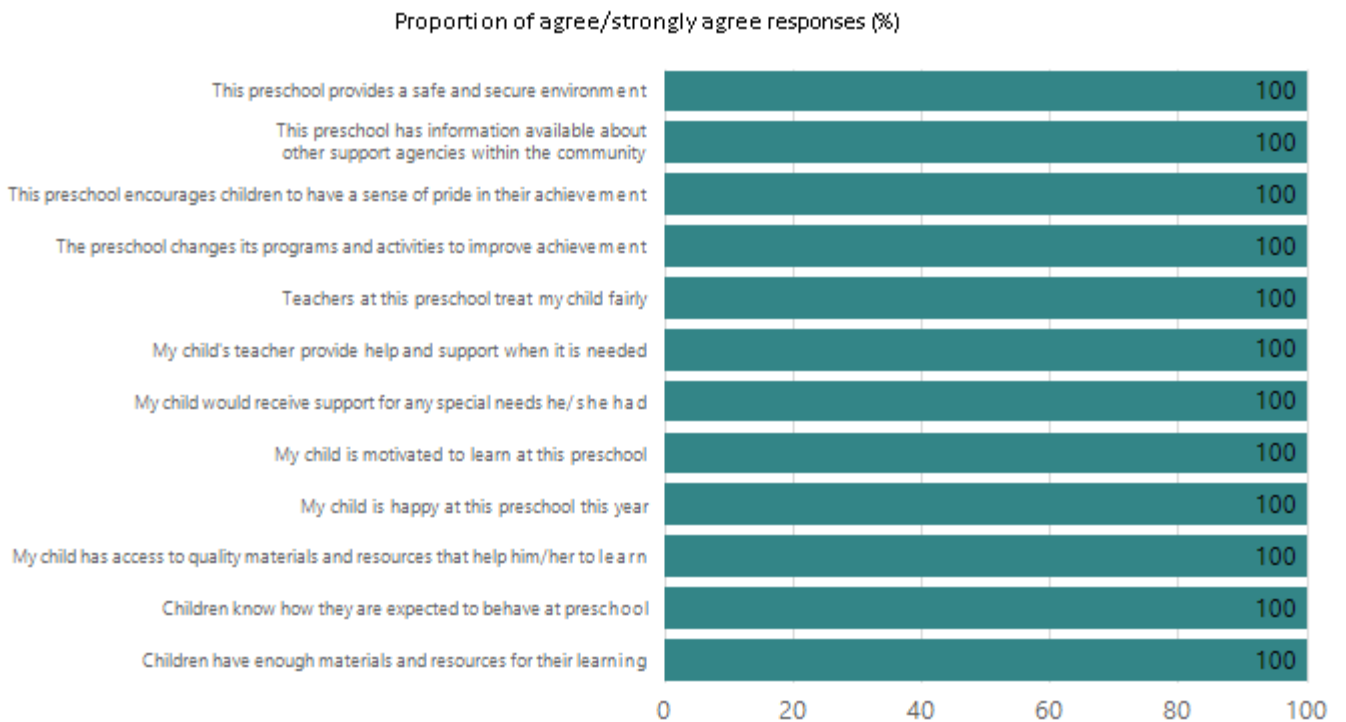
# Preschool Family Opinion Survey

## Quality of Teaching and Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

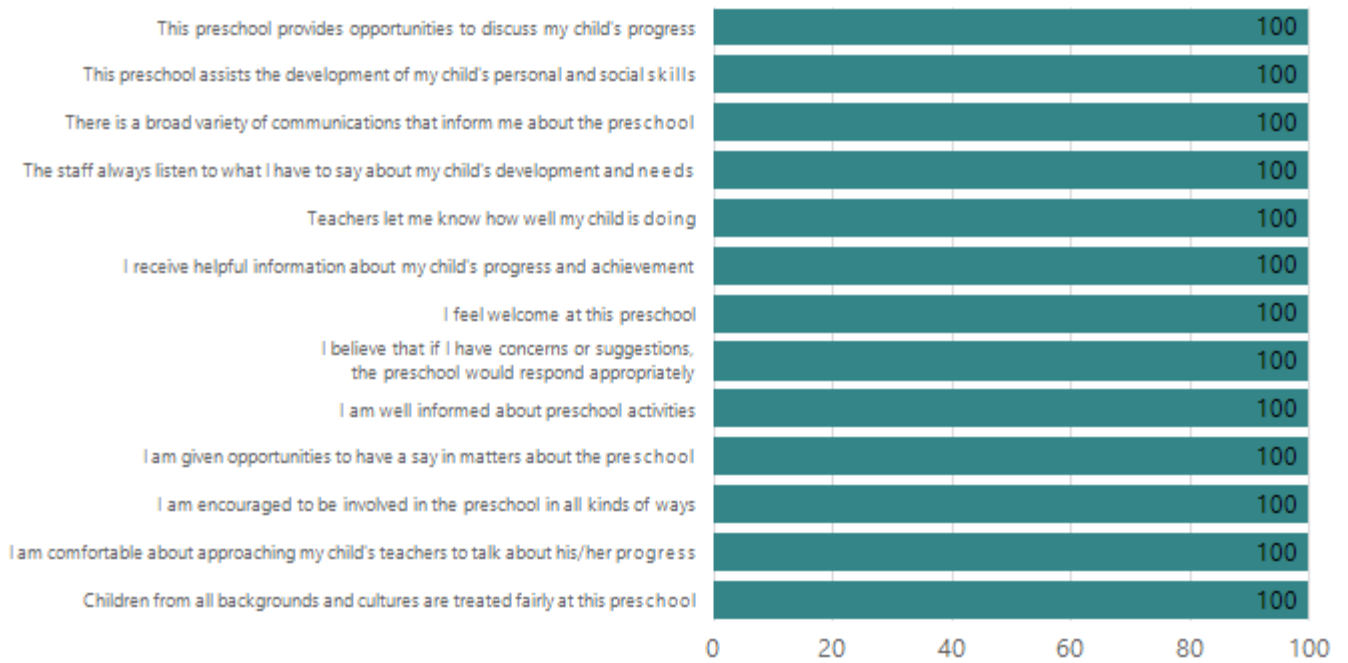
## Support of Learning



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

# Relationships and Communication

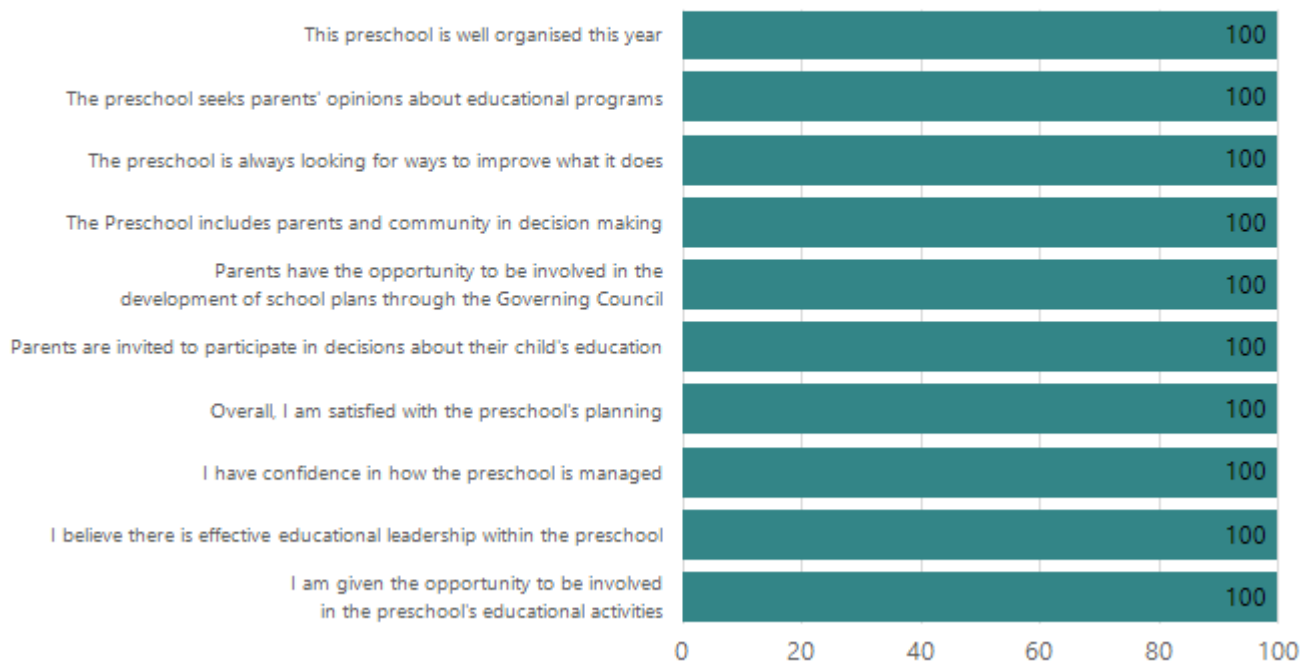
Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

# Leadership and Decision Making

Proportion of agree/strongly agree responses (%)



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

# Destination Schools

Feeder Schools (Site number - Name)	2021	2022	2023
Unknown		5.6%	
0270 - Mitcham Primary School	54.2%	38.9%	50.0%
0413 - Stirling East Primary School	4.2%		
0448 - Upper Sturt Primary School		5.6%	
0475 - Westbourne Park Primary School		5.6%	
0524 - Belair Primary School	8.3%		
0723 - Colonel Light Gardens Primary School	4.2%		
9037 - St Joseph's School - Kingswood	12.5%	5.6%	4.2%
9999 - Unknown	16.7%	38.9%	45.8%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2023.

# Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	2

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

## Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	1.4	0.0	0.4
Persons	0.0	2.0	0.0	1.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

## Financial Statement

Funding Source	Amount
Grants: State	\$235,781.56
Grants: Commonwealth	0
Parent Contributions	\$21,825
Fund Raising	\$1,347.39
Other	\$5,915.33

Data Source: School supplied data.