

"We acknowledge

this land we meet on is the traditional lands of the Kuama people and we respect their spiritual relationship with their country"

"We foster

the relationships between educators, families and the community to work together in a partnership"

"We ensure

educators are supported to participate in ongoing professional development, to continually improve their capacity to teach and seek ways to build their knowledge and gain insights into the community, through reflective practice"

"We support

the wellbeing and needs of individual children, to maximise their continuous learning and sense of belonging"

MITCHAM VILLAGE KINDERGARTEN

"It takes a village to raise a child."

"We provide

a curriculum that builds on children's prior knowledge, incorporates their ideas and passions and encourages dispositions for learning"

"We create

an educational environment that is play-based, challenging, inclusive and where children are encouraged and inspired to experiment, explore, discover and reach their full potential"

Respect, Care, Equity, Integrity

Learn, Relate, Reflect, Grow

Mitcham Village Kindergarten

2022 annual report to the community

Mitcham Village Kindergarten Number: 4683

Partnership: Mitcham Plains

Signature

Preschool director:

Mrs Irene Anibaldi

Governing council chair:

Merridy Moir

Date of endorsement:

27 February 2023



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 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. The majority of children attending MVK are English speaking and of Anglo-Australian descent. Other cultures families identified with include: Chinese, Sinhalese, Ethiopian and Brazilian. 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. 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 minimized the number of outside learning experiences originally planned for. However, the children have participated in a range of learning opportunities made possible through our Brownhill Creek visits, Patch Theatre excursion and Nature Play SA excursion at Wittunga. We were also excited to be able to host our end of year graduation celebrations with our immediate families.

Governing council report

Irene and her team at Mitcham Village Kindergarten created a safe and nurturing environment for the 2022 cohort. Although it was daunting for some children at first, they navigated new situations well and built relationships with their peers quickly. The teaching staff encouraged them to explore, ask questions, and learn through play as they observed the children's interactions with each other.

With a focus on number sense throughout the year the children started to build their knowledge by learning basic numerical concepts such as counting, comparing quantities, recognizing numbers and sequences.

Throughout the year parents were provided updates on their child's progress and offered suggestions for ways we could support the individual child's learning at home. The children watched caterpillars hatch into butterflies and later in the year took turns to look after the silkworms over the weekend which created much excitement amongst the group, and provided the opportunity for the children to take ownership over caring for a little creature.

The excursions each term were a highlight - with visits to the creek at different times of the year, the Theatre, to the Mitcham Shopping Centre via the bus, and the Wetlands and the Library, as well as an incursion by Glen the Junk Man. Although each outing was a lot of fun for the children they also learnt along the way. The visit to the shops allowed the children to use their numeracy skills in a real life situation and the creek visits opened up further conversations around the Kaurna land and people, as well as the changing seasons and how it effects the environment.

Throughout the year the staff bathroom had a renovation, which is now a clean and welcoming space, and provides visiting parents with a nice place to change younger siblings. The leaking veranda roof was a continuing issue with a quote for further works being approved later in the year.

For the parents and families the campfire pizza night (shout out to Pizza Lola) was a great way to get to know each other better, and has seen many friendships continue after the kindy year has ended.

At the end of the year the children surprised their families with a performance of a variety of songs with accompanying hand actions as part of the graduation ceremony. The nut bush was danced, and the children were proud to show off what they had learned.

In summary, the 2022 kindergarten year was a time of tremendous growth and learning for our children. Although many of us were sad to see the year come to an end, our children are going off to school well prepared, and confident little individuals who I'm sure will thrive in their new environments.

Preschool quality improvement planning

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.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	39	39	41	41
2020	22	N/A	25	25
2021	24	24	24	23
2022	17	17	18	19

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	93.8%	96.4%	94.1%	96.0%
2020 centre	97.2%		96.0%	95.0%
2021 centre	94.0%	84.2%	95.3%	54.3%
2022 centre	45.5%	87.2%	89.2%	90%
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

The attendance data indicates high attendance rates throughout 2022. 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 utilized 12 hours of Preschool a week due to other commitments. Sickness 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 2022.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
178 - Highgate Primary School	0.0%	0.0%	0.0%	9.1%
270 - Mitcham Primary School	59.4%	66.7%	65.0%	63.6%
9037 - St Joseph's School - Kingswood	9.4%	4.8%	15.0%	9.1%
448 - Upper Sturt Primary School	0.0%	0.0%	0.0%	9.1%
475 - Westbourne Park Primary School	3.1%	0.0%	0.0%	9.1%

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

Mitcham Village Kindergarten feeds into many public and private schools. Mitcham Primary School remains the main DFE feeder school.

Family opinion survey summary

2022 Parent Comments Include:

- Irene is highly efficient and displays effective communication skills amongst the families. I particularly enjoyed being part of mapping my families' culture on the world map. Families are highly encouraged to be part of the curriculum.
- My child has totally enjoyed being at this Preschool this year. She has made friends, has been engaged in learning and has grown in confidence. I would highly recommend this Preschool to others.
- We have found Kindy to be a very well organised, inclusive, and special place. We're very happy we choose to enroll at Mitcham Village.
- We have been blown away by the attention of son receives. His teacher has developed such a trusted relationship with him, and we have loved watching how engaged he is at Kindy.
- There is always so much to learn and do at this Preschool. The teachers go above and beyond with making the learning fun, enjoyable and relevant to my child. My child loves it here.
- The preschool my child goes to is the best. We are so glad we made the decision to send her there.
- The dedication and commitment to making the learning engaging, meaningful and fun is exceptional.
- I am in awe of how engaging and child focused the program is. Such a shame that Kindy only goes for a year.

Relevant history screening

All Criminal Screening certificates for educators, 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 RRHAN-EC training for volunteers.

Financial statement

Funding Source	Amount
Grants: State	\$217,460
Grants: Commonwealth	\$0
Parent Contributions	\$23,077
Other	\$2,587

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	Numeracy and Literacy goal: to improve children's numeracy through a focus on number sense. To improve children's literacy through representation of number sense. We worked collaboratively with Early Year's Educator and Continuity of Transition PD group with a focus Number Sense.	Educators have extended their knowledge and skills in Number Sense.
Inclusive Education Support Program	In 2022, there were a number of children who required extra support with fine/gross motor development, number recognition and phonological awareness.	These children have made steady progress.
Improved outcomes for non-English speaking children who received bilingual support	Unfortunately, we were only able to secure a bi-lingual support worker for a few short weeks.	-

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