



Henley Community Kindergarten

2022 annual report to the community

Henley Community Kindergarten Number: 5620

Partnership: Western Adelaide Shores

Signature

Preschool director:

Ms Trudi Walton

Governing council chair:

Laura Keatley

Date of endorsement:

13 February 2023



Government
of South Australia

Department for Education

Context and highlights

Since 1953 Henley Community Kindergarten has been an integral part of this beach side community. In 2022 our ongoing commitment to working in partnership with Child and Youth Health, Universities, local schools, sporting groups, the community garden, local businesses and the Charles Sturt Council continues to position our children and families well by supporting transitions and building capacity to be active citizens through community engagement. Henley Beach is a growing area with many single dwellings being demolished and replaced by dual/multiple occupancy dwellings. As a result the demand for places at our preschool remains high. Each year we have a mix of repeat families and new families that we welcome with open arms.

Henley Community Kindergarten is a category 3 kindergarten and in 2022 our enrollment capacity was 66 children. Staff included a curriculum leader, Emile Hammond, two part time teachers, Trudi Walton and Janice Guglietti and a full time ECW Corinne Jenner. A part time ECW, Sue Edgecombe supported children through the Inclusive Education Support grant and Jodie Mulyk managed the centers finance and enrollment procedure.

Partnerships have continued to be a priority for us. We have a close relationship with our two main feeder schools - Henley Beach Primary School and Fulham North Primary School. Each term we visit them and they visit us. This builds relationships, facilitating conversations across schooling sectors with opportunities to share pedagogy and to support children as they transition from kindy to school. In 2022 we continued to partner with Henley High School and the years 10, 11 and 12 child studies classes. Through these opportunities to build relationships and actively participate in a range of communities our children have continued to build their sense of belonging, being and becoming (EYLF 2009) and our support has brought a sense of authenticity to the learning for the older students. As a part of our commitment to improving literacy outcomes for all children we engage Mark and the City of Charles Sturt Community Library bus to visit each term providing opportunities to celebrate the joy of reading and allowing opportunities to explore new books.

In 2021 Janice brought in some caterpillars from her own garden and we experienced the pure magic of watching monarch butterflies transition through their life cycle. Not long after this we noticed monarch butterflies fluttering around our own - small - milkweed plant. After close inspection we found caterpillars, we were so excited. This was the beginning of our very own garden transformation at kindy. In 2022 in partnerships with Bunnings and the Henley Community Garden we excitedly planned and built our butterfly garden. Josephine from Bunnings came to kindy with butterfly attracting seeds, gardening equipment, bags of compost, special plants and pavers. She spent two days at kindy helping us decorate a paver each and then with the children Corinne laid the pavers in our newly prepared garden space. We visited the butterfly garden at the Henley Community Garden and talked to the resident gardeners learning from their experiences. Using the money we raised from a Bunnings BBQ we purchased more plants to attract butterflies to our garden. Corinne and the children worked together to plant all of the plants and to care for our newly developing garden. Our garden was established to support children's sense of wonder about butterfly's and to support their developing understanding of the impact we have on environments and the interdependence of living creatures.

Our Kindy Games at the end of term 3 was also a highlight allowing opportunities for us to partner with Henley Beach Little Athletics and to bring our whole kindergarten community together. At the beginning of term 4 the Governing Council held a Family Fun Day. This was another fabulous community event providing opportunities for our 2022 and 2023 families to come together to celebrate our com

Governing council report

Our governing council began with a late start in March 2022. COVID restrictions were still place for the early part of the year. Although we were light on numbers, we made up for it by being a passionate and caring group who wanted to keep the FUN in fundraising! Our biggest piece of advice for future governing councils is to find as many opportunities as early in the year as possible for families to feel welcome and part of the community! We were a little too slow on this which led to less social cohesion and some struggles with volunteers. Line up volunteers for any events as soon as they are planned, send out donation request letters to local businesses early. Try something different, perhaps a quick survey at the beginning of the year finding out if families have anything they'd like to share with the students throughout the year (another language, careers day, cooking class, science demo etc).

Kindy Disco was our first fundraising event of the year, held in early July. The kids loved the idea of being at kindy at night! Staff did an amazing job putting together decorations with the children, paper chains, bunting etc. Parents volunteered as DJ's, and the atmosphere was electric with lights and bubble machines. It was the first time all kindy families were invited together. Our only regret was we didn't plan an event earlier in the year.

Tea towels /bags/ aprons. Each child created a self-portrait and wrote their name. Combining all student's artwork into a collage made a beautiful Henley Kindy memento. Families had the choice to order a tea towel, tote bag or apron.

The annual Kindy Games Day was held on the last day of term 3 in September at the Henley Oval. The teachers have the sports day setup down to fine art, and everyone enjoyed the day. Parents supported with BBQ, each sporting station and herding the groups through to each event. Aldi was the cheapest for sausages and bread and the BBQ did a roaring trade. A highlight of this event was the inaugural use of the pay square which made future fundraisers and events super easy and less cash to deal with!

Picture Plates. Corrine worked with the children to create masterpieces using charcoal and watercolours to create beautiful picture plates. Lovely keepsake and great gift idea. Get these prepared early in term 3, then they can be sent to the printer and ready for collection in term 4 in time for Christmas gifts.

Bunnings BBQ. We called out for donations to local businesses, and Henley Foodland kindly supplied the sausages and bread. Always a good fundraiser and great idea to book in early as possible to get a choice of dates and line up volunteers in advance.

Family Day was a smaller version of the usual Kindy Fair. Held in early November, with invitations for all 2022 and 2023 families. A bouncy castle and face painting were the only upfront costs, which were paid for by ticket sales throughout the day. We had one central location for payment, and issued tickets for BBQ, drinks, face painting and bouncy castle to avoid cash in different areas. The MFS were happy to send a Fire Truck along for the day for kids to explore. Staff arranged some beautiful raft activities like mandala making. Lessons learned...we needed more volunteers! Called out for volunteers too late, and all governing council members spent most of the day on stalls. Wine tasting was arranged, with the hope of a wine fundraiser, but we didn't promote this early enough or give advance notice to families to order.

2022 saw the introduction of the daily produce trolley, which bought to life the creation of the butterfly garden! The children were provided with learning opportunities and live artwork in the form of lizards, turtles and hermit crabs that came to visit from the Nature Centre. A beautiful collaboration between the Henley High School and Kindergarten brought about excursions, fun activities and learning opportunities for the Child Care Studies students at the high school and much excitement among kindy friends. We loved the mobile library visits, the walks to local primary schools and visiting the community garden. The Kindy graduation was a beautiful way to end to the year for all the families! So many memories and friends this year, thanks to all the staff, governing council members and families for making 2022 a year to remember!

Cheers,
Laura Keatley

Preschool quality improvement planning

Literacy Goal

To extend children's ability to 'use language to connect with their world.

Our challenge of practice

If we incorporate strategies for shared sustained thinking alongside and with children, then we will extend children's ability to share their ideas and knowledge and listen and build on the ideas of others.

Our actions included building educator capacity through deepening our understanding about what a shared sustained conversation is and what is shared sustained thinking, to shift pedagogy using a tool to support and measure the effectiveness of interactions between educators and children, to develop a system to record and collate adult child interactions in dramatic play and to analyse these interactions to plan for growth and improved learning outcomes for all children.

We accomplished this by working together using tools and references which have been researched to ensure high quality. With this new learning we were able to reach a shared understanding of these concepts provoking thinking and providing a framework to reflect on our current pedagogy and practice. The understanding we were building and the tool we developed (based on the CLASS observation tool) supported self-reflection and a more collegiate, moderated reflection on our role and the strategies we used to support shared sustained thinking. Recording and filming interactions proved invaluable in these assessments. Our work began in the home corner but eventually we could see and hear educators and children engaged in shared sustained thinking in all areas of the playspace which was evident by the quality of pedagogical documentation we collected.

Numeracy Goal

To improve children's understanding of patterning to facilitate their numeracy learning.

Our challenge of practice

If we plan for and provide scaffolded opportunities to explore pattern in their learning experiences then children's ability to make predications and generalisations using patterns they generate or identify and communicate using mathematical language and symbols.

Our actions included building educator capacity in regards to patterning, incorporating a numeracy table into our environment with provocations to support children's developing understandings of patterning, planning targeted small groups with a numeracy focus and develop documentation to record observations to record and extend children's learning.

We accomplished this by working together using tools and references which have been researched to ensure high quality. With this new learning in regards to patterning we were able to reach a shared understanding, provoking thinking and providing a framework to reflect on our current pedagogy and practice. We explored different types of patterns with the children pointing them out in objects, space, numbers and design. We developed a way to record children's development which allowed us to clearly see where children were at and the next steps for their learning. This allowed for both individual support and provided opportunities for targeted small group experiences. We know this piece of work was successful because we knew exactly where each child was in their development, we had quality observations and we could see and hear children noticing patterns everywhere – and we all loved it.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	65	64	61	59
2020	65	N/A	66	65
2021	66	65	61	61
2022	66	67	58	59

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	93.9%	89.1%	85.6%	90.2%
2020 centre	94.6%		90.7%	93.6%
2021 centre	93.9%	88.7%	90.6%	88.5%
2022 centre	91.8%	89.8%	89.4%	90.6%
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 continues to remain well above the state average. In 2022 we had more than usual amounts of movement with 2 children leaving to live overseas, 2 moving out of the area, and 8 leaving mid-year to attend private schools. Over the year we were able to offer places to 4 families who had recently moved into the area. Our families highly value early years education and prioritise their child's attendance at preschool. Nonattendance is typically for illness or holidays and unexplained absences will be followed up by the director.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1166 - Fulham North Primary School	50.0%	39.3%	42.4%	39.3%
177 - Henley Beach Primary School	32.7%	42.6%	47.5%	50.0%
8370 - Star of the Sea School	13.5%	13.1%	10.2%	8.9%

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

Historically the majority of our children transition to Henley Beach Primary, Fulham North Primary or Star of the Sea. 2022 continued this trend, 53 children went to one of these schools. 47 families transitioned to local Department for Education Schools. We had 1 child transition to Immanuel, 2 to St Michaels, and 1 to St Francis.

Family opinion survey summary

The following comments were taken directly from the 2023 surveys. They very strongly evidence the high quality teaching and learning, relationships and leadership at HCK.

Quality of teaching and learning

We were happy with the kindergarten when our eldest child attended, and yet have noticed dramatic improvements in 2022. The learning programs appear longer term (eg paper mache), with strong ties to children's excursions and interests (butterfly garden). The addition of Emile has brought a new energy to the kindy and a balance among teaching staff (not just gender).

It's a fun and inviting space to be in with numerous activities to engage students and become independent and curious learners.

I love how the areas of teaching are adapted to align with the children's areas of interest, or things they have discovered. Henley does such an amazing job of this.

I think they are all great.

Every single member of staff are truly passionate about this amazing kindy! The variety of activities and experiences coupled with the enthusiasm of teachers has made kindy her most enjoyable year yet.

Great staff, friendly and nurturing to the children's needs. The teaching quality is excellent, the children enjoyed having animals, insects, reptiles visit the kindy this year.

Teachers are exceptional at engaging the children (especially at drop off time if there is some separation anxiety).

I have really enjoyed reading on seesaw the two week learning plans. Lessons sound really engaging and always seem to take in the children's interests.

Support of learning

Parent/teacher communication is very open and supportive

My child has grown in confidence with the encouragement she has received. Her drawings and language have hugely developed, and the educators have made the kindy a place for her to feel safe when learning and making mistakes.

My child loves kindy, it has grown her confidence.

My little girl has had some drop off separation emotions sometimes throughout the year. Every teacher has their own unique way of distracting/encouraging her to get through the gate and have an enjoyable day.

Henley kindy has been a supportive and fun environment for our children. The kindy is welcoming and has a calming atmosphere for children.

I love how the teachers each have different passions and really engage the children in their excitement. This has really helped my child feel like she has achieved great things this year especially in the butterfly garden – she is so proud of that.

Relationships and communication

The introduction of seesaw has been a game changer. The time and effort spent by staff on their seesaw comms (especially photos) has been very much appreciated and ha

Relevant history screening

All educators - including relief staff, governing council members and regular and ongoing volunteers at our kindergarten have working with children checks to ensure fit and proper persons are with and making decisions in the best interest of the children. This is determined and confirmed at induction and reviewed annually. The director is responsible for ensuring all third party providers such as cleaners and photographers are compliant with Department for Education and ACECQA regulations.

Financial statement

Funding Source	Amount
Grants: State	\$497,884
Grants: Commonwealth	\$0
Parent Contributions	\$44,579
Other	\$12,366

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	<p>To release staff team to attend 4 numeracy workshops with Lisa Jayne O'Conner to build capacity around the mathematical understanding which underpin the numeracy indicators and to begin to develop a tool to track numeracy development.</p> <p>To backfill an educator to undertake phonological awareness screening with the children in terms 1 and 4. To backfill an educator to collate all the data and plan for small targeted groups to ensure the growth of every child.</p>	<p>We were able to track all childrens development in regards to the mathematical concept of patterning enabling more targeted instruction. All children met the required benchmark. Information was shared with their destination school to support the transition of learning across sites.</p> <p>We were able to track all childrens development in regards to the literacy concept of phonological awareness enabling more targeted instruction. All children met the required benchmark. Information was shared with their destination school to support the transition of learning across sites.</p>
Inclusive Education Support Program	To increase staffing to allow for small group or 1-1 targeted interventions directed by DfE speech pathologists or as indicated by our site based assessments and observations of children's learning needs.	Children regularly met their speech goals and were set new ones. Children's well being was supported by the 1-1 very targeted focus and support.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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