



Largs North Kindergarten

2022 annual report to the community

Largs North Kindergarten Number: 5628
 Partnership: Le Fevre Peninsula

Signature

Preschool director:

Miss Amy Pedersen

Governing council chair:

Alex Mortess

Date of endorsement:

7 March 2023



Government of South Australia

Department for Education

Context and highlights

Largs North Kindergarten is a stand-alone preschool in Largs North on the Le Fevre Peninsula. The centre has been part of the Largs North Community for over 60 years.

The Outdoor Learning Environment continued to support a sense of belonging through the ongoing community mosaic project to enhance the aesthetics of this space, and simultaneously provided a work of art for children and families to recognise their time at the kindergarten. Our Governing Council worked tirelessly to raise money to revamp an unused area of our yard into our new 'Sustainable Garden'. The garden features many fruits and vegetables which will continue to support our kindergarten cooking program and also enable families to buy or swap our grown produce.

Children continued to be involved in maintaining and caring for the outdoor learning environment and local beach, by becoming aware of their roles and responsibilities in keeping the planet safe from waste. Waste segregation has intensified with a strong focus on soft plastic recycling, utilising food scraps to feed our worms and a concerted effort to think more deeply about the environmental impact of various resources.

Incursions and excursions continued to be sourced from local community businesses wherever possible. We were lucky to be involved in an incursion provided by the South Australian Mounted Police Force. An excursion to the city where we enjoyed a Patch Theatre Performance called 'Home' and a museum visit fell in the first half of the year. In the later part of the year we completed a 'Semaphore Street Walking' excursion. The children completed a scavenger hunt along Semaphore Road, enjoyed an animal talk at the Semaphore Pets and Garden store and spent the afternoon at the library completing various activities.

Governing council report

The 2022 Kindy year saw many changes at Largs North Kindergarten. Most notably were the easing of restrictions with COVID, meaning parents were allowed back on site, albeit largely outside. This was something many parents and children have enjoyed having back.

As always, the staff at Largs North Kindy have been very welcoming for families. They did a fantastic job of keeping things as 'normal' as possible with the everchanging SA Health advice. They had a regular team that worked cohesively to ensure many of the programs at Kindy could continue running. The children continued to enjoy the much loved Beach Kindy/Community walks and they managed to have two excursions. The first to the Festival Theatre and secondly the Semaphore Street Walk to visit local businesses and the Semaphore Library. Unfortunately, the excursion scheduled to the road traffic school did not go ahead due to poor weather.

This year also included an increased number of visits to Largs Bay Primary School (outside the scheduled transition visits). This helped a lot of children get familiar with the school environment and, for those attending Largs Bay Primary School, a sense of where key buildings/feature were.

The children have continued to enjoy the play based learning through the various activities around the kindy. The everchanging function of the cubby house (e.g., Vet, hair dressers, school, café) was a regular focal point for the children. The staff at Largs North Kindergarten continued with their joint venture with the Speech Pathologist, Duani, to implement their phonological vocabulary program. The phrase of "wonderful word" was a new one for many parents, but they got used to it as the children took delight sharing the words, what they meant, and attempted to generalise it to their play. The results of this targeted intervention have looked extremely promising, and Amy shared this with those in other sites.

The fundraising efforts 2022 included movie day, raffles, Kyttons, and tea towels. We achieved our goals of building a sustainable garden ready for a community market to be set up in 2023. Unfortunately, we had been unable to fast-track the install of the interactive whiteboard which has been the fundraising goal for the class of 2021. Hopefully the incoming Governing Council can have better success.

Finally, the latter part of 2022 explored some of the practical and logistical challenges transitioning from one intake (at the beginning of the year) to two intakes (beginning and middle of the year) which commences in 2023.

The children have thoroughly enjoyed their time at Largs North Kindergarten. The friendships they have made have transitioned into the respective schools.

Preschool quality improvement planning

Our Preschool Quality Improvement Plan (PQIP) is developed by educators through a process of reflection, self review and family feedback. It is a tool which we use to report and reflect on our improvement goals against the 7 Quality Areas of the National Quality Standards. In 2022 we focused on one goal around Literacy improvement as we felt the need for a strong focus in this area.

Our 2022 PQIP goal was: To develop and extend children's vocabulary and use of sophisticated language in a range of settings.

Challenge of practice: If we intentionally plan and scaffold for reciprocal conversations with children then we will develop children's shared sustained thinking, vocabulary development and phonological awareness skills.

We continued our commission program with a speech pathologist to work with our team of educators and children. She was involved in upskilling educators to understand the best approach to intentional teaching and noticing teachable moments in play. We used a play based approach through small group games, songs and books. We then included planned experiences throughout our environment around these concepts to encourage children's understanding and concept development.

Over the course of the year we develop core vocabulary lists to intentionally teach. A selection of children were screened on their understanding of these words prior to the intentional teaching and then again at the completion of our unit of work.

It is evident from the data that we had significant growth from all learners. The children became more interested in the language we use and and they connected more with the language of their word.

We encouraged families to provide feedback about their child's learning over the year. From the feedback we decided a Parent Information session was a great opportunity. Our Speech Pathologist developed a presentation on how to best engage children in early literacy learning at home with examples of how to use books to inspire and develop deeper language skills.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	52	53	53	51
2020	38	N/A	38	39
2021	54	54	52	53
2022	53	54	54	53

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	90.9%	90.6%	93.3%	87.2%
2020 centre	96.1%	90.3%	90.6%	91.8%
2021 centre	90.2%	88.3%	89.4%	84.7%
2022 centre	88.2%	79.7%	86.6%	80.8%
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

Fluctuation in attendance was at times affected by illness. Families are choosing to refrain from sending children with mild symptoms and receive further testing to confirm illness diagnosis.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8222 - Dominican School	6.8%	18.5%	2.3%	18.8%
219 - Largs Bay School	84.1%	77.8%	95.5%	72.9%
9081 - Our Lady of the Visitation School	0.0%	0.0%	0.0%	4.2%

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

Largs Bay School continues to accommodate the largest proportion of each year's cohort and a focus on strengthening transition processes continue.

Family opinion survey summary

At Largs North Kindergarten we value family and community feedback as we use it to reflect on our practice and make decisions on future goals and improvements. In 2022, all families were emailed the link to the survey and we received 29 responses. Of these responses, in all areas the majority were in the agree and strongly agree areas, with one or two in neutral and disagree. These responses were reflected on by educators and shared with our Governing Council to allow us to collaborate on improvement strategies.

Some parent comments include:

- Excellent, committed teachers and a wonderful learning environment presented for my child.
- Largs North Kindergarten is a beautiful family focused Kindergarten. All children are welcomed and gently encouraged to try new learning experiences and relationships. Whilst kindy didn't end up being what our child enjoyed we really appreciated the thoughtfulness and care given to our child by the teaching staff at Largs North Kindergarten.
- Largs North Kindy has fostered a community culture, where children flourish and enjoy learning. We are beyond grateful for the dedication of staff in getting to know our son, and giving him the best opportunity to have fun whilst promoting essential skills for school preparedness. Excursions are creative and the beach kindy is so valuable for engaging children in local nature. Sincere thanks from us, we are so grateful
- Love our Kindy and the care and respect shown to the children and families
- The staff at Largs North Kindy are absolutely amazing. They cherish each and every child and support them with their individual needs. Their literacy program is so beneficial in helping each and every child have the best start they can to learning. They have so much hands on play based activities. Taking children to the beach to further support children's love of being in nature. I highly recommend the high quality of teaching and learning at Largs North Kindy. They will be missed next year when our child goes to school but we couldn't be more happier with the start to our child's education.

Some points for educator consideration:

- Communication between parents and teachers are bit vague, most updates were done using Facebook. I deleted my FB account for sometimes and I wasn't able to receive any updates Re: beach trips, activities, fund raising etc. That's all. Otherwise this school is excellent!

Relevant history screening

All staff were deemed to be compliant prior to commencing duties. Pre-service teachers had their Department for Communities and Social Inclusion (DCSI) checks sighted and filed prior to the commencement of placements. Family volunteers complied with RRHAN-EC requirements. The COVID immunisation rules were implemented as applicable throughout the course of the year.

Financial statement

Funding Source	Amount
Grants: State	\$451,721
Grants: Commonwealth	\$0
Parent Contributions	\$43,716
Other	\$6,632

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	We funded for a Speech Pathologist to work with the educators and children to ensure the best learning outcomes. Our main area of funding was to support our PQIP goal in 2022 to grow all children's capabilities in their vocabulary development.	Our data collected by use of the PASM and Vocabulary Screener showed significant growth by every learner. Educators grew a better understanding in their intentional teaching of Phonological Awareness and to support vocabulary development.
Inclusive Education Support Program	We had several children accessing extra support compared to their peers. They were supported to communicate effectively, to be socially involved with their peers, seek appropriate and safe experiences and to attentively be engaged during our intentional teaching periods.	We saw significant growth in all areas of support for these children. Demonstrating that early intervention was key for the success of all learners at our Kindergarten.
Improved outcomes for non-English speaking children who received bilingual support	We had no children enrolled from non-English speaking backgrounds in 2022.	Nil

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