



North Haven Kindergarten

2022 annual report to the community

North Haven Kindergarten Number: 5636

Partnership: Le Fevre Peninsula

Signature

Preschool director:

Mrs Alicia Clayton

Governing council chair:

Tanya Quinn

Date of endorsement:

3 March 2023



Government
of South Australia

Department for Education

Context and highlights

North Haven Kindergarten is a standalone kindergarten located adjacent to North Haven Primary School. We work collaboratively with the school community sharing resources and facilities. We are a part time Kindergarten offering 30 hours of preschool per child per fortnight. We have a 0.7 Director, 0.6 Teacher and 0.6 Early Childhood Worker. We have an integrated occasional care program for over 2's and playgroup. We are part of the LeFevre Peninsula partnership.

We provide an inclusive and respectful learning community where children, families and educators collaborate to support children to reach their full potential. We believe that the combination purposeful play and intentional teaching will support growth in every child's learning and development.

We have an expansive outdoor learning environment which we are continuing to develop. In 2022 an addition to our sand pit was completed. This included a watercourse allowing the children to add water to sand play. Facility upgrades also included new windows to provide ventilation and an upgrade to our automatic watering system.

In 2022 North Haven Kindergarten successfully managed the challenges presented by COVID19. Children, families and educators were able to stay connected through the Seesaw app.

An end of year celebration brought the preschool community together to celebrate the kindergarten's 40th birthday and the end of the children's time at preschool. Families enjoyed pizza and a performance by a magician. Other incursions also included a Scientific Bubble Show.

We continued to develop our transition process for children starting school. Teachers from North Haven School visited the children at preschool to build on relationships prior to the children starting their formal transition visits. A Come and Play session was held for all new children and their family's starting preschool in 2023. This provided the opportunity for children and their families to connect with educators and the preschool learning environment.

Governing council report

This year started with COVID restrictions for the new kindergarten children and families, which included a courtyard drop off and pick up for the children. This process and transition was managed successfully by the strong leadership of the director, Alicia Clayton and strong teaching team, Ashlee Amato and Renee Canton. The Seesaw app was used frequently throughout the year to communicate all the daily/weekly updates to ensure the families felt informed and connected. We thank Alicia Clayton, Ashlee Amato, Renee Canton, Paige Williams (returned in term 2) and the support staff for managing some extra challenges with warmth and for creating wonderful memories for the children and families that added to this year's success.

The Governing Council met throughout the year. Right from the start it was an inclusive and friendly environment for the committee members to discuss future upgrades for 2023 and to provide support for existing plans that have been underway and carried out this year. Various maintenance works were undertaken, including installing all new windows. This has been a highlight for 2022, allowing the fresh air to come into the kindergarten space, having the windows opened has also promoted positive interactions between the children and teaching staff playing outside and inside. Another highlight was the nature play area was completed in term 1. The children have relished in having a nature play area and connecting to their world. All the improvements and new resources purchased have positively impacted the children's learning this year.

The year finished with a big 40th birthday celebration for the kindergarten and end of year celebration for the children, families and kindergarten staff. This event was all about community and making the families feel welcome to explore the space with their children. Food and beverages were provided and entertainment for the children. Reception teachers from North Haven School attended, along with the North Haven School Principal. This created a great opportunity for the families to talk with the school staff and start to build those meaningful relationship for their school journey.

Tanya Quinn

Preschool quality improvement planning

Educators referred to and implemented the Learning Improvement Plan to ensure learning outcomes were achieved for all children.

Goal 1: To extend children's vocabulary, print knowledge and phonological awareness development.

Challenge of Practice: If we are intentional in the way we scaffold children's high-quality interactions through extending vocabulary using explicit and spontaneous teaching opportunities and the use of intentional texts, children will develop vocabulary, print knowledge and PA skills to make meaning.

Actions included professional development provided through the partnership and speech pathologist. PASM and observations monitored children's progress towards literacy outcomes. Data collected provided educators the ability to intentionally support and extend children's literacy development. Data collected also provided evidence to support early intervention. We developed systematic approaches to planning, tracking and monitoring children's progress in phonological awareness and oral language. The success criteria were monitored, and progress was clearly evident for each child. Educators shared each child's progress with their family. This work is now embedded in programming and planning cycle.

Quality Area 1: Educational Program and Practice

Educators reviewed and evaluated the planning cycle and made changes to include systems and processes when reporting to families. Educators included the literacy and numeracy indicators and also the leading practice papers - Purposeful Play and Intentional teaching when planning and analysing learning. Quality Area 1 was reviewed and update in the PQIP to support the NQS Exceeding Themes.

Quality Area 4: Staffing Arrangements

Continuity of educators provided the opportunity for relationships to be deepened and learning to be embedded.

Quality Area 6: Collaborative Partnerships with Families and Communities

Families were able to connect through Seesaw and parent educator conversations to support learning for their children. Educators worked collaboratively with support services and the school educators to provide the best possible continuity of learning for children's transition to school.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	31	30	30	37
2020	31	32	32	30
2021	27	27	27	31
2022	31	33	28	N/A

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	91.6%	77.9%	73.0%	91.7%
2020 centre	95.5%	80.8%	88.5%	90.6%
2021 centre	89.3%	90.4%	94.2%	92.6%
2022 centre	88.4%	92.2%	91.9%	95.4%
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

Attendance was not severely impacted by COVID restrictions. Some children do not attend alternate Wednesdays as they are enrolled in childcare on this day. Families are contacted by the kindergarten if their child is absent from the kindergarten for longer than a week and we haven't heard from them.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8222 - Dominican School	3.7%	0.0%	0.0%	4.0%
1375 - North Haven School	96.3%	96.8%	100.0%	96.0%

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

The majority of children transitioned to North Haven School. We work closely with the school to support the continuity of learning.

Family opinion survey summary

The preschool Parent Survey was conducted in Term 4 2022 and we received 5 to 6 responses in each question group.
Overall parents are satisfied with the preschool as 90% either Agree or Strongly Agree with the comments in the survey.

Some comments from families included:

Quality of Teaching and Learning
Comments

The teachers at North Haven Kindy are all amazing. They look after my granddaughter and have a very good relationship with her.
North haven kindy is fantastic, the teachers are amazing and take interest in our children.

General Comments from Parents
Comment

North Haven kindy is absolutely phenomenal.

Educators will work closely with the parent community to ensure that there are a greater number of responses in the following years survey,

Relevant history screening

All staff meet mandatory screening requirements. Third party employees such as cleaners and staff from other agencies are required to provide their current Working with Children clearance.

Financial statement

Funding Source	Amount
Grants: State	\$277,954
Grants: Commonwealth	\$0
Parent Contributions	\$15,317
Other	\$6,816

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	Professional development for educators to support and embed changes in practice regarding Literacy. The purchase of literacy resources including puppets and other educational items to support literacy development through intentional teaching and purposeful play. Additional staffing enabled the screening of each child using PASM.	Data demonstrated all children progressed in phonological awareness and oral language development.
Inclusive Education Support Program	Children were screened by ECW for Speech and Language. Children were referred to DFE speech and received support. Educators attended training through partnership. Additional support was provided to children with additional needs through 1:1, small group and whole group intervention to ensure children could access the learning program.	Each child progressed with their speech and language goals. Children accessed early intervention.
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.