



Penneshaw Kindergarten

2022 annual report to the community

Penneshaw Kindergarten Number: 5639

Partnership: Kangaroo Island

Signature

Preschool director:

Ms Kristie Werner

Governing council chair:

Kate Howard

Date of endorsement:

17 February 2023



Government
of South Australia
Department for Education

Context and highlights

The Penneshaw Kindergarten is a small, part-time service offering preschool to children on the Dudley Peninsula, Kangaroo Island. 7 children enrolled throughout 2022. A part-time director/teacher and ECW were employed to deliver the preschool program each week. Penneshaw Kindergarten is a category 1 site.

Highlights of the 2022 year included:

- Our involvement in the 'Rattle Tree Project' contributing to the creation of a sculpture on the Penneshaw Sculpture Trail
- Installation of the new flooring in January enabling the creation of a calm, more relaxed feel to our inside space, aiding children's self-regulation
- Collaborative Phonological Awareness Project – enabling the reconnection of preschool and early years of school educators across the island to collectively responding to the year 1 phonics data.
- Connecting with the Music Education Strategy team to increase our use of music for learning within our curriculum
- Kindy Kindness Stall – the children made gifts and sold them at a cruise ship market. With the funds raised we bought gifts from local businesses in our town to put under the council Christmas Tree which go to under privileged families across the island

Governing council report

2022 was a wonderful year at the Penneshaw Kindergarten. We saw the easing of Covid-19 restrictions and by the end of the year we were relatively restriction free.

The governing council reviewed the following policies and procedures.

Bus travel policy: This policy was reviewed to allow children to travel to and from kindergarten on the school bus. This is fantastic for the families who live out of town to be able to use this service again.

Water safety procedure: This was reviewed to enable a safe environment for the children with and around water, including the creek. The children love the creek particularly on a warm day and we are lucky to have this facility.

Sleep and rest procedure: This was reviewed to ensure a safe sleeping environment for the children allowing them to rest or sleep throughout the day if needed.

Sustainability Policy: Sustainability practices are included daily with the children, encouraging them to develop positive life-long attitudes and values towards respecting and caring for the environment.

Governing council approved 4 pupil free days which enables educators to engage in professional development and connect with other early childhood educators across the island. This year the governing council also approved funding to upgrade the hub space for archive storage, book storage and hanging space for children's bags and they also provided input into the updating of the centre philosophy.

To finish off the year, governing council assisted with the organisation of the Christmas Party. This included a gift for the children and a special visit from Santa.

The children were also able to perform at the annual carols on the coast community event. Both of these events are a wonderful time for everyone to come together to celebrate the year.

2022 was an enjoyable and successful year for the governing council.

Kate Howard

Governing Council Chair
9/02/2023

Preschool quality improvement planning

Each year, the preschool use data to inform a focus goal for improvement. In 2022, the following goal was selected in response to school data.

Goal: To strengthen children's ability to listen and respond to sounds in language.

Challenge of Practice: If educators regularly plan and prioritize purposeful engagement with a range of listening and sound awareness experiences, then we will strengthen children's ability to hear and respond to sounds in language.

Success Criteria: Analysis of pedagogical documentation will show children:

- listening attentively to detect and respond to sounds
- noticing and responding to rhyme
- demonstrating their understanding of sounds in words
- increasing their vocabulary to describe sounds

Our major achievements in relation to our PQIP goal included:

- Documentation indicated all children improved their phonological awareness throughout their Kindy year in the areas of awareness of environmental sounds, word awareness, syllables, rhyme and initial sounds. Many children also developed their ability to blend onset and rime and blend and segment phonemes.
- All children's phonological awareness was tracked and monitored throughout the year enabling detailed information and reports to be shared with the school during transition.
- Educators built their knowledge of phonological awareness through the Collaborative Project, Fundamental Reading Skills training and professional reading and podcasts.
- Educators developed their understanding of how music can be used with children to build their phonological awareness through workshops with Gabby Freer and Kristie Fudge from the Music Education Strategy
- In collaboration Educators are building their 'toolkit' of games, experiences and resources to support children's phonological awareness learning in a playful and engaging way

In 2022 we also prioritized reviewing our planning and documentation cycle for children's individual plans. A one-on-one session with Kelly Caire Senior Adviser, Inclusive Resourcing and Accountability, supported this priority. A review schedule was developed and trialed. In 2023, we will continue to embed this process into our planning cycle.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	13	12	12	12
2020	4	3	3	4
2021	10	10	11	11
2022	6	7	7	7

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	95.4%	81.3%	94.2%	95.0%
2020 centre	81.3%	93.3%	86.4%	70.8%
2021 centre	93.0%	78.9%	90.0%	96.3%
2022 centre	85.2%	88.2%	85.3%	94%
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 at the Penneshaw Kindergarten has been above the state average each term this year. This reflects the community's value of the service. Attendance data may also have been positively impacted by the availability of bus travel for Kindy children. The replacement of the half day on Thursdays, for a fortnightly cycle of 2 days, 3 days may also have positively impacted attendance. Parents are asked to notify the service if their child is not attending. If this has not occurred, educators will call the family to check on their wellbeing.

Destination schools

Feeder Schools (Site number - Name)

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

All eligible children attending Penneshaw Kindergarten in 2022 will attend Kangaroo Island Community Education – Penneshaw Campus in 2023.

Family opinion survey summary

4 out of 7 surveys were returned with extremely positive feedback received to all responses in relation to leadership and decision making, quality of teaching and learning, relationships and communication, support and learning. One parent commented:

"We are beyond lucky to have Lauren and Kristie educating our children. They are dedicated to giving our children the best learning experiences and opportunities to further their abilities, increase their curiosities and go above and beyond what is 'expected' during the year. I (and the other parents I speak to) are amazed what our preschoolers are up to, the excitement they have to go to Kindy, and the learning that is coming home."

The only area that did not receive a 'strongly agreed' response to the questions was – 'My child has access to quality materials and resources that help him/her to learn, and 'Children have enough materials and resources for their learning'. This received an 'agreed' rating. The 2023 budget will allocate resources to upgrading materials and resources.

Relevant history screening

All educators, volunteers and third-party providers at Penneshaw Kindergarten have Relevant History Screening Checks before commencing work. To ensure these checks are kept up to date a spreadsheet is maintained listing names, screening and expiry dates. We use the STARS management system to regularly prompt the checking and updating of the spreadsheet.

Financial statement

Funding Source	Amount
Grants: State	\$173,004
Grants: Commonwealth	\$0
Parent Contributions	\$3,294
Other	\$3,000

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	Funds were used to access the Speech and Language Links program to support the assessment and programing for children. Funds also enabled all staff to participate in the Phonological Awareness Collaborative Project with early years preschool and school educators across the island.	Timely assessments informing discussions with Support Services to meet the individual needs of children. Educators increased their understanding of phonological awareness and how to teach this in a preschool environment. This resulted in all children improving their PA skills throughout the year.
Inclusive Education Support Program	The very small amount of IESP funding received contributed to educators working with support services to share information and develop individualized learning plans.	A consistent approach to manage behavior and support learning needs.
Improved outcomes for non-English speaking children who received bilingual support	n/a	n/a

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