



# Klemzig Kindergarten

## Klemzig Kindergarten

### 2022 annual report to the community

Klemzig Kindergarten Number: 5660

Partnership: Torrens

Signature

Preschool director:

Mrs Ali Hennessy

Governing council chair:

Mr Mike Harris

Date of endorsement:

11 February 2023



Government  
of South Australia  
Department for Education

# Context and highlights

Klemzig Kindergarten is set on a large block that fronts and backs on to Hender Avenue and The Parkway in the suburb of Klemzig, 8km from Adelaide GPO. In 2022 our government preschool program of 15 hours ran twice a week during the school terms. Group A of 40 children attended Monday and Tuesday 8:15am – 3:45pm and Group B of 37 children attended Thursday and Friday 8:15am – 3:45pm. We also ran 8 sessions of an integrated over 2's occasional care program with the Group B preschool children each week.

Our staff team has continued to be consistent with Ali Hennessy (Director), Teacher Angela Underdown, Teacher Amy McIntyre, Teacher Zoe Howse, and core ECW's Cathy Brooks, Laverne Budzynski, Kinnari Bhavsar and Nikki Matthews. Tracy Prentice coordinated the Occasional Care role for the year and will again for 2023. Our other staff who were in the roles of admin release, child support programs or bilingual support programs were Heidi Bowman, Julie Camilleri, Qing Ou and Mandeep Kaur. In 2022 the site also employed extra staff for most of the year to ensure continuity and to be always within ratio as COVID safe practices and sickness absences were still in place. Julie Anne Duffy and Michelle Copeland filled these roles. We were also successful in converting Amy to a permanent 0.5 teaching role, commencing 2023 which is great news for the community. That will make all core teaching and core ECW staff, permanent and ensure amazing continuity for the children's learning.

2022 was a year where we welcomed back families in a similar way to pre-COVID. We held events where families could join their children, such as obstacle-a-thon, significant persons day, kindy campfire and sing-along and end of year kindy concert. Children were also able to go on 2 excursions. 1 being to the Art Gallery where we saw amazing art spaces and got to make our own artwork. The other excursion was to the Botanic Gardens where First Nations Educator, Trent Hill, worked with us to grow our understanding about how native plants help us survive. Trent also came to our kindy on a few occasions to deepen our understanding on Dreaming Stories and Artefacts.

With our Planning Cycle we made a huge improvement in how we plan, implement, and evaluate which is based on a "BIG IDEA" where all curriculum areas can be integrated. Staff worked on pedagogical documentation alongside the children and families finding that: a scarecrow whispered to us, learnt the language of chicken, and researched what a chicken's favourite colour was, we compared gardens, improved flight technology, and looked at the world through the eyes of our kindy creatures. The children were also encouraged to explore cultural diversity, develop literacy and numeracy skills and positive dispositions for learning through their play. Time in spent learning through nature which included planting, caring for and harvesting vegetables. There were numerous hours spent on mini-bests investigation and we welcomed back chickens to the kindy environment and families were able to roster on for weekend chicken caring and take home any eggs. We worked hard on planning and saving for a new play fort area which we hope will be installed in 2023. Also Governing Council approved the spending of over \$30000 on hands on STEM resources for the children such as BIG BLUE BLOCKS and an amazing light table. 2022 was a most successful year for Klemzig Kindergarten as we ramped back into a learning community where families and children could be on site together.

## Governing council report

How the 2022 kindy year has flown by, but what an adventurous learning journey it has been! As a first time parent of both a kindy child and at Klemzig Kindy, I was amazed at how much learning and confidence building Levi has done over the year. We applaud Ali and the rest of the Klemzig Kindy team for the care, nurture, wisdom and confidence they have passed onto the children while making each day fun, exciting and adventurous for them to engage with!

The children were able to explore literacy and numeracy through many and varied learning opportunities throughout the year. They had their eyes opened to the spaciousness of the world around them and were encouraged to make discoveries for themselves. These discoveries were aided by books, drawings and painting, creating and building and other group activities facilitated by the enthusiastic educators. A small group of children were even able to share learnings with Ali's childhood kindy in Kimba through video calls and shared activities! It was wonderful to see how attentive each of these educators were to each child to be able to provide parents with an individual learning journey folder at the end of the year.

Special days throughout the year were highlights for the children, including Obstacle-a-thon, Book Week and Special Person's Day. These allowed the children to be involved in fundraising, dressing up and inviting the special people within their lives to activities on the Kindy grounds. The Special Person's Day was a highlight for me, as I was able to spend the afternoon with Levi as he excitedly showed me around his special learning space!

The children also had the privilege of attending a couple of excursions throughout the year. Trent Hill, an Indigenous Storyteller, spent time with the children on three occasions – twice at the Kindy and once at the Botanic Gardens. The Art Gallery was an interesting experience for the children to make some hands-on art and view some of the other large displays. The children also enjoyed their trip on the big bus as transport to these locations, making them extra special.

Looking towards 2023, the outdoor play area has been approved for commencement and some purchases of some large educational toys and aids were able to happen. It has been great to hear reports of the educators continuing to increase their knowledge and experience to be able to care, nurture and teach throughout the years to come. I congratulate Klemzig Kindergarten on a wonderful year which my family and I have been privileged to be a part of! I am sure this sentiment would be shared across many more families that have been blessed by the input into our children and community that is found at Klemzig Kindy.

Mike Harris

## Preschool quality improvement planning

Our learning improvement area for 2022 was focussed on extending children's sustained shared thinking. We worked on improving each child's oral language skills and confidence in having a back-and-forth conversation, building upon each other's ideas. Staff worked on using a variety of strategies to achieve the goal, such as providing support for speech work with small groups and individuals, displaying question stems around the kindy to remind on how to promote child led conversations and by using Marte Meo strategies such as "waiting" and "linking" to build social confidence in each child. Staff upskilled their knowledge based around research by Professor Iram Siraj-Blatchford. Staff also critically reflected on the way they worked as a team and the planning cycle in use, asking deep questions such as is our current practise meeting our collective values and beliefs on education? Over term 3 together we drafted up a template that clearly captured the learning experience that were based on the previous plan, implementation tracking and the evaluations of the plan. We also made changes to our daily structure, moving small group time to 11:30am instead of 9:30am which allowed for longer uninterrupted play time, which helped improve children's oral language skill development and peer to peer sustained shared thinking. It was during the uninterrupted play time staff prioritised pedagogical documentation and unpacking the "big idea" in the planning cycle with the children. During the site review in term 4 staff dissected the data and analysed it against the success criteria. We found that all children were able to give cues that they were listening to others, however very few children had demonstrated that they could negotiate and share their thinking with others as well as build upon someone's ideas. We also found that a handful of children were involved in nearly ALL pedagogical documentation and that we needed to be aware of the quieter learner and noticing, naming, and lifting their initiatives in the future. Our staff professional development which included, Semann & Slattery Educational Leader Conference at Rydges, Ped Doc Connect with Adam Christie "Navigating Participation" viewing via Reggio Aust. & Diffraction for Learning and Portfolio day at the Hilton where we workshoped using pedagogical documentation as a way of working and researched with David Gilkes, helped strengthen staff understanding of the importance of our goal and the way we work. The site leader, Ali, had also implemented many engagement approach techniques that she had brought back from Partnership PD opportunities with Margot Foster, when it came to site improvements and worked on the staff critically pulling apart their values and beliefs in Early Years learning. All of this supported the goal being achieved and has also set up the site for further improvements, especially in the clear understanding of "what are the non-negotiables" in the way we work at Klemzig and what are our shared agreements.

# Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	76	78	78	77
2020	78	N/A	72	71
2021	77	77	72	73
2022	77	77	77	70

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	92.1%	88.6%	86.1%	90.8%
2020 centre	91.3%		85.9%	91.5%
2021 centre	91.6%	90.2%	96.9%	93.1%
2022 centre	85.4%	85.4%	80.8%	86%
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

Klemzig Kindergarten was well attended by the local community and we started the year full. We had many children commence school in the middle of the year to local Catholic schools offering the mid-year intake. We were able to fill most of these child vacancies with other local children on our wait list or children that had recently moved into the area. Occasional Care was also well attended and many of our preschool enrolments had accessed this service which helped their continuity of learning and set up their confidence in learning at Klemzig. Our session times continue to be 2 full days of 7.5 hours per day. In 2022 the preschool cohort had 5 First Nation children, we had 16 different language group for whom English was an Additional Language and 13 children received Inclusive Education Support. In 2022 we surveyed the community about if the 2 long days were still suitable and meeting the needs for the learner and community. The result was over 90% wanted to keep the existing structure to the enrolments.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
665 - Hillcrest Primary School	13.0%	13.9%	16.9%	17.6%
898 - Klemzig Primary School	33.8%	38.9%	44.6%	32.4%
9031 - St Martin's Catholic Primary School	6.5%	5.6%	3.1%	9.5%
9088 - St Pius X School	20.8%	22.2%	10.8%	27.0%

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

We continue to feed into many local schools. 2022 saw our preschool cohort moving on to 23 different schools (not just the named schools above, which were drawn from term 3 data). During term 4, families change and confirmed their child's destination school. Most of the learners moved on to Hillcrest Primary, St Pius X School and Klemzig Primary. Although other schools include East Marden Primary, Felixstow Primary, Vale Park School, Walkerville, St Martin's School, Wilderness, Trinity Gardens, Linden Park Primary, Cedar College, Prescott Primary and Torrens Valley. The large number of feeder schools are all advised of the child's preschool year through their Statement of Learning and most schools either come on site and visit the children or contact staff to find out some baseline information about the learners joining them.

## Family opinion survey summary

Staff worked together to review our 2022 parent opinion surveys and the site-based survey data. The site-based survey was distributed in early term 2 so we could receive timely feedback if the site was meeting family needs and if we needed to tweak anything for the 2022 cohort. We used Microsoft Forms for this survey and had 65% response from families (anonymous).

Key areas of information asked of parents were around the quality of the program, site logistics, environment changes suggestions (indoor and outdoor) of the program at home. We also asked about our kindy to home communication practices and reporting frequency and practices along with support information. Responses indicated high levels of satisfaction around the program and resources and how they were organised. Families that responded stated that they felt that their child was safe at kindy and that their child's welfare and wellbeing was catered for. They indicated that additional staffing support was noticed and appreciated. Feedback received around assessment practices indicated a high level of appreciation around the extent that staff went to have "chats at the gate" and share photos of their child. They also value the end of year statement of learning. Some comments received were:

"Best kindergarten in Adelaide, proud to be a part of it."

"I think Klemzig kindy and staff are wonderful. I am so happy that we were accepted. The care for the children and planning that goes into the program is wonderful. Thank you all."

"We love Klemzig kindy and are so happy with our child's progress this year in all areas of their development."

"Keep up the amazing work! My child is so happy which to me says you're doing so the right things! Thank you!"

The Parent Opinion survey managed by head office was distributed during term 3. We had 40% of families complete this online anonymous survey. The results from this backed up the data from the site-based data.

Highest items

Teachers are enthusiastic in their teaching - Teachers at this preschool treat my child fairly - This preschool provides a safe and secure environment - I feel welcome at this preschool - Children from all backgrounds and cultures are treated fairly at this preschool - Staff always listen to what I have to say about my child's development and needs Overall, I am satisfied with the preschool's planning

Lowest items

Clearly inform me about the learning program - information available about other support agencies within the community

"Being involved with Klemzig Kindergarten has been a wonderful and positive experience for my son. C because of the wonderful leadership and culture set by the educators at Klemzig Kindy. Amazing team!"

## Relevant history screening

All 2022 Governing Council members that were due for renewal, completed the new Working with Children Check during Term 1 2022.

The site has established processes which include timelines and checklists to ensure that checks are submitted and completed in a timely manner.

When conducting risk assessments for off-site activities, consideration is given around child safety and supervision.

Links are provided to families and all parents who plan to participate in volunteering at kindy on a regular basis.

## Financial statement

Funding Source	Amount
Grants: State	\$666,517
Grants: Commonwealth	\$0
Parent Contributions	\$43,380
Other	\$1,287

## 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	Staff used prior trained knowledge of Marte Meo and used these strategies to support children in voicing and listening. As per QIP - Funding was used to enable educator's participation in professional development with Seeman and Slattery and David Gilkes in line with Portfolio needs and AEDC data. Staff also had started to analyse bias in resources, especially text, and purchase updated books. In numeracy staff linked indicators to their pedagogical; documentation and promoted numeracy practice both indoors and outdoors.	In analysis of pedagogical documentation all children had improved their skills of sustained sharing, specifically <ul style="list-style-type: none"> <li>• give cues that they are listening to others</li> <li>• communicate their thinking with others</li> </ul> Analysis of all statement of learning documents show strong confidence growth in each child.
Inclusive Education Support Program	2022 IESP Funding (\$25,373.45 base allocation). was used to support 13 children across the year. 2 children received 4 - 8 hours support each. With the child's family and other support services that were supporting the child, specific goals were written with the aim for the child to achieve by a set time. The site also developed a skills-based timetable so that it was clear to all staff how the child was to achieve their goals. 11 children were able to access a speech program that was written through the child's private provider or the DfE speech pathologist. All other children were part of a rotation wave 2 speech games.	Support for children to participate in small learning focussed groups with an ECW supporting literacy, numeracy, social and motor skills and development.
Improved outcomes for non-English speaking children who received bilingual support	Each year we have a large number of languages that are supported through the preschool bilingual Program (\$17 611 in budget for 2022). In 2022 we supported 16 non-English languages through this funding. Our bilingual support staff also were a support to these families throughout the year, collaborating on the short-term goals and long-term process practice. All bilingual staff were named on the 2022 bilingual staff register.	Analysis of all statement of learning documents show strong confidence growth in each child in their conversation and social skills.

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