



St Philip's Preschool Kindergarten

2022 annual report to the community

St Philip's Preschool Kindergarten Number: 5663

Partnership: Adelaide - Prospect

Signature

Preschool director:

Miss Maggie Slattery

Governing council chair:

Colleen Cryans

Date of endorsement:

27 February 2023



Government
of South Australia
Department for Education

Context and highlights

St Philip's Preschool Kindergarten provided quality preschool education for children from a wide variety of cultural backgrounds and a sense of community for their families.

Term 1 was challenging due to a very high number of Covid amongst staff and their families which resulted in lengthy staff absences due to strict close contact and quarantine rules. However we maintained as consistent team as possible with regular relievers working with the director. Luckily we were still able to host a training day with the Reception team from Nailsworth Primary School around book making and writing. We were also able to host two incursions: Life Ed with Healthy Harold and Old MacDonald's Travelling Farm.

Term 2 was much more settled and we hosted a student teacher from Uni SA. We had Trent Hill visit the kindy to teach the children about aboriginal history and culture and took the children to the Art Gallery to participate in the My Portrait My Story workshop. The children enjoyed dressing up for Book Week. We also hosted play visits from the Reception classes from NPS as part of our commitment around continuity of relationships and building strong connections with our local feeder school.

In the latter half of the year we took the preschool children on walks to visit the school and worked very closely with the staff team on transition and class placements for their 2023 children. Families have commented on the effectiveness and success of these efforts in creating a smooth transition process for all of our children. We visited the Planetarium for the first time as many children were interested in space. We were also able to go on excursions to the Road Safety Centre for the first time in at least two years.

We also held our annual Fete fundraiser for the first time since the covid pandemic which was a great community event which involved, past, present and future families. Our two end of year concerts were held outdoors as this was successful the previous year and were a lovely way to finish a positive year of learning and growth for every child.

Governing council report

St Philip's Kindergarten Annual Report 2022– Governing Council Chair Report

On behalf of the 2022 Governing Council, we would like to extend our sincerest gratitude to the staff at St Philip's Kindergarten. The enthusiasm and dedication exhibited by the educators is commendable, and easily demonstrated by the children's increased confidence, knowledge and abilities over the year.

The beginning of the year continued to see impacts from the COVID-19 pandemic, as South Australia saw increased community infections with the boarder and quarantine restrictions reducing. St Philip's educators were able to manage well and ensured the children's educational curriculum was not impacted by unplanned sick leave or isolations.

The children were exposed to a diverse range of activities throughout the year, with successful incursions and excursions including visits to the Road School Safety School, the Art Gallery, the Planetarium, Nailsworth Primary School, Broadview playground and the local Kindergym. We welcomed visits from Life Ed, Old MacDonald's Travelling Farm, Book Making activities, hearing from Aboriginal leaders on traditional Indigenous hunting and music making, Firefighter Joe and local paramedics.

The most successful fundraising efforts were the Community Fete and the Art Exhibition. Special appreciation to the Governing Council parent representatives who significantly contributed to the success of the Community Fete and local businesses who kindly donated generously to support our community.

The Governing Council ended the year by reflecting on the activities that work well throughout the year and how best to support the St Philip's staff and Governing Council going into 2023.

Preschool quality improvement planning

GOAL: To extend children's knowledge and use of symbols to create texts for different purposes.

CHALLENGE OF PRACTICE: If educators engage in deliberate writing interactions with children then children will represent their knowledge and understanding symbolically.

then children's meaning making will increase.

SUCCESS CRITERIA: Children will represent their knowledge and understanding symbolically in all areas of the preschool. We will see children using a variety of writing materials to explore and experiment with mark making and book making. The dispositions they will demonstrate will include; confidence, persistence, curiosity, enthusiasm, creativity and resilience.

We used the Literacy Indicators, the Literacy Handbook and experience/knowledge gained from our 2021 PQIP to guide our decision making.

Our actions were based on the successful outcomes from 2021 including: improving and extending educator knowledge; collecting and analysing formative assessment data; utilising provocations in the learning environment; engaging families.

Reflection on our success:

We did what we set out to do, our goal was to support creating texts, not just book making.

We were very deliberate in our practice.

We knew that we were increasing children's learning as we saw an increase in their confidence to try writing and mark making.

We saw children who were reluctant become willing to make attempts.

We saw growth in every child.

We saw movement through the stages of mark making.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	66	66	63	62
2020	66	65	66	66
2021	63	63	61	60
2022	66	66	58	57

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%	87.0%	89.4%	93.8%
2020 centre	92.8%	90.6%	90.8%	90.4%
2021 centre	91.6%	88.9%	91.8%	89.3%
2022 centre	86.3%	81.8%	84.2%	88%
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 strong in 2021 apart from Covid-19 periods. All other absences were due to illness and family reasons. Several children left after two terms to enrol mid year at Catholic Schools. Several children were absent for long periods towards the end of the year as many families returned to home countries such as India after a pause on travel over the last two years due to covid.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
305 - Nailsworth Primary School	68.3%	68.9%	70.9%	71.9%
9031 - St Martin's Catholic Primary School	6.4%	4.9%	5.5%	3.5%
9116 - St Paul Lutheran School	4.8%	1.6%	1.8%	3.5%
457 - Walkerville Primary School	12.7%	9.8%	9.1%	10.5%

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

Over two thirds of our children enrolled at Nailsworth Primary School. A small number of children enrolled at Walkerville, St Martin's, St Monica's, St Paul's Lutheran and Prospect North Primary Schools.

Family opinion survey summary

The parent survey was made available to every family and we received 17 completed surveys. Responses were overwhelmingly positive, in particular around the quality of teaching and learning, the support of learning and relationships.

"My daughter has really thrived this year and I can notice improvements in her writing skills and knowledge. The teachers are all enthusiastic and provide a positive place where my daughter feels encouraged and safe. She absolutely loves Kindy and that's a great reflection on the teachers there."

"The teachers are all so invested in each and every child. I've felt particularly supported with speech pathology and follow-up exercises to help my son catch up in certain areas."

"I'm very impressed with this preschool and would highly recommend."

"The excursions and incursions have been really enriching experiences."

Relevant history screening

To comply with the Department for Education relevant history screening protocols, staff, volunteers, work experience students and third party providers must provide proof of their DCSI screening. A hard copy of this is filed on site with name and expiry date recorded. New staff members cannot commence work until a DCSI relevant history screening has been completed and affirmed.

Financial statement

Funding Source	Amount
Grants: State	\$511,159
Grants: Commonwealth	\$0
Parent Contributions	\$36,865
Other	\$7,478

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 provided to improve literacy and numeracy outcomes were used to provide teaching staff time to create individual learning plans for every child, which included literacy and numeracy goals. This involved targeted assessment and monitoring of each child's development, which informed programming and planning.	All children succeeded in achieving targeted goals.
Inclusive Education Support Program	The IESP funding of 8 hours per week was used to fund support work for two children with special needs. Further funding was provide by the site.	Fantastic progress in goals set around participation in the learning program, the development of social and self-help skills.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support staff were employed over the year to assist children from Mandarin and Indian languages backgrounds. Differentiated and individualised support was targeted at building vocabulary, communicating needs, building relationships, understanding texts, conversation and responding to questions.	All children achieved identified targets in language development through differentiated programs. This enhanced their ability to participate in the learning program and to communicate their needs.

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