



# St Philip's Preschool Kindergarten

## 2020 annual report to the community

St Philip's Preschool Kindergarten Number: 5663

Partnership: Adelaide - Prospect

Signature

Preschool director:

Miss Maggie Slattery

Governing council chair:

Sophie Blaschke

Date of endorsement:

5 March 2021



Government  
of South Australia  
Department for Education

## Context and highlights

St Philip's Kindergarten provided preschool education for children from a wide variety of cultural backgrounds and a sense of community for their families. The staff team remained consistent throughout the year. Several support staff were employed throughout the year in bilingual and special needs support roles. The team developed and maintained strong and positive relationships with children and their families. Educators provided a quality learning environment, challenging and extending on children's interests and abilities. The staff team participated in partnership and site closure days with a focus on Learning Design and Reflection. We created individual learning plans for every child at our centre based on parent information about their child's strengths, areas for development and interests, as well as educator observations and child interviews carried out in term 1. This commitment to programming and planning based on children's interests and needs was well received. We offered interviews to families in term 3 to discuss their child's progress and regular communication through a closed Facebook page was also greatly appreciated.

Term 2 saw the onset of the Covid-19 pandemic which changed everything. We had only one third of children attending throughout this time and we learned to develop ways to share ideas for learning at home. Practices have since changed at all preschools around drop off and pick up times and we are always prepared for a sudden lock down.

Unfortunately we were not able to go ahead with any fundraising events due to Covid-19 restrictions. We were able to provide some incursions and excursions that complied with these. All preschools in SA were given a \$15 000 grant for upgrade works. This money was spent on the installation of lawn and irrigation in the back yard, rubber edging around the mud kitchen, outdoor heaters under the veranda, the replacement of outdoor blinds and some painting.

The most significant highlight for the team was the growth and development achieved by every child.

## Governing council report

Being on the governing council at St. Philip's kindy in 2020 was a really positive experience. It was great to be able to have some involvement and assist enriching in our children's learning in some way. 2020 was a challenging year for most, beginning with the bushfires and then of course Covid-19 consumed the world, creating uncertainty, panic, and for many sadness and grief. Despite this the fantastic educators at St. Philip's provided our children with a little safe haven of security, happiness, social skills, learning and a degree of normality when it was needed most. Sadly, many of our plans for fundraising and events had to be cancelled due to Covid restrictions. These included our Art Show, Train park event and Grandparents day. The end of year concert could also not be held in its usual fashion and instead was filmed for parents to view from home. Thankfully there was still many things that managed to go ahead despite restrictions and provide some fantastic opportunities for our kids. Kinder gym was still able to proceed which was such a fantastic activity and was sincerely loved by all. The kids also still had many other exciting visits and incursions including the farm animals, nature play, a firefighter and an indigenous elder, and they still were able to go on a fantastic excursion where they got to build cubby houses from branches out in nature. One of the fundraisers that also was able to go ahead was the tea towels that had self portraits drawn by each child which made great gifts for family and were super cute! Due to Covid, the government also assisted with a grant which made possible some great upgrades to the kindy including the new grassed outdoor area, bark chips for the swing area, and other maintenance & upgrades. Overall it was great to be a part of the governing council and I thank Maggie, her fantastic team and the other governing council ladies for their perseverance and support throughout the course of 2020.

## Improvement planning - review and evaluate

The focus of our Quality Improvement Plan was building number sense in children. We shared information with parents around this throughout the year and families were involved through a project including take home books which families contributed to.

### Value of Inquiry Process:

- High level of engagement and motivation of staff with the PQIP
- The process encouraged critical thinking and investigating multiple sources of information
- All staff took ownership, learnt new skills and shared questions and ideas

### Data and assessment

- We used both formative and summative assessment
- We use a variety of assessment 'of, for and as' learning
- We challenged ourselves to find and document evidence of number sense learning in play
- We collected authentic data which showed growth

### Educators as researchers and pedagogical documentation

- Staff have improved practice through professional development, research and using RRR
- Documentation such as learning stories better quality
- We have become better at providing provocations in play

### Family Engagement

- The take home mathematician books have engaged families in numeracy learning

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	66	66	62	62
2018	64	63	63	62
2019	66	66	63	62
2020	66	65	66	66

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.

## Enrolment comment

Enrolment numbers remained consistent throughout the year. We remained at capacity each term except for a brief time in term 3 when one child commenced school. This place was taken up by a family who moved to the area.

# Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	85.3%	88.8%	79.0%	87.0%
2018 centre	84.6%	88.5%	84.8%	82.5%
2019 centre	91.6%	87.0%	89.4%	93.8%
2020 centre	92.8%	90.6%	90.8%	90.3%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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 very strong in 2020 at over 90% every term, apart from Covid-19 periods. All other absence was due to illness or family reasons.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
305 - Nailsworth Primary School	45.0%	59.0%	68.3%	68.9%
9065 - Rosary School	3.0%	11.0%	3.2%	4.9%
9031 - St Martin's Catholic Primary School	8.0%	4.0%	6.4%	4.9%
457 - Walkerville Primary School	18.0%	6.0%	12.7%	9.8%

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 2020 collection.

## Destination schools comment

2020 saw the highest percentage of our children enrolling at Nailsworth Primary School at 68.9%. The three main other schools are Walkerville Primary School at 9.8%, Rosary School at 4.9% and St Martin's Catholic Primary School at 4.9%.

## Client opinion summary

The parent opinion survey was made available to every family and we received 27 completed surveys. Responses were overwhelmingly positive. The strongest results were around relationships and communication, where responses indicated that parents felt that staff always listen, that they felt comfortable to approach their child's teachers, that all children are treated fairly, a broad variety of communication about children's progress and preschool activities was provided and that parents were encouraged to be involved in the preschool where possible.

Responses around the quality of teaching and learning were also positive, particularly in educators making learning interesting and enjoyable with enthusiastic teaching. Parents felt that educators had the expectation that all children can learn and that they understood individual children's learning needs.

In support of learning, parents communicated that their children were happy at St Philip's, that we provided a safe and secure environment, that staff provided support where needed and that we adapted our programs to improve student achievement.

In terms of leadership and decision making, responses reflected confidence in the management of the preschool and a belief in effective leadership, planning and organisation.

The only responses which fell into neutral and one disagree were around parents being involved in making decisions about their child's learning and the preschool seeking parents' opinions about educational programs.

## 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	\$503,038
Grants: Commonwealth	\$0
Parent Contributions	\$39,664
Other	\$0

## 2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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 numeracy and literacy 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.
Improved ECD and parenting outcomes (children's centres only)	NA	NA
Inclusive Education Support Program	IESP funding was used to support a child with Autism Spectrum Disorder.	Fantastic progress and all goals set for participation in the learning program and the development of social skills achieved.
Improved outcomes for non-English speaking children who received bilingual support	Bilingual support staff were employed over the year to assist children from Indian, Mandarin and Farsi speaking families. Ongoing assistance was provided through site funds in term 3 and 4.	All children achieved identified targets in language development through differentiated programs.

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