



Baden Pattinson Kindergarten

2022 annual report to the community

Baden Pattinson Kindergarten Number: 5665

Partnership: Holdfast

Signature

Preschool director:

Miss Sarah Williams

Governing council chair:

Kendall Timmers

Date of endorsement:

24 March 2023



Government
of South Australia
Department for Education

Context and highlights

Baden Pattinson Kindergarten is a Department for Education stand-alone site in the council area of Holdfast Bay, 12 kilometres from the city centre and within walking distance to the "Old Gum Tree." The centre was named after Sir Baden Pattinson who was the Mayor of Glenelg Council at the time of opening, who later became a state politician and the Minister of Education.

We are part of the Holdfast Partnership group of 5 primary schools, 1 secondary school and 8 kindergartens. While we are part of this Partnership, children transition to many other schools within our local area. There is a long history of community involvement at the kindergarten. We share a car park with the Glenelg North Community Centre, Vietnam Veterans, Community Garden, Michael Herbert Memorial Garden, Kiwanis and Rotary, with whom we have a very close working relationship. As a number of our children also attend the Glenelg North Community Child Care Centre, we have worked to develop a close relationship with the staff and committee of this centre. We also share walking the children back to the centre daily.

2022 saw some changes to the staff team at Baden Pattinson Kindergarten. At the end of Term 3, we farewelled Sarah Weightman, who won a position within Industrial Relations with the Department for Education. I (Sarah Williams) began as Acting Director in Term 4 and was recontracted for 2023. We farewelled Amber Clegg, contract teacher and welcomed Jess Dendy, Permanent teacher appointed to our site by the Department for Education.

As in the previous year, Covid created complexities and challenges throughout the year. Due to Department for Education directives, we were unable to have families inside our kindy. During this time, connecting with families in the outdoors space and through phone call/email communication became more important than ever.

Some highlights of 2022 include the following:

- PJ day- a fundraising event for the charity, Puddle Jumpers
- Glen the Mobile Junk Man- nature play incursion
- Incursion with Trent Hill- Indigenous storyteller, educator and guide
- Holdfast Librarians reading stories each term
- Dave and Kate's Multicultural musical show incursion
- Excursion to Patch theatre to see the performance 'Home'
- Community involvement of families taking in turns to look after Aussie (our bird)
- Book Week dress up days and visits from authors Janeen Brian and Mandy Foote
- Visits to the community garden and playground
- Our kindy Disco organised by the Governing Council
- A SCUMPS bag for children to talk to their peers and answer questions to develop critical thinking skills
- Visits from St Leonards Primary school Reception classes
- BPK walking in the Glenelg Christmas Pageant
- End of year Christmas concert well attended by both groups

2022 was a very busy year and we look forward to continuing with our plans into 2023.

Governing council report

2022 brought change to Baden Pattinson Kindergarten. Sarah Williams replaced Sarah Weightman as acting Director in the second half of the year. Covid, once again, created its own challenges to the kindy students, their parents and the staff. However the children showed and proved their resilience and independence as the year progressed through all of the changes.

We had another successful fundraising year and leave the legacy of an updated entry area for the following years.

It was a wonderful year and the children have made long lasting friendships, and it's a wonderful community to be apart of.

After 2 years in this position, I am hopefully handing over the reigns to a current kindy parent. I encourage you to be apart of the governing council. It is rewarding and a fantastic way to be apart of the Kindergarten and greater community. I'll be back in 2024.

Preschool quality improvement planning

Improvement planning for 2022 was based strongly around literacy and numeracy. Goal 1- To improve children's reasoning and problem solving in their numeracy play, using mathematical language. Numeracy Indicator "I analyse, read and organise the data in my world".

Our Challenge of Practice was- If educators build their capacity in higher level questioning to support children with their numeracy learning, then children will use reasoning and problem solving in their numeracy play.

To support the team to further develop their understanding of numeracy teaching and learning, they embarked on a professional development journey led by Lisa Jane O'connor. The team engaged in multiple workshops, as well as ongoing discussion and reflection, alongside the other kindergartens in the Holdfast and Western Adelaide Shores partnerships. These workshops inspired educators to reflect on how numeracy was presented in the kindergarten, leading to a more intentional approach to the learning experiences provided. Educators felt more confident to use mathematical language spontaneously within play and to draw children's attention to the maths concept within their play.

Due to changes in leadership and staff and another year of COVID, the site retained the same literacy goal, as they felt the learning was not yet embedded in their practice. Goal 2- To improve children's understanding and comprehension of various forms of text. Literacy Indicator "I engage with texts and make meaning".

Our Challenge of Practice was- If we deepen our understanding of the Literacy Indicator "I engage with text and make meaning" and intentionally plan and implement experiences to engage children in conversations and with books, then we will improve children's understanding and comprehensions of the various forms of text.

The team continued using the Phonological Awareness Skill Mapping (PASM) screening tool to track and monitor each child's phonological awareness skills e.g. identifying first sound in words, rhyming and segmenting words. Educators intentionally planned experiences that targeted the children's needs and supported each child's literacy learning. Some of those experiences included book making, exploring various texts types within small and large groups, phonological awareness-based games and experiences and families having the opportunity to borrow literacy kits to share with their children at home.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	66	65	66	66
2020	64	66	63	64
2021	62	62	63	63
2022	61	61	56	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	93.2%	91.4%	85.3%	90.5%
2020 centre	91.6%	88.5%	94.2%	87.7%
2021 centre	90.7%	84.5%	87.8%	86.1%
2022 centre	88.3%	83.8%	87.4%	87%
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

Generally, our attendance figures exceed/align with the state average. However, due to Covid families were more likely to keep their children home if they were showing any signs of being unwell. The Friday session is also well attend, with many of our families accessing their full entitlement of 15 hours of preschool a week. Those who do not attend the alternate Friday session are enrolled in a local Early Learning Centre or are attending childcare that day. We regularly remind our community about the importance of attendance via newsletters, our information booklet, emails and notice boards. We also ensure that we contact families of children with unexplained absences.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8405 - Emmaus Christian College	6.2%	0.0%	0.0%	7.5%
8026 - Immanuel Primary School	12.3%	12.7%	10.3%	11.3%
391 - St Leonards Primary School	120.0%	127.0%	144.8%	139.6%
8220 - St Mary's Memorial School	24.6%	31.7%	27.6%	30.2%

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

Intended destination from preschool.

Feeder Schools (Site number - Name)	2018	2019	2020	2021	2022
8026 - Immanuel Primary School	10.0%	6.2%	6.4%	5.2%	4.8%
391 - St Leonards Primary School	54.0%	60.0%	63.5%	72.4%	64.5%
8220 - St Mary's Memorial School	14.0%	12.3%	15.9%	13.8%	17.7%

The majority of our children attend St Leonards Primary School. However, in 2022 our children attended 11 different primary schools. This is a mix of both government and private schools.

Family opinion survey summary

Each year in Term 3, families are encouraged to complete the Preschool Family Opinion Survey, either online or through hard copy. In 2022 we had 39 responses out of 57 families, or 62%, which is higher than the previous two years.

Quality of Teaching and learning

"Welcoming educators who are friendly and relatable. Take a keen interest in understanding my child, his likes and development needs"

"My son is so happy to go to kindy, he loves the environment, he feels safe, welcome and I have loved watching him bloom into a confident young man"

"BPK is a fantastic community orientated Kindergarten which is highly focussed on the individual needs of children. We are very happy with the development of our daughter and feel confident the educators are across her learning needs. She certainly feels safe to learn and has developed and strengthened her relationship's with educators and children. We would highly recommend this kindy"

Support of Learning

"My son needs help with his speech, he is continuing to improve and the kindy has helped him so much and continues to do so"

"Have been extremely happy with all areas at the Kindy and the educators especially have been wonderful"

"XXXX was often upset to go to childcare but has not had a single day where he hasn't wanted to attend"

Relationships and communication

"We receive regular flyers and emails through the Kindy, we get plenty of notifications of upcoming events/ activities"

"I am always able to discuss any concerns I have about my child and I am always made to feel comfortable about it and supported. Sarah W has been fantastic at answering my questions and has happily followed up with me without being asked to :) I have had a teacher call me to put my mind at ease if my child has had a tough drop off which I completely appreciate as I understand that they are busy so it is kind of them to take the time to call me"

"I always feel so welcome, along with everyone in my family, it's a lovely kindy and the staff are great"

Leadership and Decision Making

"I would like point out that my neutral answers aren't because I didn't think they did a good job at this- simply that as a busy parent I didn't partake in any of this decision making at a leadership level"

"I feel like the leadership has been great this year, I've felt more involved and included compared to my experience 3 years ago"

"Leadership and decision making are excellent. I don't feel the need to have input into the educational programs"

Relevant history screening

The Department for Education screening guide is always adhered to. All current staff- permanent, contract or relief, hold a current DCSI screen certificate or WWCC.

All tertiary students, volunteers, contractors (e.g. cleaning/gardening) hold up to date clearances.

Governing Council members have appropriate training certificates.

Our centre has previously undergone a successful audit.

All certificates are copied and held on site in a folder with an attached checklist system for renewal reminders.

Application for renewals are completed well before the expiry dates

Financial statement

Funding Source	Amount
Grants: State	\$496,968
Grants: Commonwealth	\$0
Parent Contributions	\$39,140
Other	\$1,223

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	PQIP goal had a specific focus on literacy professional development. 2023 will continue with this focus in addition to a numeracy goal.	Literacy learning embedded in educators teaching practice. Numeracy workshops with the Flinders Park portfolio.
Inclusive Education Support Program	This funding has been used to support children with additional needs- including speech and language, Autism Spectrum Disorder and Global Development Delay.	Children were supported individually and within small groups. Each child had an individual learning plan that highlighted their barriers to learning, strategies that support their learning and their goals.
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.