



Dover Kindergarten

2022 annual report to the community

Dover Kindergarten Number: 5667

Partnership: Holdfast

Signature

Preschool director:

Mr Aaron Selway

Governing council chair:

Jade McCarthy

Date of endorsement:

28 February 2023



Government
of South Australia

Department for Education

Context and highlights

2022 provided an interesting challenge for Dover Kindergarten. Following many years of staffing stability, we were in a position where many staffing changes occurred at once with 3 out of 5 regular staff members on extended periods of leave. Aaron Selway continued in the full time position of director and Bianca Mountford continued in her role as Occasional Care coordinator as well as providing Preschool Support and on the floor ECW roles.

Christine Koekemoer joined the team as full time teacher working across both kindergarten groups for the entirety of the year. Christine had been a regular reliever in the year prior, and as such was familiar with our internal systems and processes. As a result, she was able to bring this level of stability during a period of significant change.

Georgia Elsegood joined the team as our Universal Access Teacher, filling the 0.6 role working Mondays, Tuesdays and Wednesdays. In this role, Georgia and Christine became the primary educators for our Red Group (Mondays, Tuesdays and odd week Wednesdays) whilst Christine and Aaron were the primary educators for Blue Group (Thursdays, Fridays and even week Wednesdays). Georgia also undertook the role of acting Director for the final 2 weeks of term 3 while Aaron was on Long Service Leave for that period. Georgia has since moved on to a full year Director's role at another kindergarten in our portfolio.

The final ECW role proved to be a challenging area to provide stability. Jesmin Naher filled the role for terms 1 and 2 before moving on to work outside of the department. Susan Toska filled the role for the majority of term 3, with the remainder of the time allocated between ECW relievers with the ongoing challenge of providing as much stability to children as possible.

With such significant changes, I as director, felt it important to provide as much stability as possible and to allow the new educators to experience a full year utilising our current systems for documentation and involvement in the planning and programming cycle. Christine and Georgia, in their full year at Dover Kindergarten brought enthusiasm and passion for their work and ensured that children and families attending the service in 2022 felt a sense of consistency.

Governing council report

The Governing Council (GC) of 2022 included representatives from both Red and Blue kindergarten groups as well as Occasional Care. During 2022, because of changes to COVID-19 restrictions, the GC was able to resume some activities that had previously been postponed. Parents and caregivers were again able to access the outdoor learning areas for pick-up and drop-off. Some access limitations, such as avoiding entering buildings and limited visitors per child, remained in place. Educators utilised Seesaw as the main method of communication throughout the year.

GC representatives contributed to initial discussions pertaining to the redevelopment of the outdoor area at the rear of the main building. Alongside staff they visited Ballara Park Kindergarten and Warradale Kindergarten to gather inspiration and ideas. This process is ongoing.

During 2022, the Governing Council supported the following fundraising initiatives with varying success. Wine (T2 and T4), Picture Plates (T3), Tea Towels (T4) and Christmas in the Park (T4). These initiatives raised \$1,187.44. The picture plates garnered very little interest and a decision has been made not to offer these going forward.

Backpacks for Kids (T4) was selected as the main community support initiative.

Preschool quality improvement planning

The 2022 Preschool Quality Improvement Plan (PQIP) for Dover Kindergarten focussed in the key areas of Literacy and Numeracy. The Literacy goal was focussed on children's Oral Language development, whilst the Numeracy goal focussed on children's use of data in their world. Alongside these goals, we also had to maintain a key focus on the unpacking and implementation of the previous year's goal of increasing children's Phonological Awareness due to the significant staffing changes for 2022.

In the area of Phonological Awareness, educators were introduced to the PASM data collection tool, used to provide an accurate reflection of children's initial phonological understandings and to track progress and measure growth. Time was allocated during staff meetings and planning sessions to support educators in unpacking the key areas of syllabification, rhyme, initial and final sounds and blending sounds into words. Educators were supported in developing techniques for explicit teaching and the implementation of high impact teaching strategies (HITS) in these areas.

Our work in the numeracy area of 'Children's use of data in their world' was largely supported and driven by engagement in numeracy workshops conducted by the Primary Maths Association (PMA) as a part of our portfolio work within the Flinders Park 3 Portfolio. These valuable workshops challenged educators ways of thinking, provided opportunities for exploration and strategies for effective teaching which were incorporated in our planning and embedded in our teaching practices. This area will be revisited in 2023 alongside the new numeracy focus goal to accommodate staffing changes.

The final literacy goal focussed on Oral Language development will be a 2 year focus for 2022 and 2023. It was a challenge to fully engage in this goal in 2022 due to the focus on the above 2 areas and minimal time for staff training and development across 3 key areas of teaching and learning. Nevertheless, it was a valuable year of gaining understanding of children's development in this key area of early literacy development and provided opportunities for staff to develop diagnostic tools and strategies to support us in our work. In 2023 we will engage in ongoing workshops with the department's speech pathology unit to support educators in gaining deeper understandings and HITS in the teaching and learning of oral language development.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	64	64	61	59
2020	65	N/A	66	63
2021	56	57	50	54
2022	47	48	47	46

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	96.7%	96.0%	94.5%	93.7%
2020 centre	95.0%		92.4%	95.0%
2021 centre	91.9%	90.5%	91.2%	91.1%
2022 centre	82.3%	78.8%	83.1%	91.2%
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

Our attendance data for 2022 was very pleasing with termly averages sitting close to, or above the state average.

Attendance (on site) has been slightly lower than previous (pre-COVID) years as parents are aware and vigilant the need to keep children home when displaying any symptoms or signs of illness.

Families have been very supportive of current conditions and restrictions during the pandemic, but have also been very supportive of the centre and their children's learning by maintaining strong attendance during this period as evidenced by our 91.2% attendance figures for Term 4.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
637 - Brighton Primary School	51.0%	58.8%	55.0%	44.1%
8264 - McAuley Community School	0.0%	7.8%	7.5%	14.7%
984 - Seaview Downs Primary School	0.0%	9.8%	10.0%	11.8%
9074 - Stella Maris Parish School	10.2%	7.8%	10.0%	17.7%

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

As in previous years, Brighton Primary School remains our biggest feeder school with approximately 44% of our 2022 cohort enrolled there for 2023. Seaview Downs has continued it's growth to be our second biggest department feeder school (12%), with McAuley Community School and Stella Maris Parish School remaining our largest independent feeder schools with 14.7% and 17.7% respectively.

Overall, 2022 demonstrated a slight change in recent patterns, based on available data with 56% of children attending department schools and 32% attending independent schools. The remaining 12% attended a range of department and independent schools.

Family opinion survey summary

2022 saw a significant reduction in the number of parents providing feedback through the Preschool Parent Opinion Survey, with only 6 of the 48 enrolled families completing the survey in the period. It should be noted that the director was on Long Service Leave during the time in which the survey was conducted and that previous years have had between 50% and 75% parent engagement.

With such a low number of active participants, the survey could not be considered as a valid data set or accurate reflection of parent perception.

Even within this invalid data set, there is still opportunity to examine patterns in the limited responses and use this to identify areas perceived as strengths and those that may be an area for future focus.

All responses indicated that families believe the preschool is well organised, has effective educational leadership, and have confidence in the way the preschool is managed. They also indicated that educators are approachable, listen to what parents have to say about their child's development and cater for children from all backgrounds and cultures. All respondents also indicated that their children are provided with quality materials and resources, encouraged to have a sense of pride in their work, are motivated to learn and are happy at Dover Kindergarten.

Whilst there were minimal negative responses in the small data set, those indicated to not come as a surprise in the third year of a global pandemic, but they do set the scene for focussed improvement as we move forward beyond COVID. In particular, they indicate that parent engagement within the centre and involvement in their children's learning are our key areas for future focus. These align with our key improvement priorities for 2023 as we strive to rebuild that engagement and sense of collaborative teamwork in children's learning and time at kindergarten.

Relevant history screening

All staff maintain current Working With Children Check (WWCC) screening and up to date Responding to Risks of Harm, Abuse and Neglect (RRHAN-EC) training as per Department for Education requirements. Contractors such as cleaners and gardeners are also required to provide up to date WWCC screening as required.

Volunteers, including Governing Council, are supported to obtain WWCC screening and opportunities to complete RRHAN-EC training as required.

All documentation regarding WWCC screening and RRHAN-EC training are maintained on site.

Financial statement

Funding Source	Amount
Grants: State	\$497,603
Grants: Commonwealth	\$0
Parent Contributions	\$43,320
Other	\$2,000

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	We had 2 key focus areas in literacy; phonological awareness and oral language development. Our key focus area in numeracy was focussed on 'children's use of data in their world'. 3 of our 4 Pupil Free Days focussed on staff training and development in these areas. Time and funding was also committed to data collection in these areas to monitor children's progress from term 1 to term 4.	The comparison of term 1 and term 4 PASM data results demonstrated significant growth in key aspects of phonological awareness. Data from oral language development and 'children's use of data in their world' were tracked using independently developed tracking tools and both demonstrated children's increase of knowledge and confidence in these areas.
Inclusive Education Support Program	No children required extensive IESP support in 2022. However, 17 children were assessed as requiring funded support, particularly around speech and language development. This 1:1 support was conducted by our experienced ECW with support from the department's assigned speech pathologist.	All children showed significant improvement throughout the year with 7 of the 17 children identified as no longer requiring support and a further 6 being identified as requiring minimal support by term 4.
Improved outcomes for non-English speaking children who received bilingual support	N/A. We had zero children accessing bilingual support in 2022.	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.