



# Dunbar Terrace Kindergarten

## 2022 annual report to the community

Dunbar Terrace Kindergarten Number: 5668

Partnership: Holdfast

Signature

Preschool director:

Mrs Gayle Mills

Governing council chair:

Jodi Slater

Date of endorsement:

22 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

- Dunbar Terrace Kindergarten is a stand-alone kindergarten and is a site within the Holdfast Partnership. The centre has offered an Early Childhood service to the local community for 69 years and is committed to working in partnership with families to build confident and successful learners. We understand and provide many opportunities for families to be involved in the decision making and in delivering the curriculum. This year we introduced a come and play afternoon session where new families came and explored the kindergarten environment using a Bingo type of game.
- Families are invited to write information about their children which guides our planning. This information includes the child's family, children's interests, their cultural background, their literacy and numeracy learning and information unique to each family. The information gathered is used as a part of our Individual Learning Plan meetings with families which is held in Term 1. During these meetings the educators work with families to identify children's strengths and interests, a literacy and numeracy goal are developed as well as a goal focusing on social/emotional development. This year we introduced mid-year reports where educators reported on the progress of these three goals which was sent home and families were invited to add their thoughts and ideas to the reports.
- To support continuity of learning between home and Kindy we invited families to share learning or special events that occurred outside of kindy. Families emailed photos and children were invited to share them with the large group or small group or 1:1 with an educator. These photos along with the words from the child was added to the child's learning journal, this then became an integral part of the planning cycle for future learning.
- A highlight for our community was having families back onsite and inside the building once Covid restrictions were lifted. Families began to feel a stronger sense of community once they could engage with the child's learning environment again and build relationships with each other. Kindy in the Dark was attended by a large percentage of families and feedback received was very positive.
- Some children drew Christmas pictures which the educators turned into Christmas Cards. Towards the end of Term 4 the children went on a local walk to deliver the Christmas cards to the kindergarten's neighbours. The goal was for children to feel connected to their community and for the kindergarten and children to be visible to the community of Glenelg East. The kindergarten received a Christmas card from one of the neighbours where she wrote that she was so happy to receive a card from the children.

## Governing council report

The Governing Committee met twice each term, made up of 10 parents in the blue and red groups, as well as the kindergarten Director, Gayle, and teachers, Chess and Marie. This year the Governing Committee made a number of key decisions important for current and future kindy families. These included student free days to allow teachers to participate in learning and development opportunities, transitioning to mid-term intakes, moving financial reports and agreeing on fundraising activities. With the help of the Dunbar Terrace community, the kindergarten held a successful wine drive and obstacle-a-thon to raise money for the development of a butterfly garden in the kindy grounds. Being part of the Governing Committee has given all members a greater appreciation of the work done behind the scenes by Gayle and the team to make Dunbar Terrace a safe, inclusive and wonderful place for our children to learn and grow. On behalf of all members, thank you for your hard work and the opportunity to be involved.

# Preschool quality improvement planning

2022 saw the staff team look at how they document children's learning in an effective way that was sustainable and reflective of how we view children as learners. The way we document children's learning was an integral part of documenting children's growth across the two learning improvement goals. The staff also implemented reflective practice meetings that were held after each session. This gave educators the opportunity to share noticing's of children's learning and support each other to develop future curriculum decisions.

The site introduced small group times which consisted of 5 to 6 children. These group times were planned around a book and the learning intentions were clear for educators and children. During these intentional teaching times, learning around literacy and numeracy occurred as well as protective behaviours. The children responded well to attending small group times which was evident through their engagement and questioning when it was their turn. Educators used this opportunity to document the children's learning in their learning journal so we could track and monitor their progress as well as providing families with an opportunity to see what learning was occurring during these times.

- Learning Improvement Goal 1: To strengthen children's oral language skills so they can confidently share their thinking with others – Educators explored the theories around sustained shared thinking and how it can improve children's language and thinking skills. Using sustained shared thinking educators focused on using open ended questions, positive questioning and using making sense words. Quality verbal exchanges were also explored, and the educators chose 4 QVE's to develop further which were recapping, offering an alternative viewpoint, offering alternatives, speculating and positive questioning. Through analysis of pedagogical documentation educators were able to identify that when educators provided children time to think and respond their ability to talk about their thinking increased. Moving forward educators have identified the need to continue to work and build on skills around SST and QVE until it is embedded within the centre while building on understandings around pedagogical documentation. The future focus will be using oral language skills to express feelings.

- Learning Improvement Goal 2: For children to use comparative language with measurement in their play – Educators built on their own understanding of mathematical language focusing on measurement so they could confidently scaffold children's mathematical vocabulary. Educators planned specific small groups to intentionally teach measurement concepts which has filtered into everyday play as demonstrated in the learning documentation and educator's observations. Educators identified that their mindset had changed considerably in talking about and identifying noticing, comparing and patterning in learning documentation. Families happily shared their children's mathematical learning by sending in photos via email for the children to share with their peers and educators. Moving forward educators have identified a gap in children's number understanding when measuring, this also coincided with parent feedback about what they wanted their children to learn.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	66	66	66	65
2020	65	N/A	64	63
2021	66	66	61	59
2022	61	60	55	55

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	82.3%	81.5%	89.8%	80.2%
2020 centre	82.8%		77.1%	82.1%
2021 centre	78.5%	81.0%	81.9%	92.3%
2022 centre	89.7%	83.1%	84.9%	95%
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

Covid-19 had a strong influence on the site's attendance percentage this year due to families having to isolate when deemed as a close contact for long periods of time at the beginning of the year. We had a number of children who had to take time off when testing positive to Covid-19 or when their parents tested positive and were unable to get their child to kindergarten. Families were also more conscious of keeping their children at home when they had runny noses or coughs.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
127 - Edwardstown Primary School	0.0%	0.0%	0.0%	3.9%
8026 - Immanuel Primary School	0.0%	1.7%	1.7%	11.5%
8264 - McAuley Community School	0.0%	0.0%	0.0%	3.9%
9029 - Our Lady of Grace School	6.6%	1.7%	1.7%	19.2%
9063 - St John the Baptist Catholic School	0.0%	0.0%	1.7%	3.9%
391 - St Leonards Primary School	1.6%	8.6%	0.0%	3.9%
8220 - St Mary's Memorial School	24.6%	24.1%	34.5%	53.9%

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 half of the families enrolled their children into Glenelg Primary School for 2023 followed by smaller Catholic Schools in the area. We also had a number of children going to other DfE schools such as St Leonard's and Edwardstown PS. The staff at DTK attended a transition meeting with the teachers of GPS to share information about the children that were moving to the school. An educator attended one of the transition days at Glenelg Primary School to support the kindergarten children in their new space. DTK continues to be committed to support the continuity of learning between kindergarten and school.

## Family opinion survey summary

We had a very low response to our parent opinion survey this year, despite providing reminders via newsletters, notes on the sign-in table and emails to families. The survey is now completed online which may deter families. Of 53 families we received 2 responses.

One comment was provided:

'The educators are very approachable. It's obvious they have a care for each and every child.'

## Relevant history screening

Department for Education screening guide is followed. All permanent, contract and relief staff have Working With Children Check. All new workers are asked to provide a hard copy of their WWCC before commencing work. All documents are kept on file. The majority of contractors that come on site are hired via Ventia which ensures all WWCC are in place and up to date.

## Financial statement

Funding Source	Amount
Grants: State	\$501,916
Grants: Commonwealth	\$0
Parent Contributions	\$45,085
Other	\$143

## 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	<p>The site took a deep dive into how Sustained Shared Thinking can support children's ability to use oral language thus improving children's ability to verbalise their thinking around mathematical and literacy learning.</p> <p>Through out the year the site participated in numeracy workshops to build on educator's capacity to use mathematical language with children</p> <p>Educators engaged in PD, readings, open dialogue and new resources to support their learning</p>	Educators used and continue to build on their skills at using Quality Verbal Exchanges during SST and will focus on scaffolding the use of oral language to express feelings and thinking in the future.
Inclusive Education Support Program	An Early Childhood Educator was employed using the IESP Grant. The educator worked both 1:1 with children to support their speech and language development which was supported by the DfE Speech Pathologist. The educator also worked with small groups of children to support their regulation and social skills.	Educators found that children's speech sounds improved as did their confidence is speaking during group times.
Improved outcomes for non-English speaking children who received bilingual support	DTK had one child who received bilingual support during Term 2. The bilingual educator attended the centre once a week for three hours. She shared some simple words the educators could you in their interactions with the child.	From this support the child's confidence grew including positive relationships with his educators and forming friendships with a couple of his peers. The child's English also seemed to improve considerably in the second half of the year.

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