



Somerton Park Kindergarten

2022 annual report to the community

Somerton Park Kindergarten Number: 5669

Partnership: Holdfast

Signature

Preschool director:

Mrs Emily Wilkins

Governing council chair:

Nicola Gill

Date of endorsement:

28 February 2023



Government
of South Australia
Department for Education

Context and highlights

Somerton Park Kindergarten is a full-time standalone preschool, located in the beach side community of Somerton Park and the council area of The City of Holdfast. The kindy is 850 metres from Somerton Park beach and approximately 12km from the Adelaide GPO. The kindy is a diverse community with children attending from a range of socio economic and cultural backgrounds.

All children are offered 15 hours of kindy. These configure as 2 full days each week from 8:15am to 2:45pm and alternate Fridays 8:15am to 12:15pm. At Somerton Park Kindergarten the children attend in two groups, group A on Monday and Tuesday; group B on Wednesday and Thursday. Children are grouped according to best fit for their family.

The start of 2022 continued with the navigating of COVID-19 restrictions. Despite this we were creative in our approach in developing relationships with families and the children. We had a small but active Governing Council, supporting the fundraising efforts along with tracking and monitoring the Preschool Quality Improvement Planning. In 2022 we had incursions from "The Junkman", A beekeeper, along with Animals Anonymous. These incursions supported the children's engagement with the learning. We were fortunate enough to continue our relationship with Brighton Secondary Students, with the child study students visiting to complete their assessments. In term 3 we travelled to Hopgood Theatre at Noarlunga to watch the performance of "Home". Bringing the learning back with us to kindy, as the children went on to create their own theatre performances.

Throughout the year the team worked consistently towards achieving the 2022 Preschool Quality Improvement Goals: Numeracy - To strengthen children's knowledge to interpret and use data to make decisions. Literacy - To strengthen children's use of sounds and patterns in speech and early literacy. We used tracking and monitoring tools to measure the growth of all the children. Educators reflected on their own challenge of practice and have noted overall pedagogical growth.

In 2022 the kindy fed into 7 schools, with most of our children moving on to Paringa Park Primary School.

In 2022 the Staff profile for the staff consisted of a full-time Director, full-time teacher, 0.6 universal access teacher, 1 early childhood workers working 0.5, 1:1 support worker – 12hours per week, along with preschool support, a finance officer and an administration officer.

Governing council report

Somerton Park Kindergarten in 2023 was a place of belonging and connection, however the year, if one can cast your mind that far back, began under the cloud of yet another year of COVID restrictions. For new families like myself, it was challenging to understand the family and kindergarten partnership, as we were dropping children off at the gates and not allowed under the veranda. But credit to all the teachers and educators of Somerton Park, their energy, enthusiasm and love of each individual child slowly brought about the community feel that the team pride themselves upon – and rightly so!

In 2023, the Governing Council successfully raised over \$2142.00 through two wine drives over the year, enabling the purchase of new mathematical equipment for children to utilise in their learning. The educators worked closely with a numeracy consultant throughout 2022 and the growth and understanding of mathematics and using data to make decisions was evident throughout the Kindy and each child's learning journal.

Children were always supported through the teachers and educators work in developing and furthering early phonological awareness, rhyming and the identification of syllables. A credit to the staff who work tirelessly in ensuring all children are prepared for school, but truly get the whole experience of Kindy.

I thoroughly enjoyed my relationship with all staff at Somerton Park Kindergarten and know that my child flourished during her year at the Kindy, just as all children of 2022 did and all future Kindy kids will.

Nicola Gill
Governing Council Chair 2022

Preschool quality improvement planning

2022 Priority: Numeracy - To strengthen children's knowledge to interpret and use data to make decisions.
Literacy - To strengthen children's use of sounds and patterns in speech and early literacy

In 2022 we continued our collaboration with Lisa-Jane (Primary Math Association) and Preschool educators across Flinders Park 3 Portfolio, diving deeper into children thinking as mathematicians and strengthening the educator's confidence and pedagogical approach. Educators embedded their learning on children reading and interpreting data and were able to share the learning with families and colleagues. Educators engaged with professional reading and used curriculum planning times to critical reflect on their own their practice.

In 2022 we continued our literacy work embedding the learning from the previous year, through using age-appropriate assessment tools, and critically reflecting on the data, we were able to see significant growth for children with their phonological awareness and their emergent literacy skills.

During a rigorous reflective process, the team confidently agreed that the Literacy and Numeracy priority for 2022 has been achieved, and we will begin our work with Numeracy and number awareness and Shared Sustained thinking and Quality Verbal Exchanges in 2023. All educators included these priorities into their Performance Development Plan (PDP), and reflected during these conversations, their growth in understanding on the literacy development of preschool aged children.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	64	65	61	63
2020	64	N/A	64	63
2021	52	52	50	49
2022	50	52	51	54

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	94.5%	88.8%	89.8%	93.1%
2020 centre	96.8%		89.5%	96.4%
2021 centre	91.7%	85.5%	88.2%	83.5%
2022 centre	84.0%	76.0%	83.2%	83.4%
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 has been below state average for the year. This can be accredited to children needing significant time off of kindy due to Quarantine Requirements. In term 4 we were above state average with Quarantine restrictions beginning to lift.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
637 - Brighton Primary School	1.8%	8.6%	28.6%	10.7%
8264 - McAuley Community School	0.0%	5.2%	8.6%	17.9%
9029 - Our Lady of Grace School	3.5%	1.7%	2.9%	7.1%
668 - Paringa Park Primary School	42.1%	44.8%	31.4%	39.3%
391 - St Leonards Primary School	1.8%	0.0%	0.0%	3.6%
8220 - St Mary's Memorial School	15.8%	8.6%	11.4%	17.9%
9007 - St Peter's Woodlands Grammar School	1.8%	8.6%	8.6%	3.6%

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

The 2022 children fed into 10 feeder schools, 5 independent schools and 5 government schools. 39.3% of our families feed into Paringa Park Primary school, with a increase of 7.9% from the previous year. Glenelg Primary school is our next main feeder school of 39.3% of children attending. Brighton Primary School has 10.7% of children feeding into it, with a significant decrease of 17.9% from the previous year. With 46.5% of families feeding into an independent school.

Family opinion survey summary

Quality of Teaching and Learning

57% of the families strongly agreed that they viewed the teachers as being highly enthusiastic in their teaching, with 43% strongly agreeing that teachers know what their child can do and what they want to learn. 8 families commenting on the Quality of teaching and learning. "The educators go above and beyond to ensure the children are comfortable and having fun whilst learning."

Support of Learning

52% of families have indicated that their child is motivated to learn at the kindy. 48% of families indicating that they strongly agree that the preschool provides a safe and secure environment. 62% of families agree that there is enough materials and resources provided for the children's learning. "The educators are always ready to help and support the children with whatever they need."

Relationships and Communication

68% of Families indicated that they feel welcomed at the kindy and feel confident to talk with educators about their child's progress. 47% strongly indicated that the kindy is inclusive of all children from all backgrounds and cultures. 47% of families agree that educators listen to what they have to say about their child's development and needs. "We receive frequent and thorough information about what has been occurring at the preschool."

Leaderships and Decision Making

58% of the families are agree the preschool is well organised this year, 53% of families strongly satisfied with the educational leadership. 37% of families strongly agree that parents and community are involved in decision making. "Excellent Leadership".

Relevant history screening

All employees and regular volunteers were screened prior to working within the kindergarten. No issues were experienced during 2022. All employees are aware of the new Working With Children Check and are transferring over as their DCSI clearance expires.

Financial statement

Funding Source	Amount
Grants: State	\$479,932
Grants: Commonwealth	\$0
Parent Contributions	\$38,450
Other	\$325

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	Funding provided opportunity for staff to attend the professional learning over the year to achieve the Preschool Quality Improvement Priority. This built the capacity of the team to work collegiately to better engage children and families in literacy experiences.	As a result of this project we have implemented pedagogical approaches that will support children's literacy and numeracy growth
Inclusive Education Support Program	Preschool support workers were employed and their work with children was strengthened through working collaboratively with DfE therapists, support services as well as with private therapists, outside agencies and families to ensure the families voice and goals for their child was heard and worked towards.	Educators and parents worked collaboratively on setting goals for the One Plans. Transition meetings were held with families and schools, strengthening the transition process.
Improved outcomes for non-English speaking children who received bilingual support	No funding was accessed for EALD students this year.	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.