



# Seacliff Community Kindergarten

## 2022 annual report to the community

Seacliff Community Kindergarten Number: 5670

Partnership: Holdfast

Signature

Preschool director:

Ms Sharon Jaensch

Governing council chair:

Beck Elliot

Date of endorsement:

3 April 2023



Government  
of South Australia

Department for Education

## Context and highlights

Seacliff Community Kindergarten is a stand alone kindergarten, not very far from beautiful Seacliff Beach and Tjilbruke Spring on the land of the Kaurna people. This year we have needed to bring the “Community” back into kindergarten. With COVID affecting the face to face connections we could make with the families and community we decided that an emphasis on reconnecting with Nature and Community was important for the children’s learning and well-being. Ensuring that we had pedagogically sound approaches to the learning of literacy and numeracy was emphasised as the educators planned and engaged with the children in their learning. We decided to take as many opportunities to learn in nature and to invite people into our kindergarten that could support the children’s learning and show them how important connection to others is in their learning. We instigated regular beach kindy, created opportunities for families to connect with children’s learning through night kindy, learnt about a sustainable environment with Sharni from the local Council and had Nature Play and Junk man visit the kindergarten to share his wealth of knowledge about the environment with the children. Using and exploring the beach and our kindy garden gave children opportunities to learn about their natural world and to explore their own hypothesis, ask questions and record data as we explored and found out new things. We reflected upon the importance of the outdoor leaning environment and finalised arrangements for the upgrade to our outdoor learning environment (to be undertaken in the 2022/2023 term break). Observing children having hands on experiences with natural materials and interacting with others as they learn re focused us on the importance of play with intentionality. Both feeling and thinking helped the children’s brains to grow and positively influenced their literacy and numeracy learning. (see PQIP outcomes). Recognising the different skills and passions that connection with community bring to the learning environment helped us all to improve and consolidate understanding that learning is a life long pursuit with many paths to take and many ideas to collectively explore and learn from. During 2022 we also embedded approaches to the development of phonological awareness into our practice. Using music as a pedagogical approach we concentrated on developing children’s listening skills and then using songs, rhymes and chants to learn about syllables and rhyming words. We incorporated a lot of movement (clapping, Tapping, stamping etc to assist children to segment words and to identify grow in their understanding of how sounds combine to create words. Over the year we saw the most of the children show growth in their ability to segment words, and match rhyme. We were then able to identify any children who may need additional support in this area for future intervention if needed.

## Governing council report

The Governing Council worked with the Centre Director to plan and organise a number of events that promoted the importance of children's learning and gave parents opportunities to connect with each other. This was important following a period of time that parents had not been able to be with their children at kindergarten due to COVID restrictions. A very successful disco, Kindy in the night and on line Numeracy Workshop were made available to engage parents in understanding their children's mathematical learning. In addition the Governing Council discussed improvements that could be made in relation to aspects of the National Standards for Early childhood within our Centre. Feedback was given in relation to aspects of the kindergarten including orientation of new children, transition to school, ways to best engage with families and the community and improvements to the physical environment. This input remains an important aspect of the Centre's Improvement Cycle and Annual Self review process. As a result of the feedback discussions were held with the local School Principal in relation to transition to school. Feedback regarding children's learning influenced changes to the way we will conduct parent teacher conversations this year and what we will retain in our orientation to kindergarten visits for families. The Governing Council Continued to monitor the budget, Quality Improvement Plan and site improvements through regular meetings with the Centre Director. The outdoor placespace development was completed in January 2023 after a long lead in time and much planning.

# Preschool quality improvement planning

Our goals for improvement were to:

**LITERACY** : Build on children’s capacity to be confident users of creative language to make meaning of their world.

**NUMERACY**: To improve children’s ability to be confident users and readers of data.

**WELL-BEING**: Support families to understand and support their children particularly at transition points eg starting school.

**NUMERACY**: The educators developed and implemented intentional learning strategies to support these goals. We engaged with Lisa Jane OConnor to learn more about the teaching of data sense with children and then engaged with the children to develop and read data sources to answer thinking questions. Questions such as “what data sources could we use to check the weather for beach kindy?” “how would we decide what we would do at beach kindy”, “what should we cook at kindy?” and “how would we read a recipe to know what to do” all became regular opportunities to build children’s ability to identify, read and analyse data. The children became very interested in counting and checking data that we developed over time eg how many people had a turn leading our group time. Learning was documented and shared with families. Resources were made to support this learning and children were invited to ask mathematical questions and record their own data. Nine of our parents joined in with an online training session with the Primary Math Association to build their understanding of the breadth of mathematics learning that occurs at kindergarten. Overall the documentation showed growth in the children’s ability to read data sources and use the information to make informed decisions. We are keen to look at how we can better record growth in this area in 2023.

**LITERACY**: Educators continued to explore how music could be used to build children’s oral language skills. We consistently modelled how we could use our own creative language to adapt and change songs that the children knew. Introducing new vocabulary, actions and sounds to familiar songs gave the children the confidence to think creatively and actively engage with new language within our group times. Children explored descriptive and expressive language with their educators and then showcased their ideas with the other children in the group. Their new songs were documented and used as prompts when performing. Overall we saw growth in all children’s confidence to use language for fun and to create meaning. It was exciting to see children leading our group times with their own interpretations of games and songs and to see them collectively sharing ideas that culminated in a new song or game. We are keen to look at how we can use visual sources eg books, pictorial displays to prompt children’s language development in 2023.

**WELL-BEING**: To support parents to develop their skills in understanding and supporting their children during transitions we invited Shelley Clarke, parenting by connection consultant to work with families to better understand how children develop emotional regulation and some playful ways to support children during times of anxiety or transition. In addition we worked with the Seacliff Primary Principal to improve the transition processes between the school and kindergarten. We looked at ways we could build relationships and understanding of the children through play in the new environment and also worked at ensuring that all children who may need adjustments on entering school could have those in place. We looked at how we could grow the understanding of educators to each other’s work and will continue us this into the new year.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	65	66	64	66
2020	62	N/A	62	63
2021	65	65	64	66
2022	60	62	61	62

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	94.7%	92.5%	87.2%	92.4%
2020 centre	95.3%		89.7%	94.5%
2021 centre	91.5%	88.5%	86.5%	85.7%
2022 centre	89.9%	81.2%	85.4%	80.3%
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

Attendances at the centre fluctuated during the year due to children being absent as a result of COVID related reasons. A number of families began to travel Overseas to visit relatives after a long period of not being able to visit. This along with illness caused attendances to be much lower than previous years.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
9085 - Christ the King School	0.0%	0.0%	0.0%	9.3%
913 - Seacliff Primary School	169.5%	176.0%	177.4%	162.8%
984 - Seaview Downs Primary School	0.0%	4.0%	0.0%	9.3%
9074 - Stella Maris Parish School	0.0%	4.0%	11.3%	9.3%

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 majority of children transitioned from Seacliff Kindergarten to Seacliff Primary School following their year at kindergarten. 81.4% transitioned into Seacliff Primary school. 4.7% to Seaview Downs Primary and other children attended a range of non Department schools.

## Family opinion survey summary

The Parent Opinion Survey was distributed to families electronically this year and unfortunately we only received 6 responses to the initial call. A further 21 responses were received when a hard copy was subsequently issued. Responses across the three areas of the survey were as follows.

### Quality Teaching and Learning:

A high level of satisfaction was felt by families to the Quality of teaching and learning provided at the Centre. Parents commented on the educators provision of new learning that was interest based, child centred, guided and supported. One parent commented on the range of resources available and another on the growth in learning they had noticed over the year. Parents also commented on the educator openness to discussing the children's learning and the use of See Saw to communicate learning with families.

### Relationships and Communication:

A high level of satisfaction was indicated by respondents to the interactions and relationships that educators have with the children.

## Relevant history screening

All educators and volunteers that worked with the children held the relevant screenings.

## Financial statement

Funding Source	Amount
Grants: State	\$500,000
Grants: Commonwealth	\$0
Parent Contributions	\$44,000
Other	\$2,100

## 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 was used to ensure that all educators had training that supported their knowledge and understanding of literacy and numeracy learning. Louise attended the Music Education Strategy 6 day training to build capacity in using music as a tool for literacy and numeracy learning. All educators had release time to enable them to plan for differentiated learning for individual children and to reflect and review PQIP strategies for literacy and numeracy learning. Three half day trainings in Numeracy learning provided by Primary Math Association were attended by the educators.	All educators indicated through Performance Management processes that their abilities to plan and implement literacy and numeracy learning experiences for children were enhanced through the training that they attended. They indicated that the targeted training in Data sense was more beneficial than the generic mathematics training. All teachers have now undertaken the MES training and have found that the training has better enabled them to teach phonological awareness with children. This year we saw growth in all children's phonological awareness and have been able to flag those children who may need further support on entering school.
Inclusive Education Support Program	Inclusive Education Support funding was used primarily to support 4 children with Speech and Language needs and 3 children with sensory/ social development needs. The support provided in Speech and Language areas (children identified through the 2021 Speech Screening) pertained mainly to confidence to use language and articulation. The other children required support to be better able to engage with their peers and educators in collaborative learning and to self regulate when needed.	Two of the four children on the speech and language program were case closed during the year with the other two making growth in both areas of confidence and clarity of speech as documented by the Speech Pathologist. All children with sensory/ self regulation concerns made significant progress in successfully engaging in social relationships with their peers and improved leaning outcomes as demonstrated through their learning documentation.
Improved outcomes for non-English speaking children who received bilingual support	No funding was sourced or used 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.