



Balharry Memorial Kindergarten

2022 annual report to the community

Balharry Memorial Kindergarten Number: 6502

Partnership: Wrattenbully

Signature

Preschool director:

Miss Kate Foreman

Governing council chair:

Daniel McCarthy

Date of endorsement:

16 March 2023



Government
of South Australia
Department for Education

Context and highlights

Balharney Memorial Kindergarten is a rural Kindergarten based in Lucindale in the South East of South Australia. We are an integrated site with a Rural Care program running alongside our Kindergarten. Kindergarten runs Tuesday and Thursday 8.30am until 3pm, and every second Wednesday 8.30am to 3pm. Majority of our children access the Lucindale Area School buses to come to and from Kindergarten, as many of our families live in the surrounding farm areas. In 2022 we had a cohort of 14 children, 4 boys and 10 girls. Georgia Turland continued on as our teacher alongside me in our Kindergarten program, her knowledge and experience continues to be an asset to our site. Georgia continued her role in taking one on one sessions to help support speech as part of our wave 1 intervention approach and based off our IESP mapping data. We used the IESP mapping tool intentionally throughout each term to track our children's support needs and to help us determine planning approaches that would help children in their learning. After working as a site team, Kindergarten and Rural Care educators put into action our new site philosophy. Working from a document around our commitments and intentions for learning and teaching. Our new philosophy highlighted the expectation for all staff to follow children's agency, work in collaboration, with intentionality and to be purposeful and deliberate with learning experiences. In 2022 our children took part in a number of performance excursions, and we held our annual Bush Kindy Day at the Elliott's Farm in Lucindale. Along with these experiences we continue to refine and improve our planning through critical and collaborative analysis of children's observational data leading to more meaningful experiences in literacy, numeracy, nature play and inquiry-based learning.

Balharney's redevelopment plans are well and truly underway, in 2022 capital works and the office for early years signed off on plans to create a 44-place centre to accommodate the growing number of young families in the area who will attend Rural Care and Kindergarten. Work on this redevelopment is scheduled to take place in 2023. Playgroup in 2022 was well attended, this has been a great way to meet and speak with new families to the local area. However, in 2023 Balharney will not be able to accommodate a playgroup session due to the large preschool and rural care cohort. To allow for Rural Care and Kindergarten to expand, Kindergarten will run as a full-time service in 2023.

Governing council report

The year kicked off with the South East Field Days back on and was a big success. We were moved into the Lions Pavilion for the first time. The feedback of our site was very positive and a big thank you must go out to those that gave up their time to help set up and pack up plus work there over the two days.

Jason Elliott's annual working bee was a hit once again and well supported. It's great to see so many families wanting to come in and help around Balharney and once again lots was achieved in a short space of time. The fruit trees were pruned, gutters cleaned, trees "trimmed", and the skip bin filled.

We once again had the hotdog stand at the Lucindale Street party to go towards children's play spaces in Balharney. Again, a big thank you to all those who put time towards setting up and packing up, as well as helping serve on the night.

The building upgrade is still moving along slowly with a surveyor coming down and architectural drawings being done which we should see early this year (2023). This has been well pushed by Kate and what she has done in her three years here with the building must be commended.

Unfortunately, Kate is not going to be able to see the building upgrade through as she is moving on. We have really enjoyed working with Kate over the last three years and she will be sorely missed. Kate fitted into the community right from the start with her carefree nature. I would like to wish Kate all the best in her future and know that she will do well at Hallett Cove.

I would like to welcome Sile Legoe who has put her hand up to take over from Kate. Sile has been working at the Naracoorte South Primary School and is well known around the community already. I would like to wish Sile all the best with the job!!

Preschool quality improvement planning

Balharry Memorial Children's Centres PQIP goal for 2022 was 'Extend children's use of conceptual vocabulary to make meaning with others in play' to achieve this our challenge of practice was 'If educators implement sustained shared thinking strategies in play, then we will extend children's use of conceptual vocabulary to make meaning in play'. How we would know if we were successful was in our observational data and analysis of learning, as we would see children use tier 2/3 conceptual vocabulary, initiate and maintain reciprocal conversations with peers and educators, and children would engage with others to solve a problem, clarify a concept, evaluate an activity and extend a narrative. Educators continued to improve and critically analysis their practice to put in place planning routines where they could collaboratively reflect on the strengths of the children, as well as looking at the observations with a success criteria lens. This allowed educators to be more intentional with how they planned. Educators continued to engage with Simon Breakspear's teaching sprints protocols to reflect and improve on their practice. Teaching sprints allowed educators to use strategies to help improve the quality of observational data they were collecting which then led to more intentional teaching moments. Educators engaged with various resources to guide this learning and found the literacy and numeracy guidebooks particularly helpful when researching strategies to sprint with. Educators also continued to engage with professional learning around birth to 3 network and music education. Educators used the RRR, EYLF, Hanen resources, Victorian Literacy Toolkit, Kath Murdock, Leading Teaching and Learning Resource and sustained shared thinking articles regularly throughout their planning. The IESP mapping tool was also used regularly each term to determine areas of support needed for children that we could plan for intentionally in a wave 1 approach. This led us to purchasing and using the wellbeing program, Kimochis in term 4, as a way to provide intervention in emotional and social regulation and to team the learning from Kimochis with the child protection curriculum.

Our National Quality Standard priorities highlighted the need to develop our outdoor space to make our learning environment more intentional and suitable for all age groups, while also encouraging open-ended experiences and children's agency. We started to work with the children, staff and Climbing Tree to create a space. Unfortunately, plans are still in the draft stage as of the end of 2022, with the hope that these are followed through into 2023. I worked with Adam Box, Governing Council and staff in the creation of building plans for our building redevelopment. This has now entered the next stage, with Ventia Project Officer's working on preparing Balharry for the build.

Enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2019 | 9 | 10 | 11 | 11 |
| 2020 | 14 | N/A | 14 | 14 |
| 2021 | 18 | 14 | 13 | 15 |
| 2022 | 14 | 14 | 14 | 14 |

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 | 95.6% | 90.0% | 74.1% | 90.7% |
| 2020 centre | 90.0% | | 85.7% | 82.9% |
| 2021 centre | 86.7% | 86.8% | 90.4% | 95.3% |
| 2022 centre | 91.3% | 81.2% | 87.0% | 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

We had 14 children enrolled in our preschool for 2022. In term 3 we had one child away on an extended holiday overseas, returning in term 4. We also had one child enrolled who was on extended holiday in the Northern Territory for most of term 4.

Destination schools

| Feeder Schools (Site number - Name) | 2019 | 2020 | 2021 | 2022 |
|-------------------------------------|-------|--------|--------|--------|
| 749 - Lucindale Area School | 90.0% | 100.0% | 100.0% | 100.0% |

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

Most of our children enrol for school at Lucindale Area School. This was no different in 2022, with one child choosing to attend school at Sunrise Christian College in Naracoorte.

Family opinion survey summary

In 2022 we didn't have high engagement with the parent opinion survey. Parents were given time and reminders to take part in the survey, but we only received comments from three families.

Quality Teaching and Learning:

Overall families strongly agreed with the statements.

Comment: Balharry Kindy has provided a wonderful learning environment for my child. I have seen my child grow and learn so much by attending this Kindy. I feel confident with my child commencing primary school next year thanks to the foundations built through attending Balharry Kindy. A big thanks to Kate and Georgia.

Support of Learning:

Overall families strongly agreed with the statements.

Comment: My child looks forward to attending Kindy and has always been very well supported by the teachers and recourses.

Relationships and communication:

Overall families strongly agreed with these statements.

Comment: Balharry Kindy provide regular communications and updates to parents. In addition, they welcome feedback and involvement from all.

Leadership and Decision Making:

Overall families strongly agreed with these statements, however one family felt families didn't have the opportunity to be included in the decision making of the educational program. This has been included as a priority for the 2023 PQIP as educators felt this could definitely be improved on.

Comment: The current director is friendly, approachable and has been a pleasure to work with throughout the year.

Relevant history screening

Staff continue to be responsible for their relevant history screening checks and ensure they comply with Department for Education requirements.

Financial statement

| Funding Source | Amount |
|----------------------|---------|
| Grants: State | \$0 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$4,910 |
| Other | \$1,981 |

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 | Professional development around educator practice through engagement with Simon Breakspear, the Music Education team, IESP Mapping Tool and the engagement of communities of practice with other leaders within the portfolio. | Continued development and critical reflection of planning documentation and observational data collection. |
| Inclusive Education Support Program | Educators worked with IESP, ECL and Support services to use mapping tool for additional adjustments. Educators took a targeted approach to speech, through one-on-one sessions identified through the mapping tool. Other adjustment needs highlighted in the mapping tool were planned for through a wave one approach. | One-on-one speech sessions established for children, with educator working with the support via teams or email of the department speech pathologist. Critical reflection of data collected from mapping tool informed planning outcomes for children at a wave one approach, this included the implementation of the Kimochis wellbeing program. |
| 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.