



Michelle DeGaris Memorial Kindergarten

2022 annual report to the community

Michelle DeGaris Memorial Kindergarten Number: 6526
Partnership: Wrattenbully

Signature

Preschool director:

Miss Chantelle Weckert

Governing council chair:

Mrs Monique Crossling

Date of endorsement:

10 March 2023



Government
of South Australia
Department for Education

Context and highlights

Michelle DeGaris Memorial Kindergarten was opened in November 1961. It is a Department for Education, full time, stand-alone preschool that offers Come and Play, an integrated Occasional Care program and Preschool services. Michelle DeGaris is a highly multicultural site, embracing families from all over the world. Cultures and countries represented within our site include Indigenous Australia, Afghanistan, Malaysia, Thailand, Laos, Sri Lanka, New Zealand, India, Zimbabwe. Located at 10 Price Avenue, Michelle DeGaris Memorial Kindergarten services local and interstate families. The centre is operational Monday to Friday between the hours of 8:30am and 4:00pm during Department for Education term times. Children access up to fifteen hours of preschool in the year prior to commencing school. Sessions offered are: Monday and Thursday - 8:45am to 3:30pm or Tuesday and Friday - 8:45am to 3:30pm and includes a lunch program. An alternate Wednesday morning session - 8:45am to 11:45am ensures children receive their allocation of Preschool hours. Children can access travel to preschool via a bus on Tuesdays and Fridays. An integrated Occasional Care program operates Monday and Thursday - 9:00am to 11:45am or 12:45pm to 3:30pm. Children and families can access Come and Play on Monday, Tuesday, Thursday and Friday from 9:30am to 11:00am. Additional programs offered include Bi-Lingual support, Speech intervention programs provided by a Department Speech Pathologist, Inclusive Education Support funding for children with diverse needs, a Pre-Entry transition program in Term four for children moving into Preschool the following year. Michelle DeGaris Memorial Kindergarten is a play-based service that weaves concepts of literacy, numeracy, social skills, fine and gross motor skills, investigation, exploration and hypothesising into the learning experiences. Educators use a blend of intentional teaching, child-led inquiry and playful learning to enhance and extend children's development and learning. Michelle DeGaris Memorial Kindergarten utilises the Early Years Learning Framework to guide planning and programming outcomes for children and has a strong focus on developing children's social and emotional regulation through implementing the Kimochi Program.

Governing council report

2022 feels like a lifetime ago and I think it was fair to say it was 'back to normal' or a new type of normal as we now know it. A big change to the Michelle DeGaris Kindy landscape was when long-time director Gerry retired at the end of term 1. We truly thank Gerry for all her dedication and passion for all the families & children who have come through the MDMK doors over the past 40 years.

It was very exciting that during the year we were able to announce that Channy Weckert was the new director of MDMK. Channy is a great asset to MDMK, being a teacher here for 13 years she came into the role with the passion, knowledge and dedication to continue to make MDMK the place to start our children's education path.

During 2022 some excursions, performances and events took place throughout the year, again having a wonderful Kindy display at the Naracoorte Show.

We finally got our named paver walkway completed at the end of term 4. It looks great and we hope to tidy up the remaining pathways once we complete upgrades to our main gateway and exterior fence.

I know it has not been an easy year for the Staff here at MDMK. They have done a fabulous job at adapting to the ever-changing directions from the education department and beyond.

I would like to thank Channy, Tracy and the whole MDMK team for all their dedication to the education of our children. Being on governing council gives you a little insight into the planning that not only goes into the programs for the children but the development and training of our staff. I feel that at MDMK we are always on the front foot in developing our staff and their growth as educators.

Lastly I want to thank the GC members for giving up their time to be a part of the decision making team. Thank you for being a part of the education of your children. I personally feel that being a part of this committee is a rewarding experience where I have learnt how this centre functions.

I thank everyone who plays a part of the success of MDMK. We are very lucky to have a nurturing and inclusive environment for the early years of our children's education. I look forward to a fun and successful 2023.

Thank You

Monique Crossling

Governing Council Chairperson

Preschool quality improvement planning

The last few years has seen staff at Michelle DeGaris focus on improving children's language development. Surveys conducted indicated that many families do not read to their children at home. Educators had noticed the high number of children with speech and language concerns was growing each year. Michelle DeGaris has a high number of children who speak English as a second language.

The goal 'Extend children's use and understanding of language to communicate their thinking, feelings and ideas with others' was derived from all the data mentioned previously.

Actions for educators included:

All educators will build an understanding and use intentional teaching strategies which will extend children's language

All educators will intentionally plan for and use texts to engage children

All educators will intentionally plan for music and movement experiences to support phonological awareness development

Include home languages (in songs, numbers, body parts)

All educators will collect and analyse data to inform curriculum planning for individuals and groups of children (tracking and monitoring differentiated learning for children). Data will include the Inclusive Education Support Planning mapping tool and ongoing observations of children

National Quality Standard Priorities included:

Ensuring our site is culturally responsive to families and communities

Intentionally planning to implement the Keeping Safe: Child Protection Curriculum

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	50	49	49	52
2020	49	N/A	51	50
2021	40	41	41	40
2022	40	40	42	45

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	91.7%	95.0%	92.2%	93.0%
2020 centre	96.3%		71.5%	89.7%
2021 centre	92.7%	90.5%	92.9%	84.8%
2022 centre	88.8%	76.6%	68.8%	92%
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

While the attendance data was relatively high, it should be noted that Covid19, gastro, RSV and Influenza A affected high numbers of children. Between weeks four and seven children were transitioning into school therefore missed up to four days of attendance each.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
138 - Frances Primary School	0.0%	2.0%	2.9%	7.5%
309 - Naracoorte Primary School	6.7%	14.3%	8.8%	17.5%
936 - Naracoorte South Primary School	84.4%	65.3%	85.3%	65.0%
8044 - Sunrise Christian School Naracoorte	8.9%	14.3%	2.9%	10.0%

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

65% of enrolments transitioned to Naracoorte South Primary School
17.5% transitioned to Naracoorte Primary School
10% transitioned to Sunrise Christian School
7.5% transitioned to Frances Primary School

Naracoorte South Primary School is consistently our main feeder school, due to its close proximity to our site and families living close by.

Family opinion survey summary

Quality teaching and learning

Between 88% and 100% of parents agree or strongly agree

- I think my child receives high quality teaching at this preschool
- My child's teachers know what my child can do and what he/she needs to learn
- This preschool has the expectation that children will learn
- Teachers are enthusiastic in their teaching
- I am satisfied with the learning programs offered at my child's preschool
- My child's teachers make learning interesting and enjoyable
- Teachers at this preschool really want to help my child learn
- The preschool has an excellent learning environment

Support of Learning

Between 88% and 100% agree or strongly agree

- My child is motivated to learn at this preschool
- My child's teacher provide help and support when it is needed
- My child has access to quality materials and resources that help him/her to learn
- My child is happy at this preschool this year
- My child would receive support for any special needs he/she had
- The preschool changes its programs and activities to improve achievement
- Children know how they are expected to behave at preschool
- Teachers at this preschool treat my child fairly
- This preschool provides a safe and secure environment
- Children have enough materials and resources for their learning
- This preschool has information available about other support agencies within the community
- This preschool encourages children to have a sense of pride in their achievement

Relationships and Communication

Between 88% and 100% agree or strongly agree

- I feel welcome at this preschool
- This preschool assists the development of my child's personal and social skills
- I am given opportunities to have a say in matters about the preschool
- There is a broad variety of communications that inform me about the preschool
- Children from all backgrounds and cultures are treated fairly at this preschool
- I am well informed about preschool activities
- I believe that if I have concerns or suggestions, the preschool would respond appropriately
- I am encouraged to be involved in the preschool in all kinds of ways

Leadership and Decision making

Between 88% and 100% agree or strongly agree

- I have confidence in how the preschool is managed
- I believe there is effective educational leadership within the preschool
- The preschool is always looking for ways to improve what it does
- Parents have the opportunity to be involved in the development of school plans through the Governing Council
- The Preschool includes parents and community in decision making
- Overall, I am satisfied with the preschool's planning

Relevant history screening

Before commencing volunteer hours, temporary relief work or employment, all prospective employees must provide the Director with their current Working with Children's Check, current RRHAN-EC Training certificate and their Authority to work letter from the Department.

These are stored onsite in a file accessible to staff.

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$13,476
Other	\$2,400

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>Educators had the opportunity to be involved in several trainings to broaden their knowledge and improve their practice in relation to literacy and numeracy.</p> <p>Educators attended workshops aimed at developing children's literacy through music and song as well as multiple spotlight sessions run by Speech pathologists which provided strategies and process for identifying and supporting children with speech and language delays.</p> <p>New numeracy resources were purchased and a learning space was established that allowed children to explore a variety of numeracy concepts. Educators engaged with children using open ended numeracy questions.</p>	<p>Increase in children's ability to speak in sentences (rather than 1 to 2 word utterances), children using more complex vocabulary, children sharing their thinking and ideas, children expressing their emotions.</p> <p>Children engaging more frequently with numeracy learning space. Educators improving their numeracy questioning and strategies for extending children's numeracy development.</p>
Inclusive Education Support Program	<p>The IESP grant allocation was exhausted by the end of term 4, 2022. This funding was used to facilitate wave 2 and 3 interventions to develop children's social and emotional regulation, fine and gross motor skills and speech and language. This funding supported 16 individual children throughout 2022.</p> <p>Two Preschool children received extensive funding (above 8 hours a week) and two Occasional Care children received session funding (3 hours a week). This allowed support from a consistent 1:1 educator to develop speech and language skills, emotional regulation, fine and gross motor skills, toileting and general safety of the children.</p>	<p>We saw major growth in a majority of children's social and emotional regulation, fine and gross motor skills and speech and language. This is further evidenced in our PQIP goal data showing significant improvement in children's use and understanding of language to communicate their thinking, feelings and ideas with others. Early in 2022 our data showed 60% (26.6%) of children with fine motor concerns, 47.5% (17.7%) with language concerns, 40% (15.5%) with social concerns and 40 % (26.6%) speech concerns, 38% (13.3%) with emotional regulation concerns. Bracketed percentages indicate the decreased figure by the end of term 4.</p>
Improved outcomes for non-English speaking children who received bilingual support	<p>A bi-lingual worker was employed every Monday for the year. This educator supported all bi-lingual children to engage in the preschool program and was able to communicate with children and their families who speak Dari, Hazaragi and Persian as their first language.</p> <p>This educator translated notes and interpreted for other educators and families during meetings.</p> <p>This educator supported two Afghan children with diverse needs who did not understand English.</p>	<p>All children were supported to access the preschool program successfully. IESP data demonstrated that our bi-lingual children were engaging in small groups, building connections with peers, showing development and progression in their learning and were speaking English successfully, being understood by others and understanding others more frequently than the beginning of the year.</p>

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