



McArthur Park Kindergarten

2022 annual report to the community

McArthur Park Kindergarten Number: 6527

Partnership: South East Coast & Vines

Signature

Preschool director:

Ms Jo Wilson

Governing council chair:

Michelle Fleming

Date of endorsement:

23 March 2023



Government
of South Australia
Department for Education

Context and highlights

McArthur Park kindergarten is a part time kindergarten within the SECAV partnership within the town of rural Millicent. Millicent is a town in the Australian state of South Australia located about 399 kilometres south-east of the state capital of Adelaide and about 50 kilometres north of the regional centre of Mount Gambier.

In 2022 our kindergarten cohort consisted of 16 children. 9 Girls and 7 Boys. 4 children identify as Aboriginal and 5 children who are currently or have previously been in care.

McArthur Park Kindergarten provides a quality play based educational program for Millicent and out reaching smaller communities. Operating Tuesday, Wednesday and alternate Thursdays the site also provides a free playgroup held on the even Thursday. The kindy offers early entry for Aboriginal children and for children in care. Over the last 5 years the governing body has been working on an outdoor master plan. With the development of a natural rock amphitheatre, large undercover sand pit and water play area adding multiple opportunities for children to explore the extensive outdoor space. The cubby house redevelopment is the next space that the Governing body are working on.

McArthur Park Kindy works closely with Millicent Primary schools in providing fun and inviting transition programs. We also work closely with Gladys Smith Child Care centre and Learning Together to provide families with transitions to kindergarten from home or care.

Our Transitioning together program is a collaborate initiative between Learning together, Newberry Park Primary and McArthur park kindergarten. This program provides an opportunity for both child and caregivers to become familiar with our closest primary school providing a play based environment for all to become familiar within a supported setting.

This year we were able to run our extended transitional program offered to those children who will commence kindergarten in 2023. These sessions were highly utilised by the cohort and families were able to access three hours of care during the term.

Governing council report

2022 has been a very successful year for McArthur Park Kindergarten. Students had the opportunity to be involved in a wide range of learning experiences, which included excursions, classrooms visits and outdoor learning.

Students have been able to enjoy the flexible space at the site along with participating in many different excursions within the community. The educators listen to their ideas and make sure all children have a voice in their own learning resulting in many different enquiries and self-directed learning.

McArthur Park worked closely with other school and kindergartens in the area which provided new and exciting opportunities for the children. The children had access to music teacher Sara Fewster, thanks to our close connections with Newberry Park Primary School. Connecting with our community is very important to the kindy to provide that sense of belonging to the children.

The Governing council have conducted a large variety and number of fundraising events which were extremely well supported by the kindergarten families and our local community. The total amount of funds that were fundraised in 2022 was just over \$3000, these funds went towards new resources for the kindergarten and the projected project of the kindergarten vegetable garden for 2023.

The kindergarten also received \$3000 contribution from the Millicent Rotary Club to go towards to removal and redevelopment of the kindergarten Cubby House. Millicent Lions Club donated \$200 for new books and also South East Property Management donated \$500 for the purchase of soft fall bark.

A huge thankyou to the educators at the kindy for ensuring all the children felt safe secure and supported throughout the year. Also thankyou to the wonderful parents who were willing to step up and help out the kindy wherever possible.

I wish to thank everyone for their contribution to the governing council over the year we had a very fantastic year and I have enjoyed working alongside all of you. Best wishes for 2023 and beyond.

Governing Council Chairperson

Michelle Fleming

Preschool quality improvement planning

Our 2022 goal was to improve children's ability to use increasingly complex mathematical language. Staff gathered data each term on children's ability to explain their learning using positional language. In term 1 data was gathered from children's self portrait we analysed their positional language in reference to the concept developmental checklist. Staff tested all children using the RAPT test then utilised specialist support from speech pathologists and support services to improve children's complexities of their oral language using small group interventions and one on one ECW support. During term 2 staff gathered data on the children's recollection of a familiar story "Rosie's walk" the children were encouraged to draw the story sequence then explain their drawing to an educator. This data was then also analysed using the concept development checklist. In term 3 the children who required additional support for key positional words such as beside, behind and between. Where supported within a small group with the help of familiar text "Henry's Map" and animal props. Throughout the year we saw that children were able to use increasingly complex mathematical language to describe the positional aspects of their play.

Staff were also a part of the ORBIS literacy group and were involved in developing a project to develop oral language complexities within the kindergarten. This project worked alongside our PQIP goal of "improving children's abilities to use increasingly complex mathematical language."

Staff were also involved in the Berry Street training to build educator understanding of trauma informed practices and pedagogical intentional teaching that can support children with trauma backgrounds or who have difficulties self regulating.

The music strategy supported our PQIP goal by using music to increase complexities of positional language. The program developed educator understanding of the importance of music in oral literacy phonemic awareness along with building educator understanding of music in the early years.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	21	24	22	22
2020	21	N/A	20	25
2021	18	17	14	15
2022	12	16	20	28

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	97.1%	92.2%	95.3%	79.5%
2020 centre	94.7%		91.9%	91.6%
2021 centre	90.0%	95.3%	92.9%	96.3%
2022 centre	74.1%	80.9%	71.8%	80%
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

Absence due to sickness.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
970 - Newbery Park Primary School	122.2%	94.1%	114.3%	100.0%
9045 - St Anthony's Catholic Primary School	66.7%	82.4%	85.7%	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

Educators continue to work closely with Reception teachers at Newbery Park, Millicent North Primary and St Anthony's Catholic School. We have developed a comprehensive transition program throughout the year which supports children to become familiar within the schooling environment.

Transitioning together program with Newbery Park was a great way for families to be a part of what happens at school.

This program occurred over 4 weeks where families were encouraged to come along and join in with the lessons.

St Anthony's excursions were a perfect opportunity for children to become familiar with staff and the schooling environment. We celebrated with the school "Sorry Day" and even participated in "give reception a go day." St Anthony's teachers were also invited to the kindy space to read stories to the children.

Millicent North Transition involved staff from the school visiting us here at kindy by joining in on the kindergarten fun and reading stories together.

4 children will continue kindergarten in 2023

4 children will attend St Anthony's Primary school

1 child will attend Millicent North Primary School

6 children will attend Newbery Park Primary School

Family opinion survey summary

1 out of 15 families recorded responses to the parent opinion survey.
Quality of teaching and learning: Strongly agree
Support of learning: Strongly agree
Relationships and communication/ Leadership decision making: Strongly agree

Feedback from families are encouraged at all parent teacher meetings. Along with open communication channels utilising the seesaw app.

Relevant history screening

All governing council members obtained the relevant history screening
All visitors sign in on arrival and when leaving

Financial statement

Funding Source	Amount
Grants: State	\$228,582
Grants: Commonwealth	\$0
Parent Contributions	\$7,020
Other	\$752,053

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	Staff attended ORBIS oral literacy program to support PQIP goals which built on the existing work that was completed last year on increasing children's ability to use complex mathematical language	Staff collaboratively worked together to build educator understanding and pedagogical practices to increase the complexity of language within our children. The small shared projects allowed for greater understanding and allowed for a whole site approach thus developing all children's complexity of language.
Inclusive Education Support Program	This year we had a large amount of children who required additional support within the areas of emotional regulation, social and play skills, toileting and speech. Due to the vast complexities of our 2022 cohort we used all our funding employing additional staff to support the complexities of the group. The additional staff member allowed 12 of our 15 students to receive additional support with all children having a One Plan with SMARTAR goals which were reviewed every term. One child required extensive adjustments for the last two terms of 2022 obtaining 10 hours of additional support under the IESP extensive application.	We have seen a large amount of growth within the children throughout the year especially with toileting support. At the beginning of the year we had 7 children who required support now only 3 children require additional support in this area. We have seen growth in children's confidence and ability with speech and language and the feedback from families is very positive.
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.