



# Melaleuca Park Kindergarten

## 2022 annual report to the community

Melaleuca Park Kindergarten Number: 6534

Partnership: Blue Lake

Signature

Preschool director:

Ms Rebecca Devlin

Governing council chair:

Michelle Lavia

Date of endorsement:

20 February 2023



Government  
of South Australia

Department for Education

## Context and highlights

Melaleuca Park Kindergarten is a Department for Education public kindergarten providing education and care to all our communities families with young children. Melaleuca Park Kindergarten is a part time preschool situated in the Mount Gambier east region and is co-located with Melaleuca Park Primary School and the Melaleuca Community Hub, providing programs and services for families in our community. Our families are very diverse with various family structures and socio-economic standings within the community. Irregular attendance does have an impact on children's learning and we support families to access as much preschool as possible. Our Kindergarten operates Wednesday through to Friday and provides learning for a number of 3 year old Aboriginal learners whom are supported by an Aboriginal Family Literacy Strategy teacher. The site also offers a supported playgroup running on Friday mornings alongside kindy and occasional care.

2022 saw some staffing changes within the kindy, with Tania taking extended leave without pay from early term 1 until the end of the year. Jaymee stepped in as teacher and provided the children with a consistent and reflective teacher. In term 3 we also had 2 ECW's increase their hours at other sites with 2 new ECW's commencing with us. Although there were lots of factors that affected staffing throughout the year, children were supported and consistency was maintained as much as possible through the use of regular TRT's and relief ECW's. Throughout the year, our partnership with MPPS continued to grow, strengthening our transition program and allowing for a smooth transition to school. Our AFLS teacher met regularly with the school's AFLS teacher to ensure that learning was consistent across the sites. A focus on literacy learning was again a high priority, with the introduction of the Colourful Semantics program in term 3 providing great results for children.

## Governing council report

We started the year at Melaleuca Park Kindergarten with some essential features being completed (eg blinds installed and a new kitchen).

Our enrolment numbers grew steadily throughout the year for both occasional care and Kindy. Both had good numbers by the end of the year.

The site had focused on improving children's vocabulary, which Bec reported on during our governing council meetings. The teachers reported good success with the Colorful Semantics program.

We had successful excursion to the Mount Gambier Show, school sports day and book week at Melaleuca Park Primary School. Also a majority of our children made smooth transitions to school.

Staff also continued to support families with foodbank donations and vouchers.

We farewelled Emma and Jaymee to full time teaching positions in schools, as well as losing our funding for the Aboriginal Family Literacy Strategy teacher.

I, Michelle Lavia, regretfully have to resign as governing council chairperson, as my schedule makes me unavailable to continue to attend meetings in 2023.

# Preschool quality improvement planning

Through reflection on our pedagogical documentation the staff team acknowledged that there was a gap in our planning around being purposeful and planning for individual needs. Working and reflecting on this with the IESP team, we have developed consistent routines and procedures for individualized learning for all children. This planning includes skill mapping of all the children and individual plans being developed, which in turn assisted in the scheduling of IESP hours within the site. Each fortnight half of the cohort of children had their documentation reviewed and their goals updated, with the whole site's skill mapping being updated mid term and end of term. These goals were shared with families during learning conversations late in term 1 and their feedback provided guidance as to the children's next steps. The individual reflections and common themes being recognised then guided the whole group planning.

From reviewing the individual skill mapping that was completed, speech and language was an area that a number of children were flagged for developmental delays. In term 3 we worked together with our site speech pathologist to implement a colourful semantics program to increase the level of information and grammar that children were using in their sentences. Through working on this program in small groups and at an individual level for the children whom were deemed at a severely delayed level throughout the term, the following results were seen over the term:

14/18 children re-screened have increased the amount of information that they use in sentences.

13/18 children are now low average or within normal limits compared to 9 children at the start of term 3

12/18 children have shown an increase in the grammar used in their sentences.

3 children remained at the same level.

11/18 children are now low average or within normal limits compared to 3 at the start of term 3.

When reviewing these results with the site speech pathologist, she reflected on the increase in vocabulary will come first and then the grammar will follow.

Data analysis shows that children are transferring and using the vocabulary being explicitly taught in book based planning in story tables and every day play.

Data analysis shows that children are negotiating and problem solving within their play scenarios with and without educator support.

With the Child Protection Curriculum being explicitly taught, and supporting this with the PALS social program, children have had ongoing exposure to building their emotional literacy and social skills. Children are using the language of feeling green, orange or red but are not always able to describe why they are feeling that way. Educators are consistently hearing children using the language of their space bubble and my turn, your turn. Families have also commented on their children talking about topics taught at home, such as appropriate and inappropriate touching.

Occasional Care and Playgroup educators participated in the Birth – 3 network meetings throughout the year. These sessions focused on book based planning to support vocabulary development and family engagement. Planning in these programs has been more intentional as the year has progressed and there is now clear planning occurring.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	39	42	44	48
2020	28	31	37	38
2021	29	31	33	30
2022	22	22	24	27

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	76.8%	83.9%	75.3%	87.6%
2020 centre	78.7%	77.2%	78.5%	84.7%
2021 centre	78.6%	71.0%	75.9%	75.9%
2022 centre	64.8%	87.2%	85.1%	76.7%
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 in term 1 was 64.8%  
Attendance in term 2 was 87.2%  
Attendance in term 3 was 85.1%  
Attendance in term 4 was 76.7%

Term 1 attendance was low due to covid restrictions. Some children chose not to commence at the start of the year due to the outbreak, and then a number of children were close contacts throughout the term, resulting in extended absenteeism.

Term 2 and 3, our site attendance was higher than the state average which is not common for our site, with the site having little impact from covid during these terms.

Attendance in term 4 was lower with a number of children away for extended periods for family reasons, school transitions and illness.

The director and staff team followed up consistently on absences and most children attended consistently when they were not ill or had family reasons for non-attendance.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1021 - McDonald Park School	10.8%	4.0%	6.3%	4.4%
1020 - Melaleuca Park Primary School	67.6%	88.0%	62.5%	87.0%
953 - Mount Gambier North Primary School	0.0%	0.0%	9.4%	8.7%

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

Melaleuca Park Primary School remained our sites biggest feeder school with 87% of kindy children transitioning to this site. 1 child transitioned to McDonald Park Primary School where they had an older sibling, and 2 to Mount Gambier North primary where they also have siblings attend.

## Family opinion survey summary

In 2022 we had 3 families respond via the online link, with these families rating the site in the 'strongly agree' or 'agree' category for most questions.

The purpose of the parent information survey is to gather information from parents to determine their feelings on our service delivery. All families were provided with a link to the survey and instructions, as well as paper versions due to the lack of access to technology our families face. As there was a lower number of families whom completed this survey, it does not make it a completely accurate picture of service delivery. It was noted that throughout the families who did respond, there was a consistent consensus that we provided great quality teaching and learning environments, are always supporting children and families and are consistently upskilling staff which benefits everyone.

One family was unsure about their opportunities for providing input into their child's learning and effective communication between the site and the family.

## Relevant history screening

Our site leader was responsible for ensuring that our site complies with the screen verification responsibilities. Her role included sighting and recording clearance information on the HRS system where possible as well as ensuring all screening clearances with their expiry dates are stored securely at the site. All staff, students and volunteers have the new Working With Children Checks. Teachers on site have current checks through the Teacher Registration Board of SA screening process, as well as the Working with Children Checks.

## Financial statement

Funding Source	Amount
Grants: State	\$487,394
Grants: Commonwealth	\$0
Parent Contributions	\$8,323
Other	\$3,370

## 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 for improved outcomes in literacy and numeracy was allocated to professional development of staff through accessing PD, purchasing of professional texts and for the development of rich data sets to track and monitor childrens learning.	All children made progress in these areas. This was documented against the literacy and numeracy outcomes as well as the EYLF.
Inclusive Education Support Program	Through the IESP grant and extensive individualised funding, we were able to part fund a teacher, as well as ECW's to provide support to all our children throughout the year. Each child had an individualised plan and the amount of time they were allocated were based on these plans. These were done in consultation with a special educator, speech pathologists and other agencies as required.	Throughout the year, children's individual progress was regularly reviewed to ensure that each child was receiving an appropriate level of support. All children made progress throughout the year towards their identified goals and planned adjustments for learning.
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.