



Growing & Learning Together

Naracoorte North Kindergarten

2022 annual report to the community

Naracoorte North Kindergarten Number: 6537

Partnership: Wrattobully

Signature

Preschool director:

Mrs Nadia Pearce

Governing council chair:

Bianca Crossling

Date of endorsement:

24 March 2023



Government
of South Australia
Department for Education

Context and highlights

The Naracoorte North Kindergarten is co-located in the Childhood Services building with the Naracoorte Day Child Care Centre, with whom we work very closely. The Kindergarten is a part-time centre, offering Universal Access hours to all the children enrolled. These hours can be accessed over a fortnight with one week 2 full days and alternate weeks 2 full days with an additional 2 hours on a Friday. We currently have six educators and provide a range of services, including Bus Programs, Lunch Programs and Playgroup sessions each Friday. The Kindergarten has a large outdoor natural learning area, which enables the children to engage in imaginative and creative play. The Centre is surrounded by the natural North Parklands, with the inhabiting wildlife often seen grazing nearby. Although the Naracoorte Primary School [adjacent to the Centre] is our main feeder school, children also transition to the Naracoorte South Primary School, Lucindale Area School, Frances Primary School, Sunrise Christian School, Padthaway Primary School and Apsley Primary School (Victoria).

Governing council report

What a year 2022 turned out to be. Whilst we still faced many challenges due to COVID-19, we gained back the ability to get back into Kindy and importantly be together for our end of year concert. Our kindy staff continued to demonstrate love, care and support for our children, continuing to be the nurturing environment it has always been. Through out the year there were various focus from professional development, improvements to the site and most importantly our children's skills.

The major focus on this years Learning Plan was The Child Protection Curriculum where children learnt about boundaries surrounding their bodies and how to respect those boundaries. Other focuses through out the year were Kimochis which helped to support and build their knowledge around emotional regulation. Each term they got to explore a new book, their favourite by far was Garden Stew. This book and the learning around it was proudly put on display for the Naracoorte Show showcasing their work to their families and the local community. Children were regularly encouraged to access the free borrowing library, which enabled families to become involved in their child's learning.

Staff and governing council members put in every effort to fundraising this year and even with some unforeseen challenges we were still able to hold multiple fundraisers throughout the year. This year we have run a wood raffle – with wood generously donated by the Black Family, A T3 raffle – with items generously donated by families and local business, Obstacle-a-thon and our end of year concert. Overall, for the year we have a raised a total of \$4562.17 which we know will be put to good use for future improvements.

I would like to take this chance to wish the Governing Council of 2023 all the very best for the year ahead.

Preschool quality improvement planning

Goal - Children use increasingly complex conceptual vocabulary to communicate their understandings with others.

Challenge of Practice - If educators implement sustained shared thinking strategies, children will use increasingly complex conceptual vocabulary to communicate their understandings with others.

Progress:

- introduced morning group session to support children to settle into the Kindergarten day, Intentionally planned to explore text focus and CPC. This has supported children to transfer concepts into a longer block of play which has increased engagement. Observational data demonstrates transference of knowledge, understandings and vocabulary introduced. This is now embedded into daily practice, for all children and educators.

- smaller intentional group planning has been embedded (supporting children to make progress in identified areas of need, areas included social skills, gross motor, fine motor, emotional regulation and speech. as well as focus areas of music and literacy. High levels of engagement and participation

- Pedagogical documentation has improved. Observations been adjusted to give summary of context for learning observed with educators collaboratively analysing to determine progress made and next steps. Critical reflection on current practices in engaging with families as an educator team identified building relationships and engaging in meaningful conversations with families about their child's learning could be improved. The purpose of learning updates were reviewed, and from this changes were made. Families and educators now engage in parent-teacher learning conversations twice per year. Formal written updates in the form of a learning update in Term 2 and Statement of Learning in Term 4. Positive feedback from families has been received.

- Critical reflection about outdoor resources available to children identified that there were many materials that were inaccessible to children. Increasing loose parts in the outdoor environment has increased children's length of engagement, curiosity and play skills. Children increasingly engaged in reciprocal conversations with peers to solve problems.

- Educators are more present with children in play, and are engaging in responsive interactions and conscious of the language used. Educators are improving questioning techniques and intentionally introduce new vocabulary to support and extend children's thinking.

- Children learning new vocabulary more effectively during small groups and increasingly using tier 2 vocabulary in play

- Children transferring conceptual understandings from book based learning

Critical for success:

- Visiting other sites to see their indoor and outdoor learning environments

- Teaching sprints to keep Teachers accountable and whole site team with direction/focus at forefront

- Professional Development with Philippa from Curriculum Support for staff to identify strengths and areas for growth

- IESP mapping project has supported progress with differentiated practice and small group planning

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	49	48	48	49
2020	50	49	49	50
2021	37	38	38	83
2022	53	54	55	56

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	91.4%	93.8%	87.3%	92.4%
2020 centre	92.2%	80.1%	82.1%	91.3%
2021 centre	92.3%	88.8%	92.5%	73.3%
2022 centre	89.0%	79.1%	72.0%	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

Due to Covid-19

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
138 - Frances Primary School	4.9%	14.3%	0.0%	18.2%
309 - Naracoorte Primary School	156.1%	161.9%	148.4%	145.5%
936 - Naracoorte South Primary School	19.5%	9.5%	38.7%	31.8%

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

138 - Frances Primary School 9.1%
 309 - Naracoorte Primary 72.7%
 936 Naracoorte South Primary 15.9%

Family opinion survey summary

Parent opinion survey was completed by a very low percentage of families.

Positive feedback included 'I think the educators do a phenomenal job with the resources they have' and 'The educators have been excellent when these issues have been brought forward and extra steps taken to make them feel more comfortable'. Another comment included 'I am so impressed with the North Kindy! I love the experience my child has had! I am impressed with how well managed the staff changes were approached and how smoothly the transition went'.

An area for improvement was being more informed about their child's progress, which has been adjusted for the coming year.

Responses were noted and actioned by educators in their self-reflection practices.

Relevant history screening

All educators have current Working with Children Checks.

Volunteers also have current WWCC's

Governing Council members had checks requested as part of their commitment to supporting the Kindy in their roles

Financial statement

Funding Source	Amount
Grants: State	\$506,883
Grants: Commonwealth	\$0
Parent Contributions	\$19,715
Other	\$6,659

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	Allocated towards professional development for staff, particularly linked to the sites PQIP. 1:1 small group intervention to support outcomes was also provided as well as the development of rich data sets to track and monitor children's learning.	All children made documented progress against the EYLF Outcomes and Literacy and Numeracy Indicators. Data collected evidenced particular growth for children's vocabulary.
Inclusive Education Support Program	Funding was utilised to employ ECW's to implement individualised programs and additional support based on identified goals in One Plan's and site planning in consultation with special educators, speech pathologists and other agencies.	All children with additional needs received timely support and intervention to achieve identified goals.
Improved outcomes for non-English speaking children who received bilingual support	Nil received in 2022	NIL

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