



Pinnaroo Kindergarten

2022 annual report to the community

Pinnaroo Kindergarten Number: 6539

Partnership: Coorong & Mallee

Signature

Preschool director:

Mrs Hedy Geroly-Hawthorne

Governing council chair:

Kara Murphy

Date of endorsement:

18 February 2023



Government
of South Australia

Department for Education

Context and highlights

Pinnaroo Kindergarten is one of 2 stand-a-lone preschools in the Coorong Mallee Partnership. The Centre is operated by a Director 0.6 and 0.5 ECW and offers a quality 15 hour program.

The children at Pinnaroo Kindergarten are in 1 group and they attend 8 sessions of Kindergarten a fortnight, with additional hours spread throughout the year on a Monday (Up to 6 additional days). The Kindy day runs from 8.30am to 3.30pm on Tuesdays and Wednesdays.

The Pinnaroo Kindergarten is situated in the township of Pinnaroo. Half of the families and children own farmland in the local community with sheep, cattle & cropping as their income, or are involved in running a local business. The other half of the children live in the town and their parents are employed by local businesses that support the farming community.

The Kindy had an enrolment of 9 children initially, rising to 10 in Term 4.

Educators are involved in planning, programming and administrative tasks on a Monday. The ECW attends these on a fortnightly basis.

Pupil Free Days are approved on a needs basis by the Governing Council in line with DfE requirements.

Pinnaroo Kindergarten caters for it's farming community by offering access to buses where and when possible.

Pinnaroo Kindergarten is purpose built and has a wonderfully large yard with mature trees and plentiful space for children to explore their learning environment.

Highlights for 2022;

Collaborating with Pinnaroo Primary School to enable the Kindy to relocate to the school for two weeks.

Update of the Kindy ceiling and lighting and the removal of all the asbestos from the building.

Involving children, families (current and following year) and educators in a thorough review of our philosophy facilitated by Jane Lemon.

Mother's Day Pampering afternoon and Father's day Breakfast continue to be supported by 100% of families.

Children organising a great Obstacle course for the Obsthathon.

Bush Kindy during Terms 2 and 3. Working and playing alongside the Foundation/Year 1 class has added an extra layer to our learning and thinking.

Family involvement through Storypark and Parent Conversations.

Graduation concert negotiated with the children, including a graduation cake!

Hard-working Governing Council Members and families with working bees and fundraising.

Community visits to the Library, Country Fire Service and Ambulance Station

Transition Visits to school and Pre-entry visits to Kindy.

Maintaining the care of our chickens and worm farm.

Many different play spaces co-designed with children; post office, hospital, dinoworld, cafe, shop

Governing council report

The 2022 Kindy year was filled with some big challenges that required family support while trying to leave learning as seamless as possible for the children.

The first meeting saw all positions apart from treasurer filled. I'd like to take this opportunity to thank all committee members for their contribution and valuable time last year. Everyone brought something unique to the table and discussions were on point and productive.

Term 1 saw the whole kindy packed up whilst kindy continued up at the Pinnaroo Primary School while the ceiling was replaced and asbestos removed. PPS was instrumental in providing risk assessments, photos and communication to fulfil department requirements. It was a great opportunity for children to utilise the different facilities and familiarise themselves with the school grounds as well as being involved in school community activities.

Hedy and Ros put in some massive hours packing up the building and had several parents come and help fill the shipping container. I know it is something they hope to never have to do again!

Governing Council also approved future spending provision for furniture. We hope this allows Hedy more choice and flexibility in improving the learning space and resources.

A working bee was held in July with an amazing attendance from families; soft fall was replaced under the playground and swings, fresh sand in the sand pit, signage updated and trees pruned and tidied. We would like to thank Heath Boseley and Synon Peers for their kind donation of their time and machinery to prepare the site beforehand, it allowed the working bee to run seamlessly. Also, to all the families who turned out with more than enough equipment and got the jobs complete in record time!

We had an optimistic fundraising goal for 2022 due to the previous years group being a lot smaller. We agreed on a large major prize along with 2 smaller prizes and had patroness Es Niejalke draw it on the day of Obstathon. Tickets were \$10 which proved harder to sell this year as to previous years but despite this we still raised \$1200 after expenses. The children also enjoyed a fantastic attendance at their Obstathon and raised some funds themselves! Bush Kindy continued and proved it is still a huge hit with children. We hope this continues as part of the curriculum, as it is something that's so unique and provides an invaluable learning experience that's extremely fun.

We would like to thank Hedy, Ros and Tiffany for their continued care, dedication and commitment to the class of 2022. And again, thank you to all parents who held office positions in Governing Council or who were part of the committee. We wish the children in Kindergarten in 2023 every success.

Kara Murphy
Governing Council Chairperson

Preschool quality improvement planning

Our PQIP focussed around improving children's ability to express themselves in a range of different ways. Unfortunately, the first term relocation and work required preceding this change had a huge impact on our ability to move forward early in the year.

The children were exposed to various forms of expression during the Kindy program; dancing, painting, singing, writing, drawing, designing eg Obstathon, sculpting, making, signing, cooking in the mud kitchen, yoga and deep breathing. Different children reacted differently to these opportunities and found that they resonated more with some and less with other mediums. Once children were able to see what was available to them, they could request resources and their ideas became more in-depth, resulting in increased confidence and growth. Over the year, educators were more comfortable in noticing children's preferences and were more able to support children's preferred methods of expression, yet providing opportunities to explore new avenues.

Oral language skills were encouraged through daily conversations, sharing thoughts and ideas in group discussions. This culminated in the children realising that if they voice their opinions then there may be the opportunity for change, such as the Obstathon and Play spaces Designs, Graduation, where children suggested songs to sing and a graduation cake - and they got one!

Reviewing our Philosophy was a NQS priority as it hadn't been formally reviewed and only tweaked. This was a wonderful process to work with Citron Consultancy involving all stakeholders; educators, children, Governing Council and 2 groups of families (current and next year). There were open conversations and ideas being put forward, representing family values. The final document was shared with 2022 families. Each year we will check in with the Intentions and update the commitments as we move forward.

Educators have identified professional development in the area of Emotional regulation as a priority for 2023.

Enrolment

	Enrolment by Term			
Year	Term 1	Term 2	Term 3	Term 4
2019	13	14	14	14
2020	14	14	15	15
2021	6	4	3	3
2022	9	9	9	10

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	93.1%	78.6%	87.1%	90.4%
2020 centre	87.3%	83.2%	83.8%	84.0%
2021 centre	81.7%	78.2%	93.3%	90.0%
2022 centre	91.7%	67.3%	80.0%	90%
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 across the year averaged at 82.25%. We had a sharp decline over Term 2 with attendance average of 67.3%, mostly due to Covid-19 increasing in families and other illnesses with greater vigilance from families.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
764 - Pinnaroo Primary School	100.0%	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

Out of the 10 families, 9 transferred to Pinnaroo Primary School and 1 family returned to home schooling.

Family opinion survey summary

A very poor return of surveys for 2022, 5/10.

In Summary, the overall feedback is positive for each of the areas requested.

A few comments mentioned the difficulty in gaining suitable Support Services for children with identified needs in a timely manner.

A family commented on the the lack of new learning programs children since their previous children had attended Kindy - this was discussed at length at Governing Council as a balance of parent expected, child initiated and educator initiated learning along with developing traditions/rituals over the years with many Councillors sharing positive experiences.

Other comments include;

Very happy overall

While parent opinions are valued, parent opinions don't need to, or should not outweigh professional educators in applicable situations

Child's motivation is not a reflection on the service. educators have shown great consideration to assist and motivate a sometimes stubborn child.

Any special needs support I would see would be responded to extremely well by educators, but system-wide/waitlist/priorities may be a hurdle.

The staff have done a good job of adapting to the new platforms available.

A Community Reference Fact Sheet will be updated and shared next year.

Relevant history screening

All Educators and support staff have a current Working with Children's Check and RRHAN-EC.

Financial statement

Funding Source	Amount
Grants: State	\$172,188
Grants: Commonwealth	\$0
Parent Contributions	\$3,845
Other	\$4,013

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 provided Educators with the opportunity to critically reflect on their pedagogical practices focusing on Assessment for Learning linked to Talk, Play, Read and using preschool Literacy and Numeracy guidebooks. This included attending multiple Student Free Days with educators becoming more targeted in their observations.	Children increased their confidence with their Numeracy and Literacy expression in their everyday learning.
Inclusive Education Support Program	IESP monies were used to support preschool children in the areas of speech development (Terms 2,3 and 4) and behaviour coaching (Term 4) and follow through with recommended programs through the used of a dedicated Preschool Support Worker.	Children have made improvements toward the pronunciation of sounds, thereby increasing the ability to be understood by educators and their peers.
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.