



# Mannum Kindergarten

## 2021 annual report to the community

Mannum Kindergarten Number: 6550

Partnership: Murraylands

Signature

Preschool director:

Mrs Mary Langsford

Governing council chair:

Emma Eichler

Date of endorsement:

6 May 2022



Government  
of South Australia

Department for Education

## Context and highlights

Mannum Kindergarten and Rural Care is a Centre that is located in the small rural township of Mannum which is situated on the Murray River approximately 85 kilometres from Adelaide. The Centre operates programs for children and families in the community including Preschool, Rural Care which consists of long day care, before & after school care and Playgroup.

The community is a Rural Community that is growing at a rate of 5% per year with land continually being opened up for housing. The Mid Murray Family Connections Collective is actively committed to working towards supporting children & families living in the Mid Murray Council area with initiatives. Tourism, small business and agriculture are the main source of employment and a number of families travel to the nearby towns to employment.

The Ngarrindjeri people are the traditional owners of the land & we have a small number of Aboriginal families in our community. The community consists of mainly European cultures & families from other cultural backgrounds have moved into the area for employment.

### Highlights for 2021

- Using SeeSaw Online platform we created more opportunities for families to share & connect through sustainability practices at home & interests such as pet
- 2021 We focused on developing an awareness of Environmental responsibility & building into our daily practice & routines with learning being lead by children's thoughts, ideas & understandings about recycling. The learning journey lead us undertake recycling using the 'binshift' bins & reducing our landfill at the centre, to discovering a 'problem' with the green bin in our community. The children presented their ideas to the Mid Murray Council & which were well received. The children also shared recycling with the reception classes at Mannum Community College & presented them with the bins during transition. Our journey has been shared with the preschools within the Murraylands Partnership.
- Strong support by families over the year showed by regular attendance, and their commitment to keeping everyone safe & adhering to COVID 19 restrictions
- Enrolments have continued to remain consistent as the preschool operated at full time for the fifth year running after being part-time (.5) for over 20 years
- the Governing Council worked with dedication & commitment to the Centre raising \$2899 through with limited fundraising
- Rural Care continues to provide a service to local families for childcare, after school care & occasional care. The service is well utilized with the only spaces available annually with children moving to preschool or school.
- Playgroup operated from Term 2 and runs on Friday mornings. Playgroup has g

## Governing council report

Hi my name is Emma Eichler the current chairperson of the Mannum Kindergarten Committee

Without a Governing Council committee, the decision making for our children's education would be left to those who do not have an invested interest. Being on the Governing Council is was a way of understanding how the preschool functions and a way of being involved in the improvements of the facility. I have found over my years of involvement both as chairperson and committee member that it has been a great way to help change things and add things to the Mannum Kindergarten to help with our children's education.

My role as chairperson in 2021 was made a little challenging with COVID-19 again and the changes that had to be made within the kindergarten. It was a struggle to hold group meetings and lots of communication was done via the phone in messages. I think that the class of 2021 still had an enjoyable year ending it with an excursion to the Monarto Zoo, we were able to provide this excursion free of charge thanks to our fundraising money.

During 2021 some of the fundraising that we did included; McCues Bakery Pie Drive and Art Gallery Frames & raised \$2899. We were also fortunate enough to receive a \$30,000.00 grant for maintenance funding which helped us to upgrade our bathroom, replace lino and carpets in the main kindergarten, repair the small blue slide, put opening windows, & security in the adult toilet & laundry and build a retaining wall ring for our sunflowers.

We plan to continue to strive for improvements in 2022, and look forward to welcoming a new committee & continue to support the Preschool Quality Improvement Plans for the future education at Mannum Kindergarten.

# Preschool quality improvement planning

At the end of 2020, through reflection ( Step 5 process) & NQS self review we identified the following plan for 2021.

1. Goal: Improve Children's ability to use oral language to express their thinking. (QA1 & 5)

Challenge of Practice: If we engage in reading & sustained conversations with children about their thinking it will extend their oral language & vocabulary.

So our actions included:

- Educators planning for reading, talking & playing with children about their interests & thinking following identified high impact strategies in children's play
- Educators collecting & collaboratively analysing conversation data to inform ongoing next step planning for individuals & small groups
- Aboriginal learners having oral language goal in their One Plan that is documented, collaboratively analysed & refined monthly for their next step planning
- All Educators including in their PDP an oral language goal linked to Read, talk Play & that all Educators participate in collaborated professional learning.

As a result, all children made progress on their individual goals as evidenced by multiple data sources & conversation documentation, EPOP, demonstrating progress in increased sustain conversations, construction of sentences & using new & complex vocabulary.

2. One Operational focus was on improving parent & family communication about the learning program to inform the planning cycle. ( QA1 & 5)

Our key steps included

- the collection of introductory family information in Term
- connecting & communicating with families using the SeeSaw App & through newsletters to share regular communications about curriculum
- use 'Share Your Learning' & having informal intentional chats with families about their child's learning

As as result, we had greater sharing from home especially with the SeeSaw App & it allowed for more 2 way interactions, we sourced family input into our Analysis summaries, & Educators made regular contacts with families & intentional about learning sharing.

3.Our second Operational goal was Environmental responsibility- educators sharing information & providing children with access to sustainable practices in their daily routines (QA 3 & 6 & 7)

Our key steps included researching, professional learning, intentional teaching, implementing sustainable practices, involving whole families & community.

As a result we spent time researching, we used floor books to record children's thoughts & ideas, we accessed learning for Educators & children together, we targeted funding to provided resources, & children were sharing their learning at home & families sharing with the centre. together Children & Educators actioning sustainable practices of reducing, reusing, recycling, the impact was our landfill reduced to 1/4 bin per week. The children identified a issue in the community around recycling & the 'green bin' & undertook community action, having agency over their thoughts & explored how to pursue issues with in our community. As a result they shared their thoughts with the Mid Murray Council, and Reception Classes. As a centre, our sustainability story was shared with the Preschools within our Partnership.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	33	34	37	38
2019	27	31	32	34
2020	31	N/A	32	31
2021	32	34	34	33

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
2018 centre	91.1%	88.9%	83.8%	88.7%
2019 centre	91.7%	78.8%	84.6%	84.6%
2020 centre	96.7%		82.1%	84.4%
2021 centre	90.4%	80.5%	91.5%	82.6%
2018 state	90.7%	88.3%	87.1%	87.3%
2019 state	90.4%	87.6%	86.0%	86.6%
2020 state	89.3%	81.9%	84.9%	86.0%
2021 state	87.9%	85.4%	86.9%	90.6%

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

Term 4 Attendance data is unavailable. Term 1 attendance of 90.4% & Term 3 attendance of 91.5% were above the state averages with Term 2 attendance is a reflection of COVID times, with families adhering to keeping safe by keeping their children home when they were showing signs of sickness. Families have been proactive in contacting the Centre when their child is not attending either by speaking with us, by phone or messaging on seesaw. If we have had no contact with a family within 1-2 days, then we will contact them by phone & document. When there is difficulty, we work with the family on agreed strategies to support the child's attendance.



## Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1170 - Mannum Community College	96.7%	77.8%	95.5%	88.5%
302 - Mypolonga Primary School	3.3%	0.0%	4.6%	3.9%
326 - Palmer Primary School	0.0%	22.2%	0.0%	3.9%
8393 - Unity College Inc	0.0%	0.0%	0.0%	3.9%

NOTE: The data is collected in Term3. 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), Term3 2021 collection.

## Destination schools comment

In 2021, the majority of children have Government Schools as destinations with 88.5% exiting to our nearest feeder School of Mannum Community College, and to the nearby small schools - 3.9% to Mypolonga Primary School & 3.9% to Palmer Primary School. We had 3.9% exiting to the private school, Unity College in Murray Bridge.

## Family opinion survey summary

There were 7 responses of the Parent Opinion survey for 2021.

In the Area of Teaching & Learning, all the responses were strongly agree & agree with the majority in the strongly agree category. The strongest responses were "My child teacher know what my child can do & what he/she needs to learn" & 'the preschool has an excellent learning environment'.

Comments from families included 'I am elated with the level of care & learning at Mannum Kindergarten. The staff are absolutely amazing'.

"my child loves going to preschool & is always excited to learn & really likes her teachers"

"Very happy with how much my child has learnt this year, the teachers are amazing and keep me well informed"

In the area of Support of Learning all the responses were strongly agree & agree. The strongest response was "My child is happy at this preschool this year" followed by "My child would receive support for any special needs he/she had" & "children have enough materials & resources for learning"

In the area of Relationships & Communication, 80% of families responded that "I am comfortable about approaching my child's teachers to talk about his/her progress". Responses were scattered for "I am encouraged to be involved in the preschool in all kinds of ways". This could be a result of COVID impacting on families opportunities at the centre.

In the area of Leadership & Decision Making, the strongest response was to the question "parents have the opportunity to be involved in the development of school plans through the Governing Council." Strong responses were also given for "I have confidence in how the preschool is managed" & "I believe there is effective educational leadership within the preschool" & "Overall I am satisfied with the preschool's planning". The most diverse response was for "I am given the opportunity to be involved in the preschool's educational activities". Once again this could have resulted due to the COVID impact on families having the opportunities to be more involved during 2021.

## Relevant history screening

Mannum Kindergarten & Rural Care is compliant with DfE & DHS requirements around working with children & records are stored confidentially at the site. Volunteers & practicum students follow DfE & DHS requirements & completed working with children checks as part of the induction process.

## Financial statement

Funding Source	Amount
Grants: State	\$614,467
Grants: Commonwealth	\$0
Parent Contributions	\$9,024
Other	\$3,305

## 2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	The funding was used to support professional learning building educators knowledge & skills around effective learning design & using formative assessment to analyse each individual child's learning using a strength based approach & collaboratively educators using high impact strategies in literacy/ numeracy teaching	100% of children showed progress or successfully achieved their individual goals each term. Monitoring & tracking of children's data evidenced demonstrated their progress.
Inclusive Education Support Program	IESP Funding resource was allocated to provide support Educators to work with children 1:1 or in small language/speech groups on specifically targeted programs designed by Speech Pathologist, NDIS plans, One Plans to provide intentional support for children to successfully engage in the curriculum	All children made progress in their learning as evidenced in assessments, One Plan goals, individual learning plans EPOP data
Improved outcomes for non-English speaking children who received bilingual support	No funding allocated for bilingual support	no allocation for non english speaking children

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