



K I N D E R G A R T E N

Belong Inquire Share Harmony Opportunity Play

Bishop Kindergarten

2022 annual report to the community

Bishop Kindergarten Number: 6607

Partnership: Port Lincoln

Signature

Preschool director:

Mrs Nicole Billing

Governing council chair:

Tamara Strudwick

Date of endorsement:

9 March 2023



Government
of South Australia
Department for Education

Context and highlights

Bishop Kindergarten is a full time Department for Education Category 2 stand-alone preschool with a current physical capacity of 60 children. Bishop Kindergarten is a well maintained, 50 year old purpose-built Kindergarten, with street parking along Willison Street and George Street.

Port Lincoln is a seaside city located on the southern point of Eyre Peninsula with a population of approximately 17,000 people. Bishop Kindergarten is one of 6 Early Childhood Services (Preschools and Childcare Centres) in and close to Port Lincoln.

Families travel from within the city limits and outlying rural areas. The diverse kindergarten community varies each year and includes indigenous, Children and Young People in Care, English as an addition language or dialect, single parent families, children with additional needs and FIFO families.

The Governing Council is managed by a group of volunteer parents and carers who are elected annually. They are supported and guided by staff and the Department for Education to manage the preschool's finances, participate in the development of policies, procedures, improvement priorities and philosophy statement.

Bishop Kindergarten has a warranted staff team of 1.0 Director, 1.0 Teacher, 0.4 universal access teacher and 0.5 Early Childhood Worker (ECW). Support Services provided by the Department for Education and the Port Lincoln Health Services assist children and families with additional needs. A support staff member is employed to support individual and targeted learning programs. Provisions for 0.2 teacher has been provided to ensure the Enterprise Agreement requirements around face-to-face teaching loads is met.

Families are able to choose between 2 groups which stay same to maximise continuity of relationships and involvement in the curriculum.

BLUE group-attend Monday and Wednesday 8.30- 3.00 and every second Friday 8.30-12.30.

GREEN group - attend Tuesday and Thursday 8.30- 3.00 and every second Friday 8.30-12.30.

Staff are guided by the site's philosophy statement, National Quality Framework and the Early Years Learning Framework to facilitate children's play-based learning. Staff implement an Early Years Planning Cycle to collect and use data to question, plan, act and review.

Highlights:

Governing council- The AGM was well attended with guest speakers including a speech pathologist, physio and dietician. Other guest speakers at meetings included a facilitator from Mentally Fit EP discussing wellbeing of adults and children. Well attended Kindy mixer days allowed families across groups to connect.

Facilities- new windows at the front of the building were installed. New office plans are ongoing. Plans for a mural and new lawn were scheduled for the summer holidays.

Resources- teaching staff were supplied with an iPad through the PUP ICT program. Many new resources including books and play equipment were purchased.

Program- focus on phonological awareness and sound articulation. Reconciliation week activities at Lincoln Gardens Primary school. Regular walks to Pioneer Park to explore, investigate and develop a connection to our community and environment. Visits from paramedics and CFS complemented our keeping safe learning. Many events were held to welcome families into kindy.

Staffing- 2x preservice teachers completed their prac and 3x year 10 work experience students.

Playgroups- initiation of playgroups twice a term allowed families to familiarise themselves with the Kindy environment. Play groups were very well attended by the community.

Governing council report

2022 Chairperson Report - Governing Council AGM.

Welcome new families to the AGM and Bishop Kindy, we are grateful for your presence and support for all children here at Bishop.

Firstly, the exiting governing council would like to thank Nicole, Mrs NG, Sarah, Lisa, Alarna and Chloe for their dedication, care and outstanding skills in supporting the learning, well-being and development of children. The children adore you and flourish under the teaching you provide.

The staff had a focus in 2022 on articulation of sounds and phonemic awareness (sound awareness) with outstanding results! By the end of the year all children were able to correctly articulate all sounds, 91% of children were able to segment syllable and 73% of children were able to identify the first sounds in words. These results have set the 2022 cohort of children up for early literacy success.

During the year we organised 2 kindy mixers where children and families from both the blue and green groups were invited to mingle together, one at Brinkworth Reserve and one at North Shields.

The Kindy also held a successful Mother's day event where children, invited a significant person into the kindy to play, receive a gift and have a cuppa and bickie.

The staff took the children on excursions to Lincoln Gardens Primary School, the High School Pantomime and on numerous walking adventures to Pioneer Park.

We had two fundraising events picture plates and hexi key tags which raised \$606 for the kindy.

We saw works commence on the long term masterplan for the kindy yard with upgrades to the gate, mural and improvements to the art area. These came to fruition over the summer holidays and are an outstanding improvement to the outdoor spaces.

Unfortunately after many months, it was decided that the building extension would not go ahead but that the teacher preparation office would receive an upgrade to provide the staff with a more 'workable' preparation and break space.

The Kindy Graduation was held at Flinders Park, where students received their Kindy folder and graduation certificate.

The Governing Council and staff celebrated the end of the year with a dinner at the Marina Hotel. To finish, I would like to wish the new Governing Council all the best and hope that your experience has been as enjoyable as mine.

Tamara Strudwick
Chairperson

Preschool quality improvement planning

Literacy goal: To strengthen children's phonological awareness, in particular, sound articulation.

Challenge of practice: if we intentionally plan for and provide links from sounds to letters then we will see children's phonological awareness and articulation improve.

Actions...

- to develop educators understanding of the articulation of alphabet sounds through researching current best practices. Outcome: Educators engaged with different, well researched professional development to increase their content knowledge, confidence and pedagogy. Whole staff student free days allowed for staff to take a deep dive into their professional development and reflect with peers.

- to develop a whole site approach to the teaching of phonological awareness resources based on recommendations by speech pathologist and DfE best advice papers. Outcome: Staff designed a program of what and when to teach based on best advice papers and advice from DfE speech pathologists.

-to research and implement the best formative assessment strategies to track and monitor progress and inform the next steps for learning. Outcome: staff developed articulation screener to collect baseline and ongoing data. Existing data was also used in the regular analysis of children's skills and understanding including PASM and waves of intervention for speech and language. Significant growth was seen in 2022 PASM results with 91% of children segmenting syllables, 98% of children matching rhyming words, 88% of children producing rhyming words and 73% of children identifying initial sounds. 56 out of 58 children could produce all 18 age-appropriate sounds in isolation.

NQS priorities:

Priority 1: increase involvement of parents and families in the educational program. Outcome: staff introduced the use of seesaw as a way of communicating with parents about the program, their child's learning and what is happening at kindy. staff held 2 child progress meetings with 100% attendance where families and staff individual goals for each child.

Priority 2: Education leader leads the development and implementation on the assessment and planning cycle. Outcome: staff thoroughly reviewed the planning cycle and trialed different ways of tracking and recording information. Further professional development around pedagogical documentation helped staff to analyse what data they were collecting and why.

Priority 3: Building children's self-regulation, resilience and sense of self. Outcome: staff engaged with the keeping safe curriculum to increase children's understanding of their bodies. Interoception and executive function knowledge and skills were also embedded in daily practice.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	51	52	52	54
2020	65	64	66	64
2021	56	57	58	58
2022	58	58	58	61

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	93.8%	86.4%	90.3%	88.8%
2020 centre	93.8%	92.6%	91.0%	96.3%
2021 centre	90.1%	90.4%	84.6%	84.3%
2022 centre	93.3%	88.6%	91.2%	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 during 2022 was impacted by Covid-19.

Families communicated absences via text, parent diary, in person or by note. A week of non-attendance is followed up by staff and recorded accordingly.

Staff regularly review and track attendances. Conversations and home visits take place where appropriate.

To improve attendance the Governing council investigated alternative opening hours. New families were polled and voted on keeping the hours the same for 2023.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
899 - Kirton Point Primary School	0.0%	0.0%	0.0%	3.7%
8425 - Navigator College	5.8%	3.1%	4.2%	14.8%
1277 - Port Lincoln Junior Primary School	55.8%	50.0%	27.1%	66.7%
8333 - St Joseph's School - Port Lincoln	38.5%	45.3%	68.8%	14.8%

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

In 2022 Bishop Kindergarten transitioned to 5 local primary schools, 2 non-government and 3 government. We promote public education; however, we maintain a close relationship with all feeder schools.

Family opinion survey summary

Leadership and decision making: 'governing council is well run and guest speakers are great'. 100% of parents indicated they believe there is effective educational leadership within the preschool, and they are confident about how the preschool is managed.

Quality of teaching and learning: 100% of parents indicated that teachers 'really make learning interesting' and 'know what their child can do'. 'The staff at bishop and both diligent and enthusiastic about delivery high quality learning opportunities. They work from my child's interests and demonstrate strong skills in embedding learning into play. We have been so impressed with his progress and learning.'

'Bishop kindergarten has exceeded all expectations! Our son has excelled in confidence and learnt so much this year. He feels welcomed and free to be himself. The kindergarten teachers are exceptional. Educators providing learning opportunities through play wherever possible. We couldn't be happier.'

Relationships and communication: The preschool opinion survey revealed 100% of families felt they received helpful information about the program and their child's progress. Parents stated the 'communication is open and easily achieved' with 100% indicating they are given opportunities to be involved in and participate in their child's learning.

Support of learning: Parents indicated that they strongly agree that Bishop Kindergarten is a safe and secure environment where children are happy to learn and are treated fairly

Relevant history screening

All staff are screened and hold current qualifications as per departmental requirements.

All volunteers have a 'working with children' check.

All paperwork is kept on-site.

Financial statement

Funding Source	Amount
Grants: State	\$504,814
Grants: Commonwealth	\$0
Parent Contributions	\$16,065
Other	\$7,959

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 was allocated to support improved Numeracy and Literacy outcomes for all children. Funding was used to ensure the whole staff team could attend training days (student free days) and resources were purchased including books for children and staff	Children's phonological awareness and sound articulation saw significant growth throughout the year.
Inclusive Education Support Program	An additional staff member was employed for 12 hours per week to assess and help meet the needs of children by implementing proactive and targeted speech and language strategies and programs.	Children's speech and language skills showed significant growth throughout the year as seen in the waves of intervention data collected.
Improved outcomes for non-English speaking children who received bilingual support	NA	NA

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