



Moonta Kindergarten

2022 annual report to the community

Moonta Kindergarten Number: 6625

Partnership: Northern Yorke

Signature

Preschool director:

Mrs Anna Daly

Governing council chair:

Katie Eden

Date of endorsement:

8 February 2023



Government
of South Australia

Department for Education

Context and highlights

Moonta Kindergarten is a category 2 site on the Yorke Peninsula, approx. 2 hours from Adelaide. We had 46 children enrolled in 2022.

A quarter of the children on the Yorke Peninsula identify as Aboriginal.

Aboriginal children attending Moonta Kindy this year made up for 21%.

4% of children identified as having a disability. We are a diverse community with strong family and community connections. We provide an interest based and intentional play based curriculum to support children's learning in a safe and nurturing environment.

Our location provides many opportunities to explore our local community including the bushland behind us, Moonta Area School and the Community garden.

Literacy and Numeracy both in the environment and intentionally taught are a focus each day. The children's social capabilities, and wellbeing are also equally a focus of our teaching and the children's learning each day.

Acknowledgement of the Nharangga culture is an important part of our day. Through this acknowledgement we all learn about 'respect for our environment, respect for others and respecting ourselves'. The children are enthusiastic about this learning and educators have found it to be an extremely powerful teaching tool.

Children attending our preschool have access to 14 hours per week across two days and an additional 2 days throughout the terms.

In 2022 there was a changeover of one teaching staff who was contracted for the year to ensure continuity for all concerned.

In 2022 we had a focus on children becoming confident communicators and building upon phonological awareness skills.

At the commencement of the year Covid again threatened to impact our learning program. While we did have some adjustments, we were able to continue to engage with our community and provide a high quality education for all children.

Governing council report

To the Governing Council of 2023,

Being part of the Moonta Kindy Committee in 2022 started off with some restrictions from Covid19, however as the year progressed and restrictions eased allowing members to gain insight in how the kindy operates was rewarding. The committee runs two meetings a term; making this a great opportunity for new families to join and be able to assist with decision making, suggesting new ideas, and helping with fundraising.

Term one began with restrictions from Covid19, students continued to be dropped off and picked-up at the front gate like the previous year. However this restricted the amount of normal 'face to face' contact with staff, all educators utilised the Class Dojo app to provide information about the students day to day experiences and learning. The Class Dojo app provided an easy way for families to receive messages and communicate with staff.

From term two restrictions were easing up, allowing parents/caregivers to enter the kindy and drop and pick up their child, bringing back the 'old norm' of face to face contact. All educators continued to use the class dojo app throughout the year for information and photos at times, while upping the face to face communication.

Anna and the committee members made the decision to withdraw the Easter raffle last year, in order to eliminate extra pressure on families financially. The committee however still continued the melamine plates, the brick pavers and the Christmas raffle which were a success.

Regarding improvements, the kindy added some extra storage cabinets in the toilets, and new shelving around the kindy to utilise the space. New blinds were installed inside the kindy and finally some new sand was added by the front gate, to eliminate a mud pit on rainy days.

We were lucky enough to still be able to hold some of our events over the year including 'Special Person's Day'.

This allowed students to invite someone special in to come in and join in for some activities, while being able to see kindy environment; other events included, going on a bear hunt, messy play, PJ day, water play day and of course the Graduation, with singing and dancing from all students.

Overall, 2022 was a great success for everyone involved, and a credit to all educators. They worked hard while continuing to care and nurture all students and their learning abilities.

It was a pleasure being a part of 2022 Governing Council and look forward to joining again this year. I would like to thank Anna and all educators at Moonta Kindy, for all your hard work making 2022 a successful year.

Preschool quality improvement planning

In 2022 our Preschool Quality Improvement goal was: Building upon children's phonological awareness skills- listening, rhyme awareness, breaking words into syllables. We were looking for strong phonological awareness skills. Our Challenge of Practice: If we continue to build upon our oral language research and improve our knowledge of how to improve children's phonological awareness then we will increase children's skills.

Success Criteria:

- Listening to a conversation and confidently able to converse- back and forth- Understanding what it means to be an active listener.
- Confidently hearing/ producing rhyme in a song, nursery rhyme or story.-Children will recognise rhyme, Clapping the rhythm of the text through music.- songs, rhymes, finger-plays, instruments.
- Identifying syllables in words through a variety of ways- Clapping, counters, playful awareness of letters and sounds.

Children's engagement with emergent and intentional curriculum was extremely high and our documentation by the end of the year showed well developed talking skills, rhyme and syllabification. There was a range of skills, but the large majority showed strong growth over all areas.

Regular meaningful parent input occurred, verbally, and increasingly via Class Dojo. Families also communicated conversations and phonological awareness activities that were happening at home, through conversations, song, in the car and at bed time.

The children have engaged easily, readily and at a high level both at kindy and in the home environment. Their knowledge and skills were documented and analysed; including child voice and annotated work.

Strong reciprocal and consistent relationships exist within the kindy. Children were increasingly confident generally, and motivated to engage in sustained shared thinking with us, and their peers.

Allowing staff to gather together for extended periods to learn together has assisted greatly with everyone's understanding of the curriculum, pedagogical documentation and analysis and planning. Having 2 student free days consecutively allowed us to engage in some deep and very valuable conversations and planning. All staff have been able to further extend and deepen their knowledge of phonological awareness which has in turn enabled success for the children.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	44	44	46	46
2020	42	44	41	44
2021	39	41	46	48
2022	43	46	45	43

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	83.6%	85.6%	78.7%	86.7%
2020 centre	85.7%	81.9%	89.9%	83.6%
2021 centre	92.5%	88.5%	77.8%	78.7%
2022 centre	89.6%	79.1%	80.4%	99%
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

Our attendance fluctuates with families going on holidays and child illness. Compared to the state attendance data our centre rated higher for the terms documented. Term 4 was a highly utilised term with nearly all children attending all of their booked sessions.

Some families choose not to use the offered UA hours. Some of our 3 year old children do not attend full days but access morning sessions which has been a highly successful way for them to access and be successful with their learning.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
8200 - Harvest Christian College	4.4%	17.1%	11.6%	11.4%
778 - Kadina Memorial School	4.4%	0.0%	7.0%	11.4%
9103 - Maitland Lutheran School	2.2%	4.9%	7.0%	4.6%
1488 - Moonta Area School	73.9%	46.3%	65.1%	54.6%
9084 - St Mary MacKillop School	13.0%	24.4%	7.0%	15.9%

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

Families have a large choice of schools for a country area. 5 schools are accessible to our children. Over half have chosen Moonta Area School this year.

Mid year intake has been offered at some independent schools in the area. This has not been accessed by any of our families this year.

Family opinion survey summary

10 out of 46 families responded to this years survey.

One area identified as something to work on is in relation to families having the opportunity to be involved in the preschool educational activities. Covid did affect our Redwing excursion- We were asked to come as a kindy group only with out families. We were also mindful of not creating large group situations until term 3 and 4. Families were invited i for an open afternoon to engage with various activities both indoors and out.

We have sought the opinions of families in a range of ways including through the Parent Opinion Survey. Other feedback sought has been in relation to our PQIP goal. This information provided us with valuable data in relation to the children's learning and understanding of phonological awareness.

Parent Feedback-

- Moonta Kindy is a great Kindy and the staff and environment are fabulous.
- The Kindy is incredible so happy our son got the opportunity to have this Kindy for his early years
- Felt very supported. Sending gratitude, Thank you.
- We are very lucky to have amazing educators and teachers at this kindy that are easily approachable and kind. My child has absolutely loved attending this kindy this year. The range of activities, learning methods and attention to the children has been excellent throughout the year.
- The Kindy is awesome , there whole set up Is incredible for kids learning at the younger age and the teachers really do care on a heart level about each student which is so important because they have a role where it influences your child's foundation for the rest of their life.
- We are blessed to have such a great kindy and loving caring teachers for this area. They also make all learning as fun as possible which is excellent for young kids. All these things helped my little one with feeling comfortable, make stronger social connections, enjoy own space, learn and grow is a positive way. Thankyou.
- My child loves going to Moonta Kindy and always comes home happy. The teachers are very enthusiastic and caring and have a good understanding of each child's needs and strengths.
- Moonta Kindy Staff have my absolute highest admirable Praise! I have chosen Moonta Kindy for all 5 of my children, based on their excellence in my own experiences, and my children's progress, throughout the ten years my children have been attending.
- My daughter loves this kindergarten the teacher are amazing.
- All my children have excelled socially and academically through direct support given and guided by Moonta kindy.
- I have found, my children are well supported throughout their individual learning experiences while with Moonta kindy.

Relevant history screening

At our site all staff and other persons identified by legislation or Departmental policy have been screened as per the screening and suitability Child safety policy. Employees and work experience are encouraged to apply for their new WWCC, 6 months before their current screening expires

Financial statement

Funding Source	Amount
Grants: State	\$503,394
Grants: Commonwealth	\$0
Parent Contributions	\$11,535
Other	\$0

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	This funding was put towards ECW staffing. This ensured quality teaching time at group time with support of an ECW.	Intentional teaching and high level immersion of literacy and numeracy within the kindy environment as well as planned group times. Our children benefit from another staff member to engage with them with their ongoing learning both intentional and child initiated.
Inclusive Education Support Program	Support was provided for one child for most of the year. A support worker was employed to assist with the child's learning and development.	Engage in activities that assist with social interactions and communication, including challenges with body language and verbal communication, reciprocal conversation, emotional and social reciprocity and managing structured parts of the kindy day. Begin to understand the daily routine through visual cues to reduce anxiety Communicate with educators and peers in guided and free interactions that develop social and communicative skills
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.