



PORT WAKEFIELD

KINDERGARTEN

Playing and Learning Together



Government of South Australia
Department for Education

Port Wakefield Kindergarten

2020 annual report to the community

Port Wakefield Kindergarten Number: 6629

Partnership: Lower Mid North

Signature

Preschool director:

Miss Chloe Stephens

Governing council chair:

Brett Dodd

Date of endorsement:

4 June 2021



Government
of South Australia
Department for Education

Context and highlights

Port Wakefield Kindergarten is a part time kindergarten located approximately 100km North of Adelaide. It offers a preschool program and occasional care. Preschool children attend two full days every week plus an additional three extra days per term. Occasional care is an integrated service for one morning per week. We also offer a playgroup session once a week for the Port Wakefield families and community. Port Wakefield Kindergarten is located alongside Port Wakefield Primary School.

This year has been a year like no other with the COVID-19 Global Pandemic. There were so many changes and adjustments that were made to ensure the year continued on as smoothly as possible for all. The children, families and community adapted to the 'new routine' of meeting at the gate in the mornings / afternoons and took the changes in their stride. Children had to say goodbye to their families at the gate and in doing so demonstrated so much resilience and independence. It was a huge learning experience for them. We did it! This is what we said to everyone at the end of the year, we survived 2020 and we couldn't be more proud of the children! They have all shown immense growth and in such a unique year still established secure relationships, friendships and the skills to become life long learners.

Some of the highlights for 2020 include;

- *Twilight preschool session; families invited to attend and positive feedback received by all
- *Special friends day
- *Continuity of Kick Start for Kids Breakfast program
- *Highly successful new playgroup with support from local health nurse
- *Sustainability and recycling focus
- *Extended transition program with the junior primary class at Port Wakefield Primary School
- *Government grant gave us the opportunity to upgrade our kitchen area and office
- *Sports Day with Port Wakefield Primary School

Governing council report

Port Wakefield Kindergarten Governing structure is amalgamated with Port Wakefield Primary School Governing Council. Please refer to Port Wakefield Primary School 2020 Annual report for Chairperson report.

Improvement planning - review and evaluate

This year we had one goal for our preschool improvement plan.

Goal: To increase children's capacity to successfully engage with the learning environment.

Challenge of Practice: If we implement a consistent, whole site-approach to supporting children and actively respond to them, then we will increase children's capacity to successfully engage with the learning environment.

Success criteria: children are engaging in the learning environment with peers and educators on a daily basis. Children are successfully accessing their own learning environment and their needs are being met. Children's level of involvement has increased as measured by data from the involvement scale of Reflect, Respect, Relate and through analysis of observations.

Actions:

We spent time as a team exploring the principals and practices of The Early Years Learning Framework.
We ensured educators were deliberate and purposeful in their actions.
Educators spent time focusing on understanding children's agency and promoting independence.
Educators encouraged children to have a voice, make their own choices and take responsibility
Together as a team we explored 9 of the involvement scale signals.
We worked with the Early Childhood Leader on documentation and looking at the HOW and WHY rather than the WHAT and IF

This work to be continued into 2021.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	8	7	7	7
2018	6	7	5	5
2019	7	9	8	9
2020	3	N/A	3	3

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.

Enrolment comment

We had 3 preschool enrolments this year. This is lower than normal but was expected. Whilst many families live in the local area, it is a transient population. 2020 and 2021 preschool enrolments are expected to be much lower but increase in 2022. We have worked closely with the local health nurse who also advised that there were a low number of families with preschool aged children in the local area.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	90.0%	94.3%	57.1%	85.7%
2018 centre	100.0%	78.6%	84.0%	96.0%
2019 centre	88.6%	92.6%	84.4%	79.6%
2020 centre	93.3%	N/A	80.0%	84%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

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

Attendances have been consistent across the year - in conjunction with COVID-19. Whilst preschool is not compulsory we do continually emphasise the importance of attendance to families to support their children's learning and development. We do this by formal and informal conversations, newsletters as well as providing articles for families to read. This also continued throughout the global pandemic. We contact families if their child is absent as well as encourage families to keep their child home if they are unwell. Due to the number of enrolments it also allows up to 'know' each child / family situation so we are able to explain the majority of attendance data.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
366 - Port Wakefield Primary School	66.0%	100.0%	83.3%	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 2020 collection.

Destination schools comment

Majority of preschool enrolments attend Port Wakefield Primary School. This year 100% of our preschool enrolments attended the primary school. During 2020, we have again worked closely with the junior primary class at Port Wakefield Primary School to develop an extended transition program to support continuity for children.

Client opinion summary

The feedback we have received has been positive again this year. We really value the feedback and the partnership we share with our families and community. Family opinion surveys were distributed and we received 80% of these back. This is slightly higher than our previous year. Due to the COVID-19 pandemic families were limited in their ability to come into the kindergarten this year. This meant we needed to reflect on our interactions and the ways in which we shared information with our families and wider community. Families were happy with the changes that were implemented and commented on how the educators adapted positively as the pandemic unfolded.

Quality of the teaching and learning

100% of data was strongly agree

Families agreed that their child receives high quality learning

Support of learning

94% of data was strongly agree

6% of data was agree

Families agreed that their child was motivated to learn and that their child has access to high quality materials and resources to help them learn

Relationships and communication

85% of families strongly agreed

15% of families agreed

Families agreed that the kindergarten helps with the development of personal and social skills

Leadership and decision making

100% of families strongly agreed

Families agreed that there is highly effective leadership within the kindergarten

Feedback comments include;

"Thank you all for being so positive at the gate each morning"

"I think we all learnt so much this year with COVID-19"

"My child has loved coming to kindy this year"

"Thanks for looking after my child"

"Thanks for your help"

"Fantastic work this year!"

"Thank you for helping my child this year"

"I have learnt so much this year with my child, thank you for taking the time to explain things to me"

Data was presented to the Governing Council. The data will be used for future planning in collaboration with educators, families and children.

Relevant history screening

Port Wakefield Kindergarten follows The Department for Education policies and procedures. Working with children checks are obtained for the necessary personnel at the kindergarten. An electronic database is kept with the records as well as a hard copy on site, this ensures that all relevant screening is kept up to date.

Financial statement

Funding Source	Amount
Grants: State	\$165,231
Grants: Commonwealth	\$0
Parent Contributions	\$1,129
Other	\$24,066

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 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	Ongoing as part of the Quality Improvement Plan. Literacy and Numeracy embedded in play and everyday experiences. Open ended play experiences.	Children engaged in uninterrupted play. Children engaging in critical and reflective thinking. Deep, purposeful, relevant learning.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Working closely with the Department for Education special educator, speech pathologist, behaviour coach and psychologist. Occupational therapist also had regular visits. One plans for children. SMARTAR goals for children.	Children's functional needs supported, SMARTAR goals achievable. Increase in speech and language development.
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.