



Riverton Kindergarten

2022 annual report to the community

Riverton Kindergarten Number: 6669

Partnership: Lower Mid North

Signature

Preschool director:

Mrs Melissa Sinkinson

Governing council chair:

Mrs Tayla Przibilla

Date of endorsement:

15 February 2023



Government
of South Australia
Department for Education

Context and highlights

In 2022, Riverton Kindergarten had 13 children enrolled in the Preschool program and approximately 39 children accessing our Rural Care program. Primarily, families were from the local Riverton district, with some from Auburn and many traveling some distance from farming areas. All eligible children in 2022 were entitled to 15 hours of preschool per week under the Universal Access Program.

We offered 5 full days per fortnight; Tuesday, Wednesday and every second Thursday. The Rural Care program is open Monday to Friday, 8:00 - 6:00pm, providing education and care to under school aged and school aged children. Our 2022 funding entitled us to a 0.8 Director (Cass Hellier term 1-3 and Mel Sinkinson term 4) for the Preschool and Rural Care program. The preschool staff consisted of a 0.6 teacher, Sue Murphy, the Director and Preschool Support Educator, Krystal Lines. The Preschool program was supported by regular relief educators where possible in the event of a staff absence.

The Rural Care program was staffed by various part time Rural Care workers throughout the year. The Rural Care program was supported by regular relievers to backfill short and long term staff absences. We continued our combined playgroup with Saddleworth Early Learning Centre in 2022. The Playgroup was run by our playgroup coordinator Tash Quinton. Tash provided fun educational experiences and created an environment where families felt comfortable, often referring to the small group as a family.

Highlights in 2022 included:

- Completing of our 5 year strategic plan
- The continuation of our partnerships with local schools and the local community
- The approval of our Reconciliation Action Plan

Governing council report

2022 started off a little challenging with Covid restrictions, but with the ease of those early on we had another fabulous year here at Riverton Kindergarten and Rural Care.

Cass Hellier had her hands full with both kindy students and a fully booked Rural Care service with an extensive waiting list.

A major achievement of the year was the finalisation of our 5 Year Strategic Plan. One of our strategic priorities is to support the growth of rural care through building extensions in order to meet the community's needs. Community survey results indicated that 100% of families not currently accessing rural care services would like to access care in Riverton if we were able to meet their needs. Almost 60% of all respondents are currently on the wait list.

Throughout the year, Cass continued to make our Quality Improvement Plan (QIP) a high priority, implementing numerous policies and procedures after careful analysis with staff and feedback/training. Governing Council have been delighted at the centres dedication too continual professional development with the focus of quality care and education. Some notable topics included aspects of the child protection curriculum, 'Eat a Rainbow', implementation of the Sick Children Flowchart for families and an excursion to The Valley's Kindergym.

We are so fortunate to have a kindy full of hands on staff who equally love the opportunity to explore and stretch the imagination of our smallest learners through play, cooking, making, gardening, library visits, exploring nature, cultural experiences and more. These experiences, I believe contribute to the overall happy and content nature of our site and the families that attend. While Cass rounded out the year early welcoming her first child, we had the pleasure of meeting Melissa Sinkinson who stepped in for the remainder of the year, whom we are lucky enough to be welcoming back for 2023. Mel is and will continue to be a great asset to our centre and the community with her fresh ideas and attention to detail.

Looking forward to another fantastic year ahead in 2023.

Preschool quality improvement planning

Goal: Children's ability to express themselves verbally will increase

Challenge of practice: If educators provoke communication through expansion, reflection and deconstruction, then children's ability to express themselves verbally will increase

Our 2022 PQIP has seen children:

- Increasingly use language and other forms of communication to express their ideas, thoughts, feelings and knowledge with growing confidence
- Using new vocabulary in different contexts to support their learning
- Confident to share and work with others to develop their ideas and knowledge
- Shown progress in their learning and development (as evident in our documentation).

Our 2022 PQIP has resulted in educators:

- Using the co-construction indicators during play with increasing confidence
- Using children's inquiry, project and re-launching strategies to focus children's progress toward the PQIP goal through insects
- Continue to work collaboratively to analyse children's learning progress across the preschool and rural care programs during programming meetings – held termly. Also the daily planning diary and mind mapping the program has helped educators to plan and articulate the planning cycle for each child.
- Using sign language as a tool to communicate with children on a daily basis

Our direction for next year is to continue the improvement of our practice to support children to express themselves verbally for a range of purposes. This will also support children's language development, increase their vocabulary and literacy skills.

Enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2019 | 12 | 11 | 13 | 14 |
| 2020 | 18 | N/A | 16 | 16 |
| 2021 | 15 | 14 | 15 | 15 |
| 2022 | 11 | 11 | 10 | 9 |

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 | 89.8% | 93.0% | 79.7% | 92.3% |
| 2020 centre | 89.8% | | 76.9% | 85.5% |
| 2021 centre | 89.3% | 87.1% | 87.3% | 85.9% |
| 2022 centre | 86.3% | 74.1% | 82.0% | 79% |
| 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 preschool enrolment numbers stayed relatively consistent in 2022, with 2 children leaving throughout the year for various reasons including relocation. Absences were followed up each day with families with text messages and phone calls home.

Destination schools

| Feeder Schools (Site number - Name) | 2019 | 2020 | 2021 | 2022 |
|-------------------------------------|-------|-------|-------|-------|
| 8496 - Horizon Christian School | 7.7% | 0.0% | 0.0% | 50.0% |
| 383 - Riverton Primary School | 76.9% | 93.3% | 80.0% | 50.0% |

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

8 children will begin their school journey at Riverton Primary School, 2 will attend Horizon Christian College and 1 child will remain at preschool in 2023.

Family opinion survey summary

Only 1 parent opinion survey was recorded for the 2022 preschool year with positive responses overall.

Relevant history screening

In 2022, all employees are required to have a Working with Children Check. Kindergarten funds have been used to obtain the clearance for our contracted personnel and the director filed copies of the checks for each staff member.

Financial statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | \$475,663 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$3,457 |
| Other | \$1,340 |

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 | Used to: Pay for professional learning/staffing: Music education strategy Keyword signing Support our PQIP goal around increasing children's ability to express themselves through the educator practice of co-construction. Purchase of resources to support educator and child learning | Children's ability to express themselves increased, educators practice has seen improvement. |
| Inclusive Education Support Program | Our IESP funding was used to support 3 children's speech and language. An ECW was hired for 6 hours a fortnight to support the speech programs provided by a speech pathologist. Three of these children were formally assessed this year. All have or had a delay in articulation of sounds to varying degrees of severity. | Children are receiving early intervention to ensure these articulation issues do not affect their learning skills in school – families have been supported to work on particular sounds at home and provided with resources. Speech referred children receive a handover transition report from the DfE speech pathologist. |
| 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.