



Greenwith Kindergarten 2019 annual report to the community



Government
of South Australia
Department for Education

Greenwith Kindergarten number: 4696

Partnership: Golden Way

Name of preschool director:

Annette Mazzeo

Name of preschool management committee chair:

Michelle Muggleton

Date of endorsement:

19th Feb 2020

Context and highlights

2019 we continued operating with 2 defined sessions and families and educators have adapted to this well. Continuity of learning for children we believe has greatly increased, as has the depth of the relationships between both educators and children and educators and families. This is now an embedded way of offering Preschool.

We continue to make changes that reflects our newer Philosophy and this has been strongly embraced by the Kindy community. Opportunities to engage in all weather learning and work with natural resources has continued and a much deeper commitment to our focus on sustainability has developed.

We also spent time this year reflecting on current practice, completing professional learning and looking for ways to embed into our environment and curriculum, an Aboriginal Perspective. We now have a 'yarning circle' in our inside area, have Aboriginal symbols that we use in children's art and to interpret work and we focus on the '8 Ways of Learning' with children on a daily basis. We continue to acknowledge the Kurna people everyday and take time to care for the beautiful Kurna land that our Kindy and community are built on.

We have had extremely strong support and involvement from families in our program this year and activities, special days, fund raisers and working bees have been well attended. We also began Creek Walks and had enormous volunteer support from our families to make them successful.

Our children transitioning to Greenwith Primary School had many planned opportunities to become familiar with the school environment and teachers. These included informal walks, visits to classrooms, morning sessions in classrooms, regularly visits and borrowing from the Resource Centre and attending assemblies. This year we presented singing items to two assemblies and our children showed great enthusiasm and confidence each time. The teachers on both sites held regular meetings and worked together to develop a sound practice for transition as well as to discuss individual children's needs in the process.

A stable educator team has enabled depth of planning and continuity of learning for children and families. There is a strong culture of 'being on the same page' at this site and this has strongly supported children and families. We were excited to learn that two of our contract educators, have now gained permanent positions at our site.

Report from the preschool management committee

2019 has been another successful year for the children, staff and parents at Greenwith Kindergarten. This year, several improvements were made to the Kindy. The Kindy were able to replace the inside seating with colourful and comfortable plastic chairs. Repairs have been made to the verandah which will hopefully prevent leaks and drips next winter. The indoor blinds have been replaced and repairs have been made to some of the outdoor wooden structures, During the summer holidays, the soft fall bark chips and the sand in the sandpit will also be replaced.

Our biggest fundraiser of the year was the annual Obstacle a thon, where approximately \$1700 was raised through a bake sale, raffle, donations and sponsorships. We have also conducted fundraising by selling Kyton's Hot Cross Buns and personalised Krazy Kamel tea towels, calenders and tote bags.

Our Governing Council team have supported the Kindy by assisting with Mother's Day and Father's Day gifts and helping out at the Obstacle a thon.

This year we also reviewed and updated several of the Kindy's policies, including the Medication Policy, First Aid, Risk Assessment, Critical Incident Policy, Invacuation/Lock in Policy, Evacuation From Site Policy and the Environmental and Sustainability Strategy.

Michelle Muggleton
Chairperson 2019

Quality improvement planning

Our focus in 2019 was to continue to take a narrow and deep approach to Assessment and Planning. Our rationale being if we can take really good quality observations of children, we will have good data to inform our programming and our Assessment and Reporting.

This year our Closure Days and educator planning meetings were focused on critically reflecting on we have seen and learnt about children's knowledge and skills. We have become more focused and intentional in our planning of opportunities to support children's inquiry, development and mastery of new knowledge and skills and to take new risks and be very independent in their play and managing their own learning.

Performance Development Sessions with individual educators, also tailored plans around this goal.

What have we achieved:

It is now an embedded practice of educators to observing children deeply in play and allowing their involvement to show us what they know/can do; what they want know more about and to make our decisions based on 'children's voices'. We have become better skilled in questioning and using inquiry and critical reflection to engage children's involvement.

There is a much longer term focus on our learning opportunities as children take us on a 'journey', tell us what they require from us, assist us to access new knowledge that supports and builds on their work. Learning opportunities planned are very open ended and focus on both individual and small group learning.

Educators are becoming better skilled at scaffolding the learning and developing opportunities in the learning as a result of understanding it better. We are co constructing and learning with children and are so very much more inspired, motivated and engaged. Children are displaying a greater sense of agency in their learning and educators are focused more on the 'what's next', in the moment and after in planning.

Parents have given feedback about the richness of the observations being shared of this pedagogy for learning and have been highly supportive. They have commented on appreciating how the curriculum is designed with a child's individual needs and skills in mind. "I always receive a fantastic visual display of my child's learning and development." (the reports) show that staff have gotten to know my child".

Our children have all shown great distance travelled in their learning from the start to the end of the year and this is evidenced in our ongoing Statements of Learning and the Numeracy and Literacy Indicators.

As a result of reviewing and reflecting on our work in 2019, our 2020 QIP has been developed with a focus on building richer opportunities in our program to increase children's understanding and use of mathematical language. We have a strong pedagogical framework that will support this learning throughout all learning opportunities.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	96	95	92	92
2017	93	94	89	85
2018	97	96	95	94
2019	94	94	88	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

Enrolments at our Kindergarten began high. We have had more families from outside the area wanting to enrol. They give the reasons as being our reputation for quality programs and close access to the Primary schools they wish to send their children to.

We did have more families leave for school mid year and several families move out of the area, which caused a decline in our numbers for Term 3 and 4.

We only picked up one new family mid year.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	99.2%	97.7%	97.4%	87.2%
2017 centre	98.3%	98.1%	97.0%	97.6%
2018 centre	97.1%	96.9%	97.5%	97.4%
2019 centre	98.7%	97.4%	98.2%	
2016 state	91.1%	89.0%	87.2%	87.5%
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%	

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.

Attendance comment

Our families attend regularly and show they value and are committed to the education their children are receiving.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
8226 - Golden Grove Lutheran Primary School	0.0%	3.0%	0.0%	0.0%
1858 - Greenwith Primary School	68.0%	71.0%	78.0%	79.3%
8421 - King's Baptist Grammar School	4.0%	0.0%	0.0%	0.0%
9757 - Our Lady of Hope School	17.0%	10.0%	13.0%	10.3%
8027 - Pedare Christian College:Junior Sch	3.0%	0.0%	3.0%	0.0%

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.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

Changes to the above information occurred in term 4. 2 children are now going to King's Baptist Grammar, 2 to Tyndale Christian School, 1 to Pedare Christian College and 1 to Golden grove Primary School. Many of these were late changes. these children were originally going to attend Greenwith Primary School.

As in previous years, the majority of our children continue to move onto the Greenwith Primary School. Our site has a sound 'Familiarisation to School' program with the school and parents value the across the year approach we take with the school teachers to transition children into the school environment.

Client opinion summary

We sent out surveys to all families, at different times during the 4 terms in 2019. Our survey focused on questions in 5 areas and responses from parents were given on a scale of 0-6. over a 1/3 of families responded.

The overall scale scores are below.

Customer Responsiveness: 5.8

Health, Safety, Nutrition: 5.8

Knowledge of the Child: 5.7

Program: 5.8

Staff: 5.8

Comments were sought about the quality of the program; the enrolment process; the play based programming that includes focuses on Numeracy, Literacy and Inquiry Based Learning.

"He's learning without knowing it!" "My child certainly has a stronger inquisitive nature after 3 terms at Kindy".

"Greenwith Kindy has created a lovely, caring environment for all children to succeed."

They strongly showed support for the programs provided, for the relationships between educators and children, for the strong focus on well being at the start of the year, the involvement with the school and how they believe our environment has supported children's learning.

Relevant history screening

Records are kept to ensure all educators have current screenings and checks.

Financial statement

	Funding Source	Amount
1.	Grants: State	621575.51
2.	Grants: Commonwealth	Nil
3.	Parent Contributions	29890.17
4.	Other	15339.31

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	See: Quality Improvement Plan report above. This plan has focused strongly on critical reflection that includes how observations are made in the Literacy and Numeracy areas.	Educators have greater depth of knowledge about the skills of children. The data in the Statement of learning for all shows growth.
Improved ECD and parenting outcomes (children's centres only)		
Improved outcomes for children with disabilities	20 children were identified across the year for regular 1/2 to 1 hr of preschool support. The areas included: speech and language and behaviour. Other areas of need included phonological awareness skills, social confidence, self regulation. In addition, 1 child received a regular 5 hours a week of support.	Children have made significant improvement in areas. Progress evident in later speech assessments & Statement of Learning reports.
Improved outcomes for non-English speaking children who received bilingual support		

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