



South Port Kindergarten

2020 annual report to the community

Seaford K-7 A Birth to Year 7 Campus Preschool Number: 3683

Partnership: River Hub

Signature

Preschool director:

Ms Bonnie Sibley

Governing council chair:

Mark Wooding

Date of endorsement:

17 February 2021



Government
of South Australia
Department for Education

Context and highlights

South Port Kindergarten (previously Seaford K-7 Campus Preschool) is situated near the southern beaches of Adelaide in the suburb of Port Noarlunga South. The kindergarten is on the same site as South Port Primary School, but is considered to be a standalone preschool. In 2020, as a full time centre, our enrolment numbers were capped at 70, operating 2 groups of children (a Monday/Tuesday group of up to 30 children and a Wednesday/Thursday group of up to 40). Children, in their eligible preschool year as a 4 year old, attended 2 full days and alternate Friday mornings -this providing their entitlement of 15 hours of preschool a week through Universal Access.

We share a joint Governing Council with South Port Primary School, although operating as 2 separate sites, and this has enabled the kindergarten and school to have a deeper understanding of each other's pedagogy and priorities. In 2020 there was much consultation with both the school and kindergarten communities re the change of name for our sites.

A well-attended and popular Family Connections Playgroup for local families ran in Term 1. We were unable to continue this for the remainder of the year due to COVID restrictions. We held five orientation sessions in Term 4 for 2021 enrolments.

In 2020 we built relationships with families through family conversations in Term 1, and established Class Dojo as a communication means for online learning at the end of Term 1 in response to COVID-19. We also provided take home kits to families at the beginning of Term 2 with further ideas to support home learning. In Term 3 we held Learning Conversations with families, which provided opportunities for reconnecting and sharing valuable information.

We were able to run our Musical Muscles program during Term 3 & 4. Kristie Fudge (DfE Music Strategy), visited to share music ideas, and we travelled to Hopgood Theatre to see a performance of Me and My Shadow by Patch Theatre. We began visiting the school library and reception classes to help children become familiar with the school learning environment.

Our educators participated in whole site training at Autism SA and Natureplay SA. The information accessed at both these days was invaluable, and provided opportunities for further discussions to enhance our pedagogy and practice.

Over the year we celebrated Harmony Day, Reconciliation, Book Week, and the end of the year. This year due to restrictions with families attending events, we shared our end of term celebration by filming the final session of our Musical Muscles program and sharing it via Class Dojo. We held individual and personalised farewells for children to finish their kindergarten year.

Governing council report

2020 the year that was....

During the last 12 months both campuses have had a fair bit to deal with regarding the COVID-19 pandemic, the on and off home schooling, large variances in student attendance, the ever- changing regulations, as well as the wellbeing of all the parents, caregivers, staff and students. Thank you to all involved.

Despite all the challenges of the year the Joint Governing Council continued to meet and support the work of the school. It wasn't always easy but we managed to keep everything moving forwards.

Towards the end of the year it was great to see excursions and school activities start up again, within new restrictions, but school life continued regardless. The Y6/7 graduation was evidence of this and it was so good to be able to send these children off to high school feeling celebrated.

It was Belinda's last year and we thank her for all her hard work over the past 6 years. The school has really grown in this time plus we have a new school and kindy name now (as of 1st January 2021). We have more trees around the site and the grounds definitely benefited from Belinda's care and consideration.

I am sure that 2021 will continue to throw up challenges we haven't anticipated as COVID-19 not gone anywhere, but the site is in a good place to be able to deal with whatever it is confronted by.

New leadership means we can start a new chapter in the site's history.

Mark Wooding
Chairperson

Improvement planning - review and evaluate

Our PQIP consisted of 3 goals:

Goal 1: To improve children's ability to communicate their needs through oral language.

Our challenge of practice was: If we maintain the focus on using language appropriate to purpose, children will be able to communicate their needs.

Actions: Children were identified through a speech and language screener and referred to Support Services after consultation with parents.

A 'literacy rich' learning environment for children was provided to improve language skills by exposing children to wider vocabularies and quality verbal interactions.

Videos were recorded to support RRR observations in relation to the Involvement scale, and children's oral language skills were observed as part of this.

Summary: Educators unanimously agreed that building relationships with children was a key factor in achieving growth in children's ability to communicate their needs through oral language. Children's independence grew over the year along with their skills in communication. This was evident in pedagogical documentation such as observations and learning stories. This, along with the RRR observations gave educators insight and a basis from which to target and further improve children's oral language.

Continuity with staffing, having smaller focus groups and using regular relievers has also helped children to feel comfortable and confident in communicating their needs.

After reflecting on the work we have done this year, we believe working on children's phonological awareness, syllables, and ability to hear rhyme will enhance their oral language and literacy skills. This will be the basis of one of our goals in 2021.

Goal 2: Improving the focus of Numeracy in Play

Challenge of practice: If we plan for both intentional teaching in small group times and ensure that numeracy is integrated within children's play, then we will improve children's numeracy skills.

Actions: Planning numeracy opportunities and experiences when planning for children's play - keeping this as part of the agenda for staff meetings.

Continue using the system devised for recording and documenting numeracy. ie. Recording children's observations against the Numeracy Indicators.

Summary: We reflected on what indicator to focus on, and chose the numeracy indicator 'I analyse, read and organise the data in my word' for the remainder of the year.

We programmed around book week, and collecting and recording data around the children's interest in the books, and other activities eg recording their favourite activity from Fun Fit day.

Training was held around the use of Respect, Reflect, Relate, the Involvement Scale was implemented, and a score was recorded.

Educators reflected on the 2020 PQIP. We discussed children's learning outcomes, and felt that although children have a good understanding of counting, they may not have a broader understanding of mathematical concepts. We will make numeracy our first goal in 2021.

Goal 3: Improving children's Learning Dispositions of persistence and a willingness to 'have a go'

Challenge of Practice: If we reinforce the idea to children that we need to practice in order to learn and that mistakes are a part of the learning process, then they will be encouraged to persist in their endeavours.

Actions: Educators used a scale to measure children's levels of persistence when reporting on children's progress in Term 2. This was revisited in term 4 to determine improvement.

Summary: Continuing to encourage these learning dispositions is something that is embedded in educator practice at our site. We drew more attention to using the language of persistence in Term 3.

Educators have a shared pedagogy about the importance of the disposition of persistence.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	58	55	54	60
2018	69	70	65	66
2019	62	64	58	60
2020	68	70	70	70

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

Over 2020, we began with 68 enrolments in Term 1 which then grew to 70 in Term 2, and remained consistent for the rest of the year. Our preschool groups consisted of 40 children attending on Mon/Tues for a total of 13 hours each week, and then an alternate Friday morning for 4 hours to make up 30 hours of preschool over a fortnight. The other group of 30 children attended on Wed/Thurs for 13 hours and alternate Friday mornings for 4 hours to once again make up 30 hours of preschool over a fortnight.

Although 3 children left for varying reasons in Term 3, these positions were filled by children moving from childcare settings. We maintained a small waiting list throughout Terms 3 & 4 which we were unable to fill due to our cap. These families were referred to other sites.

We were able to include two early entry children in our enrolments for 2020 who will continue in 2021.

Since 2017, there has been an increase in enrolments, perhaps reflecting the housing growth in our catchment area.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	87.9%	87.7%	86.3%	90.3%
2018 centre	95.6%	92.6%	85.8%	83.5%
2019 centre	90.1%	88.9%	90.4%	86.5%
2020 centre	92.1%	80.1%	88.4%	91.9%
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 remained relatively good all year despite the impact of COVID-19. The least amount of children attended in the last two weeks of Term 1 and the first four weeks in Term 2. This is evident in the Term 2 data which is slightly lower than the state percentage.

Some families engaged in online learning, but most returned to sessions on site by mid Term 2. There were two children who continued to stay away due to compromised immune systems in the family, and /or illness. Regular contact was maintained with families who chose to stay home.

Attendance on Fridays often appears lower as not as many children attend the shorter session. This is usually due to work commitments, and parents opt for a full day of childcare if they are unable to pick up their child during the day. Children were encouraged to attend when well, and our attendances remained consistently higher than the state percentage for the rest of the year.

All families are encouraged to send their children to kindergarten sessions, via DfE posters and newsletter inserts. Informal discussions are held with parents to discuss any reasons that may hinder attendance to preschool, and support is offered where possible

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
9756 - All Saints Catholic Primary School	29.0%	14.0%	23.4%	12.2%
313 - Old Noarlunga Primary School	9.0%	10.0%	10.6%	18.4%
1207 - Seaford K-7 Birth-Y7 Campus	48.0%	65.0%	53.2%	63.3%

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), Term3 2020 collection.

Destination schools comment

In 2020, a high number of children transitioned to South Port Primary School from our site. This drives the enthusiasm to continue to improve transition practices and sense of community between the kindergarten and school. There was a rise in children attending Old Noarlunga Primary School, which became the second highest destination school.

Some families changed their choice of prospective school later in the year, either due to being unable to go to their school of choice, or due to family circumstances. This is not reflected in the data, as a total of 11 schools were chosen by families. 57 children transitioned to DfE schools in 2020, while a total of 13 transitioned to private schools.

Client opinion summary

Four parents responded to the survey, and the majority of the responses from our survey were positive. As parents were unable to have the same access to the kindergarten environment that they were in prior years due to COVID-19, there were a few responses that were neutral or disagreed with statements referring to parent involvement and contribution to children's learning. This is an important consideration for educators in reflecting on alternative ways to communicate and provide this information in 2021.

The majority of parents felt they were happy with decision making processes and leadership of the preschool. One parent felt they weren't given opportunities to be involved in their child's preschool education/activities or Governing Council and made a suggestion that they would have got more involved if there had been a smaller kindy-only sub-committee.

The four parents who responded agreed with the majority of the statements in relation to the support of learning at our preschool. Positive comments were:

"Obviously this has been a different and challenging year for everyone, however the staff have engaged my son and worked with me to help him grow in self-confidence. They have maintained open communication with me when required during this period."

Parents agreed that they felt welcome at our site, and comfortable to talk with educators about their child, however, they felt the variety of communication could be improved.

"Because of the challenges we have faced this year with Covid, it has been difficult to receive the same level of communication or involvement in kindy activities. This is no fault of the kindy, but rather the current world circumstances. The kindy is managing this as best they can given the difficulties they face."

Parent's entries suggested that they agreed or strongly agreed with the statement that their children receive high quality teaching at our preschool, and they were positive about the learning environment and information about the programme. One parent commented that the way the staff welcome her son helps him to "feel confident."

Relevant history screening

All staff have a personal file which includes documentation of all their necessary certificates and clearances.

The Director, as the site leader, ensures compliance through verifying relevant history screening by:

- Sighting and recording clearance information of all DfE employees
- Sighting and maintaining clearance copies for first time visiting students, NDIS and Health personnel
- Sighting and recording clearance information for site employed contractors

Financial statement

Funding Source	Amount
Grants: State	\$23,644
Grants: Commonwealth	\$0
Parent Contributions	\$26,676
Other	\$0

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	Educators attended a Nature Play PD session at Wittunga developing skills in teaching numeracy and literacy through nature play. A range of picture, non-fiction and big books were added to our resources to increase children's exposure to vocabulary and literacy materials including mathematical literacy.	Children were engaged in using more oral language (a PQIP goal) including numeracy ideas through nature play and intentional teaching.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Funding for preschool support was allocated each term (and often adjusted during the term to enable further support for children identified as needing additional support) Further funds were allocated to support additional children in Term 3 & 4 after a review of our IESP grant. In all, 14 children were supported.	Funding improved children's ability to access the learning program by supporting communication, social skills and transition.
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.