



South Port Kindergarten

2021 annual report to the community

South Port Kindergarten Number: 3683

Partnership: River Hub

Signature

Preschool director:

Miss Carly Smith

Governing council chair:

Mark Wooding

Date of endorsement:

10 December 2021



Government
of South Australia
Department for Education

Context and highlights

South Port Kindergarten is situated near the southern beaches of Adelaide in the suburb of Port Noarlunga South. Our kindergarten is set amongst a range of sporting facilities, and is walking distance to the beach, and the community hub at Seaford Meadows. Our catchment area consists of Seaford Meadows, Port Noarlunga South, Old Noarlunga and a small section of Seaford. Our site was previously known as Seaford K-7 Campus Preschool.

In 2021, as a full-time centre, our enrolment numbers are 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.

The kindergarten is on the same campus as South Port Primary School, but is considered a standalone preschool. Being situated on one site enables a strong partnership with the school, including a joint Governing Council. We are able to access school facilities such as the library, playground, oval, and have regular classroom visits with the reception classes in the latter part of the year. The kindergarten shares a boundary with the junior primary nature play area, which allows children to talk to siblings and friends during play time.

Governing council report

2021 the end of an era,

During the name changing process of both campuses the education department advised the joint governing council members of the primary school and kindergarten, that they should be separated, reasons too big for this report, and from 2022 form their own councils. So, this will be the last Joint report. Having said that we must try and continue the great relationship between the two sights as it benefits all those with in.

In 2021 we welcomed the new director to the kindy, Carly Smith and with her staff they have continued to grow and develop the sight with the help from fundraising through Fun Fit Day and grants, they have added shade sails and blinds also painted the veranda. The children also have been able to do off site activities which included, local beach trips and visits to the Hop Good Theatre.

South Port Primary School has over the year has continued with the rebranding of the school and developed a new logo, school colours and with that web sites and uniforms that are well underway, also the school underwent an External School Review which we came out of with more smiles than frowns giving the school good guideline to follow. which will only improve the sight. With much pushing of contractors, the school has revamped the area by the old canteen, got new fences and much improved the looks with upgrading the font garden areas.

Finally, we must wish all those students who are graduating from both South Port Kindergarten and South Port Primary School (by the sounds of it have a great last couple of weeks), all the best in their next level of studies and for their future, and the staff that are leaving the same.

Mark Wooding
Chairperson

Preschool quality improvement planning

Goal 1: To increase children's ability to use mathematical language in relation to measuring and comparing their world.

Challenge of practice: If we develop our understandings of the numeracy indicator 'I measure and compare my world' and provide an environment rich in opportunities to explore, notice and describe all attributes of measurement in the kindergarten's learning environments, then we will improve children's understanding and use of measurement and comparative language.

Outcomes: Educators developed their understanding of the numeracy indicator 'I measure and compare my world' through professional development and collaboration. Through intentional programming and planning, and knowledge of children, educators have been explicitly teaching measurement and vocabulary through play, using strategies outlined in the numeracy guidebooks. Intentional setting up of the environment has supported children to self-initiate mathematical play opportunities and provoke rich language and wonderings. As an outcome of these actions, educators have noticed an increase in children's mathematical language in relation to measuring and comparing their world.

Goal 2: To support children's increasing capacity to respond to sounds, patterns and words in speech and language.

Challenge of practice: If we implement a consistent and whole-site approach to supporting children in responding to sounds, patterns and words in speech and language, then we will improve children's phonological awareness, sense of rhyme and vocabulary.

Outcomes: Staff embedded opportunities within daily curriculum around phonological awareness, such as through transitions, songs and singing, rhyme, word of the week, and during shared reading with children. Educators engaged in professional development and collaboration, including book making PD and unpacking literacy guidebook strategies, which strengthened educator's literacy knowledge and planning and programming. Through these actions, educators noticed children developing increased understanding of phonological awareness, sense of rhyme and vocabulary.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	69	70	65	66
2019	63	64	58	60
2020	69	71	70	70
2021	61	67	60	65

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
2018 centre	95.6%	92.6%	85.8%	83.5%
2019 centre	90.2%	88.9%	90.4%	86.5%
2020 centre	92.1%	80.2%	88.4%	91.1%
2021 centre	93.5%	83.9%	87.5%	88.1%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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. Attendance on Fridays (8.30am till 12.30pm) 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. To support attendance on Fridays, we utilised using school facilities and promoted this to families. All families are encouraged to send their children to kindergarten sessions, via DfE posters and newsletter inserts. If children are away, staff follow up via text/ phone. 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)	2018	2019	2020	2021
9756 - All Saints Catholic Primary School	14.0%	23.4%	12.2%	17.0%
313 - Old Noarlunga Primary School	10.0%	10.6%	18.4%	4.3%
1207 - South Port Primary School	65.0%	53.2%	63.3%	72.3%

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), Term 3 2021 collection.

Destination schools comment

Children at our site moved to 8 different schools, both public and private, all over Southern Adelaide region:

South Port Primary School: 39
Old Noarlunga Primary School: 2
McLaren Vale Primary School: 4
Christie Downs Primary school: 1
Port Noarlunga Primary School: 1
All Saints Catholic School: 8
Tatachilla Lutheran College: 1
Sunrise Christian School Marion: 1

In 2021, 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. The majority of children transitioned to DfE schools in 2021, while a total of 10 transitioned to private schools.

Family opinion survey summary

Overall, the responses have been very positive and have provided us with feedback on ways in which we can continue to grow and develop our service. Majority of the families who responded to the survey agreed or strongly agreed with the questions asked in the 4 question groups. A total of 27 responses were received.

Quality of teaching and learning: Majority strongly agreed and agreed with all questions asked. Example of family comments on Quality of Teaching and learning

"Everyone is so friendly, and we have loved this kindergarten"

"Thankful for the time they have spent assistant my child with their language development and for the feedback I have received regarding their development and year at kindy."

"With covid restrictions and working part-time it's actually hard to answer these questions. I don't get to go into the kindy to actually witness or see what happens."

Support of learning: Majority strongly agreed and agreed with all the questions asked. Example of family comments on Support of learning

"This kindy has been so understanding and supportive with my daughter's special needs especially since she previously had never been left with anyone. They always made her feel welcome, included and wanted. I'm so grateful she got to go to South Port Kindy."

Relationships and Communication: Majority strongly agreed & agreed with all the questions asked. Example of family comments on Relationships and Communication

"I love that Facebook group was set up so I can see the progress and fun times my daughter has."

"Covid has made drop off and pick up less personal. But there are still opportunities at times to chat with educators which I am thankful for."

"Class dojo may be helpful for communication."

Leadership and Decision making: Majority agreed with all questions asked. Example of family comments on Leadership and decision making;

"My child is always enthusiastic about attending this preschool. That to me means they are doing things right. I have nothing but good to say."

"It's fantastic pre school and the teachers are outstanding they go about and beyond for t

Relevant history screening

All staff have a personal file which includes documentation of all their necessary qualifications 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	\$30,000
Grants: Commonwealth	\$0
Parent Contributions	\$31,207
Other	\$1,215

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 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	All educators attended Book Making Professional Development Term 3, developing skills in teaching literacy using book making strategies. Resources purchased: books, sand pit measurement toys, natural building blocks, large block trolley and sorting trays. As per PQIP, strong focus on vocabulary around measurement and comparing; and children responding to sounds, patterns and words in speech.	Educators literacy knowledge deepened, developing skills in teaching literacy through book making strategies, resulting in improved literacy learning outcomes for children. Ad
Inclusive Education Support Program	Funding for preschool support was allocated each term. IESP adjustment of 10 hours in Term 4 to support a child 1:1. In all, 12 children were supported. Outcomes achieved Funding improved children's ability to access the learning program by supporting children's barriers to learning and functional needs.	All children receiving support have a OnePlan and some children have an individual speech and language program, supported by SSS speech pathologist. All children have made pro
Improved outcomes for non-English speaking children who received bilingual support	not applicable as no bilingual support	not applicable as no 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.