



Victor Harbor Community Kindergarten

2021 annual report to the community

Victor Harbor Community Kindergarten Number: 3696

Partnership: Fleurieu

Signature

Preschool director:

Miss Jo-Anne Peat

Governing council chair:

Tammy Simon

Date of endorsement:

25 February 2022



Government
of South Australia
Department for Education

Context and highlights

Victor Harbor Community Kindergarten is a stand-alone centre with a site capacity for 45 children per session. Most children attend 2 full days Monday and Tuesday or Wednesday and Thursday and alternate Friday mornings which equates to 15 hrs per week. The centre is staffed by 2 permanent full-time staff - Director and ECW and 2 0.5 teachers, with an additional 0.6 Teacher. In 2022 we will have two teachers that will be working .6 and a new graduate working .5.

The centre also has, "Learning Together at Home" outreach service and the regional "Family Day Care" Office on site.

Preschool children can access the School bus which drops off and picks up at the kindergarten to provide access to children in isolated areas on the Fleurieu and also taking to and from Victor Harbor R-7 school. The kindergarten has a close affinity with the local environment and engages in environmental awareness programs in relation to the coast and local bush land. There are links with local community child care centre and primary schools which support community partnerships and smooth transitions. The kindergarten accesses the local Library through walks to participate in literacy programs. Opportunities are also available to connect with the local High school through visits and work experience student programs.

We have 4 Pupil-free days a year for staff training. We are open during School Terms only.

This year the Kindergarten Community agreed on building a new nature playground facility to enhance children's gross motor skills and Inquiry Learning. We worked closely with our Governing Council members, families and also children to come up with a new playground design. Due to covid and delays with the building industry, work on the playground wasn't able to start but we're looking forward to a new playground in 2022.

The Director worked with staff, Children, families and the Governing Council to design a new logo for the kindergarten that was more meaningful to the kindergarten, staff, children, families and wider community. The logo was approved by the Department in late Term four 2021 and new uniforms including a change of colour to navy will be ready for the new kindergarten children starting in 2022.

Governing council report

Governing Council would like to thank all the Staff, Parents and Caregivers for working together to navigate through some challenging and uncertain times this year to make this a successful year of learning for all our children. In Governing Council, we have reviewed and updated the Kindy safety policies.

We have sought parent feedback and approved a change in Kindy starting times to be implemented in 2022. We have spent time discussing ideas for a new nature playground outdoor space. After working in consultation with the department, planning advisors and feedback from families, we are excited by the final design and how this will benefit future students attending Victor Harbor Kindy.

Staff have shared with Governing Council their Quality Improvement Plans and the steps they have taken throughout the year to improve their performance to deliver quality education. A focus area was in numeracy. From this we have seen some positive results in student understanding, confidence and engagement with numeracy in everyday contexts.

Staff have also worked with the students to redesign a new logo that reflects what respect means to them. It has been a busy year full of site improvements and growth in quality teaching practices that would not have been possible without the dedication shown by all Victor Harbor Kindergarten staff.

Preschool quality improvement planning

In 2021 the Kindergarten had two goals. The first goal was focused on number and the second goal is a goal that built on the previous years goal. It was continued on from 2021 to embed Inquiry Learning into the Kindergarten.

Goal 1: To enhance children's understanding of number. Challenge of Practice: If we develop all educators' numeracy knowledge and understanding, with a particular focus on 'number' and the Numeracy indicator 'I quantify my world', then children's understanding of number will be enhanced. Success Criteria: Through Pedagogical Documentation we will see children subsisting, using numbers and repeat sequences of numbers.

As the year progressed we saw Educators become more confident to teach Number and document their findings. Children also became more confident with counting, subitising and using number in their play. Families also communicated to us that they noticed that their children were using numbers more at home and using correct mathematical terminology. Our initial and final data showed growth in children's understanding of number.

Goal 2: To support children to develop a disposition of curiosity, and the capacity to express their ideas and thinking to extend their own and others' understandings. Challenge of Practice: If we improve all educators' understanding of and ability to implement an inquiry approach to teaching and learning, then children will be supported to develop a disposition of curiosity, and the capacity to express their ideas and thinking to extend their own and others' understandings. Success Criteria: Children are participating in inquiry based learning to investigate, imagine and explore ideas, and express their ideas in various ways (eg verbally, through drawing and writing.) Evidence from pedagogical documentation demonstrates this.

Staff have become much more confident at working with individual and groups of children to embed inquiry learning into the kindergarten. Children's learning has become made more visible and you can see it displayed on the inquiry board in or in children's journals. Inquiry is now embed at Victor Harbor Community Kindergarten and all staff will continue to incorporate inquiry learning into children's learning.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	67	69	65	65
2019	61	65	64	63
2020	73	N/A	68	69
2021	53	56	57	57

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	89.7%	80.9%	85.5%	83.3%
2019 centre	91.4%	87.4%	87.4%	89.9%
2020 centre	90.9%		89.1%	91.0%
2021 centre	87.1%	74.6%	88.6%	79.6%
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

This year due to Covid, our attendance has been a little bit lower than the last few years. Due to Covid lots of families kept their children at home due to sickness or symptoms. We also had several families who did not send their children for long periods of time due to personal and family reasons. These families were contacted on a regular basis, to check on the child and families wellbeing.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
9012 - Encounter Lutheran College	9.0%	1.8%	8.3%	6.0%
9412 - Investigator College	3.0%	10.9%	1.7%	4.0%
453 - Victor Harbor Primary School	85.0%	85.5%	90.0%	86.0%

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 2021 collection.

Destination schools comment

The majority of our children will attend the local Department for Education Primary School, Victor Harbor Primary School. A small number of children will either attend Encounter Lutheran or Investigator College. This year we have several children that will attend Port Elliot Primary School.

Family opinion survey summary

We had around 22 families complete the survey this year, which was pleasing to see. This is higher than previous years. The results were positive with a few areas to work on. These were mainly due to issues around Covid and families not being able to enter the kindergarten. As a team we will reflect on the feedback and implement changes where required. The following are some of the comments we received from families.

Overall happy with how my daughter has started to come out of her shell since starting at this kindy. She had a shaky beginning, super worried. She is now not afraid to be around the other children and staff like she used to be. Thank you :)

The preschool is fantastic. My child is loving their time at the school and has made excellent progress. While my child excels in many areas they skipped over a bit of the basics. This was picked up on straight away and a plan was made and implemented to help them get back on track prior to the start of school next year. I highly recommend this preschool to others in the area.

With my fourth child currently attending the Kindergarten, I have nothing but high praise for the educators (some that have seen all my children through kindy!) The kindergarten itself is always the out fully laid out and tables and corners set up with interesting, creative, educational, invitations to play. My children have loved their year at kindergarten. I feel this current year, that there has been an increase in learning, particularly in numeracy, which is obvious to us all at home. Overall, very satisfied with our experience for both the children and as parents. Thank you!

Relevant history screening

All staff are up to date with their screening history and update them as required. A folder is kept for all relief staff's information/documentation and checked regularly to make sure that all documentation is up to date.

Financial statement

Funding Source	Amount
Grants: State	\$55,542,858
Grants: Commonwealth	\$0
Parent Contributions	\$3,662,125
Other	\$0

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	Two staff members attended the ORBIS training through the Department for Education. They were able to share their learning with other staff and implement changes in the Kindergarten to improve learning for children. Two staff were also enrolled in a Kath Murdoch, Inquiry Learning training. Unfortunately this was rescheduled for 2022 due to COVID-19. Several staff were also involved in Numeracy PLC with other schools and kindergartens in our Partnership.	Numeracy learning was a standout for the Kindergarten in 2021. Staff became more confident in teaching Numeracy and children were more confident with Numeracy.
Inclusive Education Support Program	Two ECW's were employed this year to work with children with additional needs. We had several children who required extensive adjustments of 8 hours or more. They had consistent 1:1 support with an ECW. We had a large number of children requiring speech and language support across both groups. An ECW worked 1:1 with this children to improve their speech and language. Small groups were 4 also run to support children's literacy and Numeracy skills.	Some children were able to cease speech and language support at the end of the year. Several children transitioned to Primary School with support in place.
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.