



Meadows & Districts Kindergarten

2020 annual report to the community

Meadows & Districts Kindergarten Number: 4678

Partnership: Heysen

Signature

Preschool director:

Mrs Meagan Wynne

Governing council chair:

Michelle Sawtell

Date of endorsement:

6 April 2021



Government
of South Australia
Department for Education

Context and highlights

This year we:

- experienced a change in directorship, Meagan returning from maternity leave and Sue continuing as our teacher
- Had some children leave us in the middle of the year due to the implementation of the state-wide 'No Jab No Play' policy
- continued to reflect children's voice within the program through additional Leading Learning program input and learning experience reflection with children
- had a strong learning focus on building and recognising children's emerging literacy and numeracy skills
- continued to encourage children to set and reflect on their own learning goals throughout the year
- continued with our learning plan while experiencing an unprecedented global health crisis

I would like to personally thank all of the educators, Governing Council members, families, and children for being so flexible and accommodating during this year of change and learning.

COVID-19 had a great effect on the way the the kindergarten program has traditionally been implemented. This included modifying the way we taught the curriculum so that it could be delivered both onsite and to the children who were learning from home. Despite these challenges, children were still offered a holistic, play based and community focused learning curriculum, that was focussed on the learning needs, strengths and interests of the group and of individual children. Children were able to develop an increasing awareness of themselves as individual learners and as members of their local community and become a members of a group who actively strives to be safe, fair and respectful in their interactions with others.

Our achievements and highlights of the year include:

- the tireless efforts of the Governing Council and staff team to install a new cubby and boat into the outdoor learning space
- the implementation of the at home learning bags, which were a successful method of continuing children's learning throughout the disruptions during year. The learning bags were a great tool for making learning visible to children and families
- we able to still hold our annual Art Show, with adherence to sate-wide COVID restrictions

Meagan Wynne
Director

Governing council report

This year started well with a well-attended AGM and formed 2020 Governing Council with both new and returning parents from both Kindy and Occasional Care.

2020 came with many obstacles and restrictions causing us to cancel the majority of events and Playgroup, but with amazing adaptation and resilience the governing council and Kindergarten Staff continued to meet via Zoom meetings and with generous donations by both Families and Businesses were able to run two raffles for this year, and have Fundraising events planned for 2021.

Term 2 Raffle raised just over \$800 dollars which is being used to build a new boat and outdoor area, Art show went ahead successfully utilising eventbrite and adhering to Covid -19 restrictions so all parents were able to see and purchase their child's Artwork.

Governing council also Motioned for Facilities Grant to be used for Outdoor Blinds, Doorbell System, New Air conditioner unit and indoor paint work to be cared out at an appropriate time.

I would like to thank the members of the Governing Council for their hard work and dedication in a very trying year, Lauren, Elise, Meegan, Grace, Emily, Nicole, Chloe and Tara thank you for your adaptability and input to make this year still very successful.

To the Amazing staff Meagan, Sue, Robyn, Liv, Rebecca & Rachel, this year saw you have to adapt and change curriculum with very little notice in an unprecedented time, the changes that were needed to be made to keep our children safe were made swiftly and respectfully. Utilising learning from home bags, Face time and Zoom children-maintained contact with educators and became independent at drop off and pick up times in the Kindergarten setting. Parents were kept involved and informed via Text messages and Facebook page. Thank you for hard work, passion and dedication to our Children.

Michelle Sawtell

Improvement planning - review and evaluate

Our Quality Improvement Plan goal was to strengthen children's understanding of the Literacy and Numeracy learning processes to support their articulation and expression of their Literacy and Numeracy knowledge and ideas, through intentional teaching.

We aimed to achieve this by:

- Defining Numeracy and Literacy processes and the processes we focused on as a whole team. Recording this shared understanding in floor book, with photos and comments about children demonstrating the specific processes.
- During programming, one Numeracy learning process was identified to be intentionally taught with play based learning experiences for fortnightly program. New Literacy learning processes were chosen each month.
- Children's use and understanding of Literacy and Numeracy concepts was made visible to the child and their families through recording and labeling child's learning in the floor book, displays, photos Learning Journals, and via text messages to families.
- Reviewing prior and post knowledge. Gathered prior knowledge from families, recorded observations on grid, in photos and videos. Analysis was made of observations against Literacy & Numeracy indicators, then recorded in floor book and Learning Journals.

By the end of the year most of children were able to:

- use and name the Numeracy learning processes they are engaging in, incidentally during play and/or during intentionally teaching learning experiences.

Evidence was demonstrated through pedagogical reflection of children's conversation and play, and documented in the floor book, in the child's Learning Journal and in reports to families.

- both use and verbally recognise how they are using the Literacy learning processes.

Evidence was demonstrated through pedagogical reflection of children's conversation and play, and documented in the floor book, in the child's Learning Journal and in reports to families.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	40	39	39	40
2018	26	27	27	26
2019	26	25	26	25
2020	26	N/A	25	23

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

Enrolments have varied across the year.

- Three children left part way through the year, in week 3 of term 3, when the state-wide 'No Jab No Play' policy was implemented.
- One child enrolled and attended for a short period of time before family circumstances changed and they moved out of the area.
- One child was unable to attend on the alternate Thursdays due to family work commitments and inability to access suitable childcare.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	95.5%	91.2%	91.7%	95.5%
2018 centre	93.1%	92.5%	91.7%	88.0%
2019 centre	86.8%	84.7%	88.4%	94.4%
2020 centre	89.1%	N/A	91.1%	94%
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

We continued as a part time centre this year. The children attended kindergarten over a fortnightly pattern of Tuesdays and Wednesdays on odd weeks, then Tuesday, Wednesdays and Thursdays on even weeks of the term.

- Some families chose to keep their children home during the last 2 weeks of Term 2 due to the COVID-19 outbreak and state restrictions. Educators connected with these children via Zoom, and supplied them with at home learning bags that were filled with learning activities and materials the children could complete with their families.
- There was another short program interruption due to a COVID lockdown in week 6 of term 4. After a one day site closure, majority of the children returned in week 8, with those staying home only staying home due to illness.
- One child has had consistent absences due to health and family reasons.
- The above enrolment percentage was based on attendance data from weeks 1-8 (week 9 was N/A at the time of writing) in term 4.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
418 - Eastern Fleurieu Strath R-6 Campus	0.0%	0.0%	0.0%	4.4%
239 - Macclesfield Primary School	13.0%	16.0%	26.3%	17.4%
252 - Meadows Primary School	86.0%	58.0%	68.4%	78.3%

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 2020 collection.

Destination schools comment

Majority of our preschool enrolments record Meadows Primary School as their intended school. Meadows Kindergarten and Primary School have ongoing site visits throughout the year to support all children in their transition from the preschool program to school curriculum.

- 19 children intend to attend Meadows Primary School in 2021. These children completed a three day transition program in term 4 2020.
- 2 children intend to attend Macclesfield Primary School in 2021. These children completed a three day transition program in term 4 2020.
- 1 child intends to attend Mt Compass Area School in 2021. This child has completed a negotiated transition program in term 4 2020, as the original transition program was disrupted due to the COVID circuit breaker.

Client opinion summary

9 of the 23 attending families completed the annual parent opinion survey.

90% agreed/strongly agreed that their child received high quality teaching in an excellent learning environment with enthusiastic teachers that make learning enjoyable. All families agreed that there is an expectation that children will learn, however one participant wasn't satisfied with the program offered for their child.

100% agreed/strongly agreed that teachers provided support when their child needed it, and that children knew expectations of behaviour, were treated fairly in a safe and secure environment where they have access to quality materials and resources for learning. One participant felt that preschool did not have information available about other support agencies within the community.

100% agreed/strongly agreed to feeling welcome at our kindergarten and comfortable to approach teachers to discuss their child's progress. One participant had neutral responses regarding communication and families feeling informed about their child and how to be involved.

100% Agreed/strongly agreed to the majority of the questions indicating that families believe the site is well organised and have confidence in how the site is managed. Also, that there is effective educational leadership and we are always looking for ways to improve.

Comments

'This is my second child to attend Meadows Kindergarten and both totally different children. They have done such a wonderful job to make them comfortable and feel valued. Very happy.'

'Can't fault anything the teaching staff have done this year. My son loves going to kindy and I have no doubt that the environment the teachers create is the reason why.'

'Teachers and supports are dedicated to the children and have worked with the best they got during this pandemic'

'We're so thrilled to have chosen Meadows Kindy for our boys. The teachers are all amazing.'

Relevant history screening

All contract and temporary staff must have valid clearance on their current Authority to Teach/Work letter from DfE. Our regular volunteer, Hilary has up to date Working with Children screening.

Financial statement

Funding Source	Amount
Grants: State	\$271,022
Grants: Commonwealth	\$0
Parent Contributions	\$12,480
Other	\$813

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	Funds were used to organise and update literacy and numeracy resources. New resources were identified and purchased, then used as part of intentional teaching in our learning program. At home learning bag were created with activities and supplies for children to continue learning at home with families throughout COVID	Children engaged wider range of books and learning experiences, developing their interest and skills in Literacy and Numeracy. Families
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Support was funded through the \$5,060.00 IESP grant the site received. Five children were identified as requiring additional support. Angela, our preschool support ECW, quickly developed strong relationships with these children, which resulted in all the children engaging fully in their programs and made progress.	Improved speech, language, comprehension, social skills development, separation anxiety development and toileting outcomes. Support pro
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.