



Madge Sexton Kindergarten

2020 annual report to the community

Madge Sexton Kindergarten Number: 3647

Partnership: Sea & Vines

Signature

Preschool director:

Mrs Tennille Langeluddecke

Governing council chair:

Mrs Renee Taylor

Date of endorsement:

15 February 2021



Government
of South Australia
Department for Education

Context and highlights

A permanent teacher was placed at Madge Sexton Kindergarten (MSK) at the beginning of 2020, she decided to move sites in term 3 and another teacher was then placed. Through these constant staff changes we continued to work hard to ensure consistent for all children as we strived to support children in developing to their full potential. MSK educators hold a shared vision of providing a place where every child is valued as competent and capable citizens with rights. During term 4 we were able to advertise a permanent teaching position, the process securing an amazingly dedicated and professional educator.

An interesting year for our Governing Council Committee members, who supported the staff team through the constant changes that COVID-19 delivered! Although COVID-19 impacted on fundraising, with the support of staff and families they managed to raise \$5,072. Committee members supported educators to review and update policies.

We continued to deepen our understanding of pedagogical documentation (PedDoc) through professional mentoring conversations with Associate Professor Alma Fleet. This continued to transform the way we work with children, document their learning and foster self-agency. MSK continued work in the Sea and Vines Partnership in a variety of ways to advocate for the competent and capable child with rights and continuity of learning for children with a B-12 focus.

During the second half of the year we regularly engaged with the MVPS year 7 students with the intent of supporting children with their transition to school through engaging in “school” spaces and structures and the formation of relationships, this resulted in a very successful transition to school.

Implementation of our assessment and reporting practices including: the continuation of Individual Learning Plans and conversations; the use of SeeSaw to share children’s learning through play with families; Sharing of PedDoc and End of Year Learning Statements.

We found it more challenging to engage families in the learning program due to them not being able to enter the grounds for a large portion of the kindy year due to COVID-19. We managed to hold an Open Morning for each group during Term 1, a staggered Art Exhibition and Graduation during Term 4.

Governing council report

The 2020 kindy year started with excitement amongst the children, staff and parents / carers, all looking forward to what the year would bring and the journey ahead.

The Governing Council was wonderfully represented by enthusiastic and generous people willing to give up their time to support the staff and the wider kindy community. A sense of humour and the ability to adapt are key characteristics of the 2020 Governing Council. I would like to take this moment to acknowledge their support and thank each member for their contribution over the year.

At times we felt like netballers, constantly pivoting! The advice and changes in response to the COVID-19 pandemic kept staff and parents / carers busy, but the Madge Sexton philosophy continued to shine.

Being on Governing Council and even more so during a global pandemic gave a great insight into the work and consideration that goes into running a kindergarten. We are so fortunate to have kind, considerate, passionate, and dedicated staff who seek to enhance the learning environment and have the children, and their families, at the centre of all they do.

I would like to take this opportunity, on behalf of the 2020 families to say thank you to the Madge Sexton Kindergarten staff for their commitment to the children and families through what has been a memorable year in so many ways – one that presented many challenges, but also many opportunities to do things differently and innovatively.

We shouldn’t underestimate the importance of the children being the centre of their learning. Each year at Madge Sexton will be different as the children will have different interests, experiences and expectations. Our job as the governing council representatives and as parents and carers is to guide, support and enable the children on their journey.

Looking around the kindy and it is evident to see that Madge Sexton Kindergarten is a place of growth, fun, and empowerment.

To the incoming governing council of 2021, we wish you the best of luck and success for a fantastic year ahead.

“...the aims of education are to enable students to understand the world around them and the talents within them so that they can become fulfilled individuals and active, compassionate citizens.”

Sir Ken Robinson

Improvement planning - review and evaluate

Reflecting on our 2020 Preschool Quality Improvement Plan (PQIP), staff and Governing Council felt that our key actions towards the priorities identified in our annual self-review and PQIP processes supported so much to be achieved and improved upon throughout the year.

Learning improvement goal 1: To extend children's ability to be active participants in the social construction of knowledge.

ACHIEVEMENTS: A consistent whole site approach to pedagogical documentation was developed. This involved reconnecting with Associate Professor Alma Fleet, video conferencing was used to engage in professional conversations. Alma challenged our thinking, which enabled us to engage in further critical reflection to move forward with our learning. A critical step was creating a list of observable qualities of what the 'social construction of knowledge' might look and sound like within our context. All educators recorded groups of children engaged in play, including what they were saying and doing. What educators were doing and saying was also recorded within the same document. The educator would then work with one other educator to analyse the documentation, record key learning & thinking along with the unexpected, in relation to both children and educators within the piece of documentation, the list of observable qualities was utilised to broaden educators thinking during this step. A big achievement was that at the end of each day the whole staff team came together to share documentation and discuss and plan next steps for individual and groups of children. This process supported the site to use pedagogical documentation not only as a formative assessment tool, but also as professional development.

Due to a whole site approach to pedagogical documentation being embedded, 92% of children were observed and recorded through pedagogical documentation engaging in the social construction of knowledge. This demonstrates that the educators have supported the group as a whole to extend their ability to be active participants in the social construction of knowledge. We used the wellbeing scale within RRR to highlight possible reasons that 8% of children had not yet been observed engaging in the social construction of knowledge while at kindy. Pedagogical Documentation has supported educators to use the children's thinking to further guide the learning journey through collaborative discussion and planning and implementing next steps. The data gathered was also used to inform the children's End of Year Learning Statements.

NEXT STEPS: To continue to use pedagogical documentation as a formative assessment and professional development tool. We aim to

embed a variety of communication methods to engage families in the ongoing process of pedagogical documentation when face to face contact is limited. After critically reflecting on what educators are doing and saying within documentation, we found that there were opportunities for educators to provide verbal provocations to stretch children's thinking and encourage them to share this thinking with others.

NQS review: Site philosophy was finalised.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	90	90	86	87
2018	94	94	95	94
2019	108	109	109	109
2020	109	N/A	110	107

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

Madge Sexton Kindergarten continues to have a high enrolment demand due to our high quality learning environment and dedicated educators. The Kindy has a Priority of Access Policy in place to support an equitable intake process. For the 2020 year we have approximately 160 children on our waiting list for a maximum of 110 spaces. After round 1 offers to families living in the catchment area the Kindy reserved 10% of remaining spaces for children of families who moved into the area after offers were completed or late enrolments by families living in the area. Enrolments dropped to by three in Term 4 due to immunisations not being up to date after the No Jab No Play policy came into effect.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	98.3%	97.0%	97.2%	96.4%
2018 centre	97.7%	97.7%	98.0%	88.5%
2019 centre	97.3%	97.7%	96.7%	95.9%
2020 centre	97.6%	N/A	88.2%	83.9%
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

The attendance percentages continue to be high for Madge Sexton Kindergarten which we believe is attributed to the work we do around belonging and connections with the children, which in turn makes the children and families want to attend kindy. Each group's sessions are continuous in terms of days offered (i.e. Mon/Tues/Wed and Thurs/Fri/Mon) therefore continuity of learning has also supported authenticity for each and every child and family.

Term 2 attendance was lower due to COVID-19, with many families choosing to learn from home. Term 3 attendances were also lower than previous years, with more children being asked to stay home inline with our 'Dealing with infectious diseases' policy, in light of COVID-19.

Term 4 attendances were lower due to the above reasons and also several feeder schools increased the number of times kindy children attended school during term 4 as part of their transition program. Children often did not return to kindy after their school visit as they were for the majority of the day and in some cases for the whole day. We follow-up with families via a phone call and/or email when their child has not attended and we have not been notified.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
250 - McLaren Flat Primary School	20.0%	27.0%	15.4%	17.3%
251 - McLaren Vale Primary School	57.0%	56.0%	68.3%	61.5%
8498 - Tatachilla Lutheran College	11.0%	10.0%	12.5%	17.3%

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

McLaren Vale Primary School continues to be our main feeder school, with McLaren Flat Primary School the next popular government school. We work with the Sea and Vines Partnership to ensure effective transitional pedagogy supports the children and families with their move from the Kindergarten into school, and have continued this work each year.

Client opinion summary

GENERAL COMMENTS

A great kindy with wonderful staff and a very friendly environment. My son has had so much fun learning and has received exceptional support. Thank you :)

It's a really lovely environment and experience by the looks of things. I'm glad my child was able to attend and hopefully make connections and have experiences transition well to schooling. Thanks for all the hard work. It's obvious that staff care and are proud of their work and the children.

MSK truly is a fantastic little kindy. The staff clearly love what they do. Everything from the Atelier, to the mud kitchen has been neatly considered and is presented with pride. We feel lucky to have been able to send our boys to MSK.

QUALITY OF TEACHING AND LEARNING

We have been more than happy with our time at Madge Sexton and our child's learning journey. The staff have been wonderful in communicating with us extra help when needed in areas that we have been concerned about.

The interactive features and different learning techniques are brilliant. If every school and kindergarten did more learning like this, we would have a very strong and smart future adults.

RELATIONSHIPS AND COMMUNICATION

This year has been a challenging year but the communication has been great. Email, newsletters, apps, face to face conversation have all been used. The Governing Council is also another way for parents to provide feedback and build relationships.

MSK keeps us informed via Seasaw, email and quarterly newsletters. I feel comfortable approaching any of the staff, should I need clarification or wish to discuss my child.

SUPPORT OF LEARNING

MSK has been supportive throughout our child's learning journey, even through difficult times.

Even through this difficult year of COVID the educators at our kindy have done all they can to involve families in the learning of our children. Throughout this year our child has always been excited to attend and this is a credit to how the educators make them feel.

Relevant history screening

Relevant persons working or volunteering at Madge Sexton Kindergarten were required to obtain and provide a copy their Working with Children Check where appropriate including: all staff members; Third party providers (IT technicians, training providers, cleaners, maintenance personnel, class photographers, visiting performers, etc.); and student teachers and volunteers – University, TAFE, secondary school, etc.

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$730,459
Parent Contributions	\$48,474
Other	\$20,144

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 released to work on planning, assessment and reporting processes and to work with Reception teachers around continuity of learning for children in literacy and numeracy.	Planning is aligned with EYLF and Indicators of L & N. Children had growth in their individual numeracy and literacy goals.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	Children who required additional support for speech, language, behaviour or other areas were supported either through Department for Education funding or site budget funding to ensure their identified needs were catered for and worked towards by the whole staff team in partnership with families.	Educators supported children to work towards their individual goals either one on one or in groups. All children progressed.
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.