



Madge Sexton Kindergarten

2021 annual report to the community

Madge Sexton Kindergarten Number: 3647

Partnership: Sea & Vines

Signature

Preschool director:

Mrs Tennille Langeluddecke

Governing council chair:

Mason Willis

Date of endorsement:

11 March 2022



Government
of South Australia
Department for Education

Context and highlights

2021 was a successful year where the kindergarten continued to provide a curriculum with a focus on: Learning Dispositions for lifelong learning; Literacy/Numeracy; S.T.E.M.; Exploring Reggio Emilia educational principles within a South Australian context; Pedagogical documentation.

The community continued to navigate the changing circumstances surrounding the COVID-19 pandemic. A very dedicated team of educators were able to ensure the kindergartens educational program was delivered to the highest standard, while supporting children and families during an uncertain time, including providing at home learning opportunities.

The Governing Council Committee with the support of families and staff raised \$7,713.70, with a large portion of this being from the term 4 bottle label fundraiser. Committee members supported educators to review and update policies throughout the year. Educators worked with children to reflect on the current outdoor learning environment, recording their favourite areas (to remain unchanged) and to plan some modifications and additions. These upgrades will begin early in 2022.

Madge Sexton Kindergarten staff continued to work in partnership with Associate Professor Alma Fleet to extend their thinking around pedagogical documentation, including ways it can be used to share children's progress with families and critically reflect on educator's pedagogy. Our continued engagement with the Sea and Vines Early Years Oral Literacy Project also supported us to further explore a wider range of strategies to encourage children to engage in sustained shared thinking.

We walked to Vasarelli Italian Restaurant where the children ordered and ate their lunch as we see it as important to showcase the children as competent to families and the wider community. This was a very positive experience and we were invited to hold our end of year graduation ceremony and concert on their grounds, with many families booking a table for dinner at the conclusion of the proceedings.

Ensuring COVID restrictions were adhered to, we planned for and executed several events during 2021: several open mornings, inviting a small number of families within each time slot; visited the local 'Fleurieu Arthouse' and then the children held their own art exhibition; Trent Hill who is an Aboriginal Educator visited kindy to share his stories with us.

Governing council report

The 2021 calendar year has been challenging and interesting in equal measure, and life at the Kindergarten has been no different I'm sure our educators would agree.

From a personal view, I wanted to take part in the Governing Council this year to achieve 2 main goals: gain a better understanding of how the Kindergarten itself is run and to positively encourage more male care givers and parents to take part in such an important part of their children's and their family's lives. Needless to say I have learned a great deal and will continue to promote the benefits of such involvement to my friends and peers.

COVID-19 was an ever present challenge in our lives in 2021, but I was impressed with the professionalism and organisation that the Kindergarten displayed with the required COVID-safe directions and changes to drop off and pick up. This was accompanied by frequent emails which were very important, as over communication is vital in such uncertain times.

I am particularly impressed with the fundraising achievements of the Kindergarten this year. Some extensive research for suitable fundraising ideas was undertaken by the Governing Council and the Mother's Day and Father's Day gift stall proved popular, certainly in my house.

I was heartened to learn of collaboration and communication with a fellow Kindergarten in Port Pirie. The sharing of books and toys is an excellent way to highlight the importance and lifelong skill of sharing and working in wider teams.

I'd like to thank the parents who attended to share skills and vocations with the students. The Police presentation and the dance class were excellent.

I'd also like to thank James for sharing his musical talent with the students, as this may inspire some to pursue the arts in future lives.

So I sign off with thanks to the Governing Council and all staff at the Kindergarten. A positive and progressive year.

Preschool quality improvement planning

We used the self-assessment tool to record how we were meeting the three exceeding themes and noted possible improvements. We had open discussions with the Governing Council committee about various areas as we worked through the annual self-review, along with posing open ended questions to the wider kindergarten community to gather further perspectives and feedback.

Upon reflecting on our 2021 PQIP, staff felt that we had made significant progress towards the priorities that were identified within this process. Our goal was, 'For the children to share and clarify their thinking with others.' The Learning Improvement Plan included a clear challenge of practice and actions to support educators work towards the goal. Educators were supported to create opportunities for children to engage in sustained shared thinking, with critical reflection being a large part of this work, with all educators regularly reflecting on their practices and pedagogy through the use of pedagogical documentation and planned next steps to improved educators practice.

We analysed the data collected through an embedded whole site approach to using pedagogical documentation against our success criteria, this showed that 97% of our preschool children had been documented sharing and/or clarifying their thinking with others. We noticed that a high percentage of these children were verbally sharing their thinking with others. We also noticed that most interactions where children shared their thinking, this was shared between an adult and either an individual child or group of children. A small percentage of children were observed independently interacting with others to clarify their thinking. This demonstrates that the educators have supported the group as a whole to share and clarify their thinking with others through engaging in and scaffolding sustained shared thinking.

Pedagogical documentation has supported educators to use the children's thinking to further guide the learning journey through collaborative discussion, planning and implementing next steps. The data gathered was also used to inform each child's End of Year Learning Statement.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	94	94	95	94
2019	108	109	109	109
2020	109	N/A	110	107
2021	103	103	106	105

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	97.7%	97.7%	98.0%	88.5%
2019 centre	97.3%	97.7%	96.7%	95.9%
2020 centre	97.6%		88.2%	90.2%
2021 centre	93.3%	91.9%	93.0%	90.5%
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

The data reflects strong attendance during 2021 despite the disruptions of COVID-19. Our attendance sits above the states average in every term. Term 3 attendance was lower with families following our policy 'Dealing with infectious diseases' in light of COVID-19 by keeping their child/ren home when they had a runny nose or slight cough. Staff follow up with families via a phone call and/or email when their children has not attended and we have not been notified. As a number of children attend the two local child care centers that offer a bus to and from kindy which has a positive influence on attendances. We have a number of children who attended Montessori for a full day on a Monday, and therefore do not attend their half day sessions.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
250 - McLaren Flat Primary School	27.0%	15.4%	17.3%	26.7%
251 - McLaren Vale Primary School	56.0%	68.3%	61.5%	53.3%
8498 - Tatachilla Lutheran College	10.0%	12.5%	17.3%	16.7%

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

McLaren Vale and McLaren Flat continue to be Madge Sexton Kindergartens two main feeder schools, both being government schools. This year we have continued to work within the Sea and Vines Partnership to ensure effective transitional pedagogy supports the children and families with their move from preschool to school.

Family opinion survey summary

31 families out of 105 completed the online survey.

Individual Learning Plans were developed for each child, after families were invited to engage in a conversation with an educator where strengths and possible learning goals were documented. Some families chose to have a phone conversations as they felt uncertain about attending the kindy due to COVID-19. Information about their child's strengths and learning goals were then shared through each child's Individual Learning Plan. The Seesaw app was used to inform families about the learning program. The curriculum overview was emailed to families each term and asked for family feedback and engagement. Several families came to kindy to provide an experience by sharing their skills with the children.

After reflecting on this data in 2022 we will:

- Discuss alternate ways to inform families about the learning program and how their child is doing at kindy
- Provide more information about other support agencies within the community
- Continue to seek parent's opinions about educational programs and inviting them to participate in decisions about their child's education

Parent comments were positive.

"I've been very impressed with the literacy and numeracy learning, the children are looking at concepts found in the Reception curriculum which will help prepare them for school, for example my child has been very excited to clap the syllables for our names, objects at home, etc."

"The level of communication about my child is amazing. We are updated on their activities and enrolment. There are many forms of communication available."

"I am so grateful that my child was able to attend MSK. My older children attended a different kindy, and the comparisons are massive. They are selective of new staff members to make sure they fit with the learning methods of the kindy and other staff. This kindy has strong, confident educators that are open, caring and beautiful people. As I said, it has been a real honor to be able to be a parent of a student at this kindy."

Relevant history screening

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

Each certificate is checked for compliance and stored onsite.

Financial statement

Funding Source	Amount
Grants: State	\$708,734
Grants: Commonwealth	\$125,697
Parent Contributions	\$50,514
Other	\$22,479

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	The site allocated funding to recourse additional staff to work with groups of children to increase their literacy and numeracy understanding.	Data collected throughout the year indicated growth in both literacy and numeracy, with a particular increase in the understating of number and syllables.
Inclusive Education Support Program	The site resourced additional staff to implement specific programs provided by Student Support Services. This was delivered through one on one sessions for speech goals and small group sessions for language goals. The additional staff also worked alongside children in play to ensure their language goals were relevant and used during everyday routines, learning and play.	Data collected throughout the year demonstrated progress towards the goals set for each child.
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.