



Madge Sexton Kindergarten

2022 annual report to the community

Madge Sexton Kindergarten Number: 3647

Partnership: Sea & Vines

Signature

Preschool director:

Mrs Tennille Langeluddecke

Governing council chair:

Jessica Lyon

Date of endorsement:

9 March 2023



Government
of South Australia
Department for Education

Context and highlights

2022 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 Governing Council Committee with the support of families and staff raised \$7,136.70, 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.

The outdoor learning environment upgrades took place in March after planning had taken place during 2021. The final stage will take place in 2023.

Continued to extend our thinking around pedagogical documentation, including ways it can be used to share children's progress with families and critically reflect on educator's pedagogy, with focus on positive social interactions to support gathering data towards our PQIP goal.

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; Went to a puppet show Edward the Emu; visited the South Australian Museum, finishing with lunch at Fasta Pasta; Trent Hill who is an Aboriginal Educator visited kindy to share his Aboriginal culture.

We were invited to hold our end of year graduation ceremony and concert on the grounds of Vasarelli restaurant after a successful event in 2021. Many families booked a table for dinner at the conclusion of the proceedings.

We were able to engage with our local community more in 2022 with the lifting of COVID-19 restrictions, this included dental hygienist; police officers; soccer clinic; Grandparent visit; a family donated Hot Cross Bun dough for the children to bake.

We engaged with a year 6 class from the local school, the children engaged in a range of relationship building experiences, the school buddies then used the knowledge gained to write a fictional book about their buddy, which was presented to the kindy in the final week of the kindy year.

Governing council report

The commencement of 2022 – excited children and parents all anticipating what would be a fabulous, positive and fun journey at Madge Sexton Kindergarten.

The staff did a stellar job in promoting the value, importance, sense of connection and fun being involved in the Governing Council would provide. This resulted in a group of enthusiastic parents volunteering their time and energy to support the staff, children and the kindy community.

It was wonderful to connect with the local community this year and hold a successful kindy raffle, which had been postponed in recent times due to COVID. The Governing Council members reached out to local businesses, who kindly made generous donations of fantastic raffle prizes. Based on the generosity from local businesses, it is evident how well regarded and respected Madge Sexton Kindergarten is within the community. Gathering donations was also a great opportunity for children to represent the kindy and have a sense of pride and purpose.

This year, some amazing upgrades have been made to the outdoor area at kindy thanks to TG Landscapes. The children enjoyed watching the landscaping and construction take place, waiting excitedly to explore the new and improved play spaces. The upgrades have accentuated the already fantastic outdoor play space even further, allowing for adventure, exploration, creativity, risk taking and most importantly fun and laughter. How lucky are our children to have these fantastic spaces to play and explore.

Being involved in Governing Council provided members with an opportunity to understand and appreciate the time, dedication and passion the staff have in providing our children with fabulous, creative and purposeful learning opportunities. It has also been a wonderful opportunity to collaborate with staff, providing feedback and thoughts regarding excursions, activities and end of year celebrations for the children.

I would like to acknowledge the time and support given by the other parents involved in the Governing Council. It has been fun, lots of laughs have been shared and it has enabled connections to be formed with other families and the kindy staff. It is definitely a rewarding experience.

Thank you to the brilliant staff at Madge Sexton Kindergarten who have nurtured and supported our children this year, providing them with such fantastic opportunities which will assist them on their journey forward.

To the new Governing Council for 2023, I hope you find the experience as fulfilling as the 2022 members and wish you a positive year ahead.

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. We posed open ended questions to the wider kindergarten community using Survey Monkey to gather further perspectives and feedback to use in future planning.

Upon reflecting on our 2022 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 engage with each other with care, empathy and respect.

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 with others with care, empathy and respect, 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 improve educators' practice.

We analysed the data collected through an embedded whole site approach to using pedagogical documentation against our success criteria, this showed that 100% of our preschool children had been documented engaging with other children with care, empathy and respect. We noticed that as the year went on children became more confident to greet their peers, one family mentioned that they were blown away with how kindy children greeted each other within the community, always with a smile; sometimes with a wave and other times with verbal communication.

During the first half of the year we noticed that only a small percentage of children had been observed responding to the feelings of peers. Educators wondered if this was in at least part due to the impact of COVID-19 had on this cohort of children before beginning kindy. We wondered about the impact of children not seeing facial expressions of people in the community due to the use of masks, perhaps they also had limited social interactions outside the family home? Educators planned actions to further scaffolded children's knowledge and understanding about friendships. Throughout the second half of the kindy year there was a huge increase in the percentage of children observed recognising, respecting and responding to the feelings of peers.

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 |
| 2019 | 108 | 109 | 109 | 109 |
| 2020 | 109 | N/A | 110 | 107 |
| 2021 | 103 | 103 | 106 | 105 |
| 2022 | 94 | 96 | 95 | 93 |

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 |
|-------------|--------|--------|--------|--------|
| 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% | 89.2% |
| 2022 centre | 87.8% | 89.8% | 79.4% | 90.5% |
| 2019 state | 90.8% | 88.2% | 86.8% | 87.6% |
| 2020 state | 89.8% | 83.6% | 86.2% | 87.2% |
| 2021 state | 88.6% | 86.5% | 88.6% | 85.6% |
| 2022 state | 84.9% | 79.8% | 80.3% | 77.5% |

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 2022 despite the disruptions of COVID-19. Our attendance sits above the states average in term 1, 2 and 4. 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 followed up with families via a phone call and/or email when their children did not attend, and we had not been notified of their absence. A large number of children attend the two local childcare centres that offered a bus to and from Kindy, this has always had a positive influence on attendances. The childcare bus was stopped at the end of term 3 without any prior notification, which effected the number of children that could attend their half day on a Monday. We introduced smoothie and juice Monday, which further encouraged children to attend so they could create and drink a smoothie or juice.

Destination schools

| Feeder Schools (Site number - Name) | 2019 | 2020 | 2021 | 2022 |
|-------------------------------------|-------|-------|-------|-------|
| 250 - McLaren Flat Primary School | 15.4% | 17.3% | 26.7% | 11.9% |
| 251 - McLaren Vale Primary School | 68.3% | 61.5% | 53.3% | 76.2% |
| 8498 - Tatchilla Lutheran College | 12.5% | 17.3% | 16.7% | 6.0% |

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 2022 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

25 families out of 90 families 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. Families could choose between having a Team video meeting or attend the kindy in person. Information about their child's strengths and learning goals were then shared through each child's Individual Learning Plan. The Seesaw app was also used to inform families about the learning program. A curriculum overview was emailed to families and posted on Seesaw. A document outlining the ways the children had been engaging with the learning environment while working towards the outcomes on the overview was also provided. Several families attended kindy to share their skills, interests and/or culture with the children.

Parent comments were positive:

"Extremely well organised and multifaceted learning is achieved over time through patience, care and purposeful planning. Excellent leadership."

"The teachers are second to none. I am extremely happy with the care my child receives."

"Educators deserve a pay raise with amount, effort and time they put into our children. Their pay does not reflect that."

"I am extremely happy with this Preschool and highly recommend Madge to everyone in the area."

"The Teachers care about all their students and are very supportive of their individual strengths."

"Very happy with my child's learning development and the communication care and support from leadership and all educators."

"Teachers and educators make an effort and time to build quality relationships with the students. Our daughter loves going to kindy and talks about the activities. The activities out always look engaging and fun. Communicate learning plan and intentions well and give us (parents) plenty of opportunities to talk to them about it."

"Very happy with my child's learning development and the communications, care and support from leadership and all educators."

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 party 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 | \$712,554 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$44,550 |
| Other | \$0 |

2022 Preschool annual report: Improved outcomes funding

| Improved outcomes category (where applicable to the site) | Briefly describe how the 2022 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 resource additional staff to work with groups of children to increase their literacy and numeracy understanding. Children worked in small groups or 1:1 with an ECW to work towards their individual literacy and numeracy goals. | Data collected throughout the year indicated growth in both literacy and numeracy, with a particular increase in the understating of number, patterning and recognising initial sounds. |
| 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. DfE speech pathologist closed some cases as the children were demonstrating age-appropriate speech and language skills. Whereas other cases will continue to receive support at Kindy this year and as they enter their first year of schooling. |
| 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.