



# McKellar Stewart Kindergarten

## 2021 annual report to the community

McKellar Stewart Kindergarten Number: 4632

Partnership: Central East

Signature

Preschool director:

Mrs Julie May

Governing council chair:

Annabelle Hocking

Date of endorsement:

13 December 2021



Government  
of South Australia  
Department for Education

# Context and highlights

## Context

We are a full time kindergarten with an enrolment of 55 children across the week. The kindergarten is located at the top of Norwood Parade in what was originally the market garden of Adelaide giving rise to many flats and small holdings. Our building is one of the first purpose built kindergartens in SA opened in 1940 and is open and airy with a sense of space.

A strong Vision and Philosophy guide the implementation of our programs. The principals below inform our governance, operations, teaching and learning. Thank you to the Parent Governing Council and Educator Team for their strong commitment to these principals in guiding our work with children and families each year.

### Quality Teaching and Learning.

Throughout the year children worked together to explore their interests and learn from others in collaborative learning groups. The children have a strong voice in deciding on enquiry questions and exploring and discovering new ways of learning. Staff modelled and facilitated the language and learning processes and encouraged children to explore and share new ways of reflecting on their learning.

### Building a Sense of Community.

The staff team and the Governing Council worked continually within new safety guidelines to keep connected to our families. Parents were invited to kindergarten to attend our final 'Music Muscles' session with Caleb and we shared his on line links so families could share in the fun of learning rhythm and rhyme. Our Slide ,wiggle and jump-a-thon also went ahead with parents observing from the veranda. A well attended visit to the Botanic Gardens gave parents another opportunity to share in the learning experiences of their child. We also continued our discovery time visits to, Marryatville J Primary, with return visits by staff and student leaders in term 4. Playgroup was also able to continue at kindergarten providing a haven for the young families in our extended community.

### Developing Global Citizens.

Our diversity of families adds a richness of experiences for all children. We were delighted that families embraced using technology to share their culture and languages when access to kindergarten was restricted. Children also took part in the online Early Learning Languages Australia ELLA program learning French words and phrases and songs throughout the year. Caring for our World through sustainable practices of reduce, reuse, recycle engaged the children in meaningful learning experiences they shared with families while developing our vegetable garden provided opportunities for them to learn more about edible plant, insects and bugs in their world.

# Governing council report

## Chair Person's Report

Annabelle Hocking

It is a pleasure today to present the Chairperson's report for the kindy's Governing Council of 2021. This group meets throughout the year to support the wonderful staff members to run the kindy and to coordinate activities to support a growing sense of community between kindy families.

I think the most important thing for me to do tonight is to thank the staff. Julie, Tanya, Hannah, Liz and Tracy, assisted by Irene are a cohesive, warm, energetic and engaging team. You all make this place.

Julie's retirement this year will be a significant moment for this kindy. Julie has been teaching for 40 years and her 17 year tenure here has been remarkable. Her competency, commitment, energy, and experience have been invaluable to this place. Julie has been a strong advocate for the kindy children and this community. The stability of the team is testament to her leadership. There are so many children at Marryatville Primary and surrounding schools she has nurtured and her influence has been profound. She will be very much missed but we wish her much adventure and joy in her retirement. I was able to participate in the panel to appoint the next Director of McKellar Stewart kindergarten and understand the community will be in safe hands as we extend a warm welcome to Catherine Day.

In being a part of the Governing Council, it has been interesting to see and hear the inner workings of the kindy. I'd like to thank the Governing Council members, especially Mathew Rosie for starting the year as the Chairperson and Aradhana for acting as Secretary. Mel and Julie have worked together to create a Reconciliation Action Plan. Whilst we haven't had as many community activities or fundraising events this year, there has been significant works around the kindy which improve the space and are fit for purpose. There is finally a drop off carparking zone, after successive committees have lobbied the Council.

Thanks again to Julie, Tanya, Hannah, Liz, Tracy and Irene for your efforts and adaptability, for your patience and good humour and for making this kindy such a safe and delightful place in which to be. I commend parents to be involved in the Governing Council next year. It is a wonderful community to be part of. We will reflect on this year at kindy as a very happy and special one.

# Preschool quality improvement planning

At MSK we have worked together over many years to establish a strong cycle of improvement that engages and reflects all voices, children, families and educators. Our work in the Central East Partnership and in our individual site has embedded practice at MSK and ensured we documented and kept our constant focus on our Quality Improvement priority of developing children's pre reading knowledge and skills through Phonological Awareness (PA) throughout 2021.

Shared readings and discussions by educators of the DE Literacy guidebooks etc and Professional Learning with our DE Speech Pathologists have enhanced and supported the quality of our Improvement planning in literacy over the last few years. This year educators also individually planned their own learning inquiry question to sit under PA sourcing extra readings and trailing new learning strategies at kindergarten. Our findings were shared at our site monitor and review meetings of our PA priority. DE Speech pathologists provided a critical link in the learning process by providing an easy to follow developmental skill acquisition sequence for PA and a skill sequence for the attainment of each of the PA skills from Bombardment, Recognition and Matching to Production. We were able to track and monitor each child's PA progress across the year providing challenge and support in fun group experiences.

Children's Collaborative Learning Groups have also been a successful learning strategy at our site for some years in engaging children in deeper learning by working together on authentic inquiry questions. We continued to use these groups to strengthen children's PA as well by using whatever the learning inquiry was about each term to practice words into syllables, identifying opportunities for creating rhyme and concepts about print. Children's voice was strong in leading these sessions with creativity and ideas. Regular song and music sessions reinforced these skills further including the fun Music Muscles program for the first 6months of the year and other learning experiences both inside and outside.

A PA focus was identified and included in each terms overview and shared with parents across 2021. In term 2 parents met with educators to develop and discuss their child's Individual Learning Plan and individual goals in developing PA were part of these discussions and agreed plans. Parents were very interested in knowing how to support this learning at home and were provided verbal and written guidance to support this. Parents shared feedback on joining in games to stamp out words, sing the songs and rhyme words as their children taught them what they had learnt. The children's progress and improvement in PA over the year reflects the focus, input and commitment of a community of learners at MSKIndy.

Developing children's mark making and writing skills and knowledge is the third stage in the journey into developing further understanding in how to support preschool age children's literacy development. The MSK 2022 Quality Improvement plan goal is 'To build children's ability to represent their world symbolically' and will again engage all educators in a learning process to improve outcomes in literacy for all children.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	54	54	55	55
2019	52	54	54	54
2020	51	N/A	51	52
2021	53	53	52	51

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	95.8%	91.7%	92.7%	95.5%
2019 centre	95.6%	97.6%	94.9%	97.2%
2020 centre	90.2%		96.1%	95.2%
2021 centre	89.8%	87.8%	90.2%	92.7%
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

Our families share with us the value they place on education and they understand that attendance also improves outcomes for their children. Non attendance at kindergarten is most often due to sickness or holidays. Parents are very aware of informing staff re absences and text messaging to the kindergarten mobile has been an excellent tool for this.

Our community has a high percentage of families with working and /or studying parents and they have embraced the provision of longer hours of kindergarten and the opportunity to access Out of School Hours Care (OSHC ) at the Marryatville Primary school. Through out the year, parents who use this service share their positive experience and staff at the kindergarten remind parents who are needing some support as they return to work etc that the service is available for them to access. This combination of kindergarten and OSHC provides working families with an alternative option to child care and this year MS Kindergartens 55 places for 2022 have filled in record time.

## Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
647 - Linden Park Primary School	1.0%	2.0%	0.0%	7.3%
249 - Marryatville Primary School	75.0%	93.9%	82.4%	87.8%

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

Our destination data shows a strong trend toward enrolment at local Government schools with over 80% attending Marryatville Primary School next year. This trend can be attributed to stronger links between government schools and preschools and the confidence and value for money families are experiencing in the public education system. We respect all school choices made by our families, both private and public. To support children's well being on transition to school each child is visited by a kindergarten staff member during one school visit. Discussions about feelings and strategies in approaching new children at school help children to feel confident on school transition visits.

## Family opinion survey summary

The confidential Department for Education Parent Survey 2022 has 4 categories for parent feedback with 44 questions.

### 1. Quality Teaching and Learning.

Words can't express how satisfied I am with the McKellar Stewart Kindergarten. The teachers do a fantastic job of making learning fun, giving my child the skills required to better socialise and build relationships with other children. Additionally they do a great job of bringing us parents on the journey, whether that be through parent teacher meetings or Email, learning journals or SMS regarding what the children are doing each week.

### 2. Support of Learning.

My child tells me about the techniques they implement when upset (breathing techniques) and how they respect each other. She thoroughly enjoys kindy and looks forward to going to learn and catch up with her friends, this is a great testament of the leadership and environment created at MSK

### 3. Relationships and Communication.

I am informed of the great things my child is learning, often I will chat with the teachers at kindy drop off and discuss our child's development and how she is going in her learning/ socialising. Their emails, SMS and newsletter do a great job to keep us in the loop with learning objectives.

### 4. Leadership and Decision Making.

MSK do a fantastic job. We appreciate the hard work and care that goes into the running of the kindy. Thank you for providing a safe learning environment which has seen our child get used to the "schooling" experience.

Thank you to all the team for your dedication, passion and support in making the kindy such a beautiful place for the children to learn and grow!

Parent feedback continues to show a high level of satisfaction in the kindergarten programs for children and the information and services provided. We continually seek feedback through parent questionnaires in children's learning folders and through the parent representatives on the Governing Council. This then informs our planning for improvement when we review and develop our site Quality Improvement Plan each year.

## Relevant history screening

All Department for Education approved staff who worked at this kindergarten in 2021 had a relevant Department of Communities and Social Inclusion 'Working with Children' Relevant history screening. A register of screening is kept of all persons who work or visit our site each year. This includes Support service personnel, performers and the cleaners who spend extended time in the kindergarten. Students over 18 years must also have the check before work experience. Other contractors employed through the Govt. provider Spotless must show their ID on attendance at the site. In 2021 all staff, Governing Council members and parents who assisted on excursions, updated their Responding to the Risk of Harm, Abuse and Neglect (RRHAN) training as required by the Department for Education.

## Financial statement

Funding Source	Amount
Grants: State	\$463,268
Grants: Commonwealth	\$0
Parent Contributions	\$40,590
Other	\$4,006

## 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 grant ensured all staff could participate in professional development in improving Phonological Awareness PA outcomes for all children. The progress of every child was tracked and monitored throughout the year against the Preschool Indicators of Literacy and Numeracy with an increased focus on PA. Resources and expertise were identified to inform and guide each child's learning improvement.	Our monitoring and planning for individual and group literacy and numeracy learning ensured L and N learning goals were included in individual learning plans for each child.
Inclusive Education Support Program	Children who were identified as requiring developmental and learning support were allocated regular small group or individual time with a Support ECW to improve their learning outcomes. SMART goals were identified from DE and private Speech Pathologist reports and reviewed as required to ensure children's learning progressed.	All children who were supported in their learning showed progress toward their individual learning goals across the year.
Improved outcomes for non-English speaking children who received bilingual support	Each year we have a number of children who have no or limited English on entry to kindergarten. It is usual for at least one parent to speak English and the parents have chosen to only speak their home language at home. We provide small group and individual support to enable these children to receive more explicit access and teaching in English to gain confidence to use the words they know. With encouragement from home the EALD children readily progress their acquisition of English while retaining their home language. Home languages are always valued.	Our EALD children have progressed well across the year. Our Early intervention funding provides extra ECW time for this support and we also work closely with families.

\* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.