



Hackney Kindergarten

2020 annual report to the community

Hackney Kindergarten Number: 4620

Partnership: Adelaide - Prospect

Signature

Preschool director:

Ms Jade Pudney

Governing council chair:

Mandy Beresford

Date of endorsement:

15 March 2021



Government
of South Australia
Department for Education

Context and highlights

2020 has been a challenging year for our community with COVID, however it has still been a rewarding year of learning for children, families and Educators. Educators have worked closely with families and the community to support continuity of learning for children at their home and kindergarten with a strong focus on mark making. Through out the year families engaged in the program and shared their knowledge of culture and their careers. Children actively participated in conversations and expressed their ideas and theories. Parents supported excursions to the theatre and Clean Up Australia Day.

Hackney kindergarten provided education for 52 children during 2020. Educators in the team included a full time director, full time teacher, 0.4 Universal access teacher and three Early Childhood Workers. At the start of the year a new Director was appointed, Jade Pudney. The Educator team remained the same which supported the community through the transition period. Educators work collaboratively together to ensure consistency and strong connections are being met for all children.

Educators worked closely with Governing Council members to improve the facilities of the kindergarten. New lockers and shelving for the library will be installed in 2021.

Due to COVID we were unable to have community gatherings which allowed educators the opportunity to rethink ways of including parents in the program. Each term Educators reflected with Governing Council to ensure communication and learning at kindergarten was being shared in the home. Educators were involved in a range of professional learning opportunities which has ensured Educators are continually learning and our pedagogy is inclusive of current research and practice.

The Hackney community were concerned about driver and pedestrian safety and the Payneham council is continuing to work on suggestions to improve the road crossings for children.

2021 children's orientation program was successful. This was demonstrated by a high level of increased parent involvement in attending the acquaintance night, information sessions and also the orientation visits with parents staying with their child.

Governing council report

My name is Mandy Beresford and I have had the pleasure of acting as chairperson for the Governing Council in 2020.

Recently at our Governing Council meeting the members were asked to share with the group 'Our child's writing and drawing journey for the year' as this has been a key pillar for all of the educators throughout the year I just wanted to share some of the feedback we received:

- Confidence to grow and broaden the children's abilities across several different mediums
- As parents we have witnessed the children creating stories
- Building upon simply writing and drawing to building and creating
- The children have all grown in confidence in their creativity and imagination skills

The children have certainly shown independence and resilience as we have navigated our way together through this year and I am certain that the children of 2021 will benefit from the new path that has been paved by the children of this year.

We have grown as a group as part of this experience with the guidance of the highly experienced educators and I am grateful for the opportunity to work with such an engaged and passionate community.

Improvement planning - review and evaluate

Our focus was to - "Increase children's confidence, ability and understanding of the purpose of drawing and writing."

Exceeding - Theme 1 Practice is embedded in service operation.

Staff collaboratively refined the documentation of literacy and numeracy learning for every child. Each child had their own individual learning plan. Anecdotes, photographs and videos of learning were recorded and collected. Evidence of learning was clearly documented and demonstrated children's growth over time using the literacy and numeracy indicators. This evidence was then discussed at Educator meetings to ensure the needs of every child were being met. These refined processes also supported planning for each learning group, identifying strengths and gaps. Educators and Governing Council agreed that the documentation being used needed minor adjustments to strengthen parents' understanding of how children's learning was connecting to each child's individual Statement of Learning. Throughout the year Educators participated in Professional Learning Communities with other Educators from the Partnership and valued the opportunity to spend time focusing on literacy. "I represent my world symbolically- book making" which focused Educators planning and observations around the whole child and their developmental growth.

Exceeding - Theme 3 Practice is shaped by meaningful engagement with families and/or the community.

Parent participation and community involvement is highly valued amongst educators and Governing Council members. This year we had 11 parents on the committee who supported and offered guidance for the Kindergarten's directions to inform the Quality Improvement Plan (QIP). Parents were also advocates for promoting the kindergarten's services. Throughout the year the Governing Council were committed to improving the facilities and learning programs for children.

At the end of term 1 parents were invited to a phone/ parent interview. Parents were asked to complete a questionnaire about their child's learning and comment on how they felt their child was progressing. This process deepened discussion around perceptions of children's learning. This was valued by Educators and parents as highlighted by comments made by parents who were eager to discuss how they could support their child's development.

Two Educators took part in "Learning Design Assessment Reflecting" (LDAR) professional learning focusing on our sites goal. This learning lead Educators' inquiry into supporting all Educators to have a common understanding of mark making and pedagogical documentation in tracking children's learning dispositions. This was shared at a Partnership show case which focused on tracking children's growth demonstrating the importance of looking at data and documentation to inform Educators' programming and Individual Learning plans.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	66	65	66	66
2018	66	66	65	66
2019	66	66	66	66
2020	56	55	53	52

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 did decrease at the start 2020. The reasons for this is due to families moving interstate before year started. This resulted in the Kindergartens enrolment capacity being decreased in 2021. While most of the children are predominantly from the College Park area a number of this years enrolments were from children who lived outside the zone or had siblings attend the Kindergarten in previous years.

Enrolment capacity has been affected greatly from this years enrolments and has decreased the sites capacity for 2021 to 55 children. The zone has been widened to include Stephens terrace for this has supported the communities interest in registering interest in the kindergarten.

The Governing Council has discussed how important it is to keep the communities awareness about the Kindergarten program and an example of this is playgroup to encourage families to enroll at the Kindergarten.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	95.5%	94.2%	91.7%	93.6%
2018 centre	95.5%	95.5%	91.9%	95.8%
2019 centre	98.1%	93.9%	89.8%	96.1%
2020 centre	95.5%	88.6%	84.8%	#Error
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

Our DECD cap is 66 enrolments, physical capacity is 33 children per session, because National Quality Standards (NQS) places a 1:11 staff child ratio. This year we were not enrolled at capacity. We had one Aboriginal child accessing early entry. In term one, we had 55 children enrolled and the numbers decreased slightly by 3 as some of the children moved to early learning centres and interstate.

Attendance during 2020 were comparable with previous years and above state average.

Parents informed staff if their child was absent and the reasons for their non-attendance were documented. Phone calls were also made to follow up on children if we had not received notification. Staff carefully monitored children's attendance by looking at data collected from sign-in sheets. Staff also spoke to families during parent interviews if they had noticed irregular attendance patterns.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1036 - East Adelaide School	48.0%	49.0%	53.2%	45.8%
131 - Norwood Primary School	0.0%	0.0%	0.0%	4.2%
457 - Walkerville Primary School	39.0%	38.0%	37.1%	37.5%

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

A majority of our children transitioned to our local public schools. Our main feeder schools were East Adelaide Primary School and Walkerville Primary School. While a small group of children enrolled at private schools.

Client opinion summary

This year to gain parent perception data we used a paper survey. Out of 52 families, 21 completed the survey. Governing Council said that they preferred the paper copy option.

The results of the parent survey and comments in the floor books suggest that families are happy with the Kindergarten and the programs provided. Below are the percentage of parents that strongly agreed with the following statements:

Q1) I think my child receives high-quality teaching at my preschool. 80%

Q9) The preschool has an excellent learning environment. 90%

Q18) This preschool provides a safe and secure environment. 66%

Q22) I feel welcomed at the preschool. 71%

Q27) Children from all cultures are treated fairly at this preschool. 66%

Q44) Overall, I am satisfied with the preschool's planning. 66%

The following are parent comments about the quality of teaching and learning:

"My child always has a new learning experience that he wants to talk about. It always sounds like the learning is fun and the teachers make it interesting."

"The teachers really care and take the time to get to know individual students."

"It has been a challenging year but we have been pleased with the communication and COVID safe strategy implemented. My child developed independence from this change."

"The way they teach the children makes it interesting and enjoyable."

At the end of term 1, parents were surveyed about their child's learning dispositions. This questionnaire was a trial to see how to support parents' understanding of children's executive functioning, learning attitudes and dispositions.

The results from the Preschool parent survey reaffirmed our sense of the success of our daily practices.

Relevant history screening

All staff including relief staff were up-to date with police history screenings. Governing Council completed Responding to Abuse and Neglect (RAN) training online. Change in DECD policy meant that parents were not required to have screenings for helping at Kindergarten. There were no outside volunteers. Third party providers (e.g. our cleaner) had screenings checked.

Financial statement

Funding Source	Amount
Grants: State	\$475,951
Grants: Commonwealth	\$0
Parent Contributions	\$31,930
Other	\$1,137

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	Whole-Educator training for partnership preschools: Led by Jane Childs(ELC). Training focused on Educators critically reflecting on practices and sharing experiences. Two educators attended professional learning- LDAR focusing on documentation for learning led by Alma Fleet and Anthony Semann.	Educators reviewed current practices around the QIP using the literacy and numeracy indicators for inquiry planning and assessment.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	One child with speech and language delay. The child had regular private speech and therapy to support their learning in the program.	The child's speech improved. They showed progress in articulation and engagement in learning.
Improved outcomes for non-English speaking children who received bilingual support	We had five children enrolled with English as a second language.	One of the children left at the end of term 3 and accessed the New Arrivals Program.

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