



Lobethal Community Kindergarten

2020 annual report to the community

Lobethal Community Kindergarten Number: 4630

Partnership: Torrens Valley

Signature

Preschool director:

Mrs Lee Munn

Governing council chair:

Kait Pfeiffer

Date of endorsement:

10 February 2021



Government
of South Australia
Department for Education

Context and highlights

We had 59 children enrolled at kindy in 2020. These numbers dropped to 54 after NJNP was introduced. 2020 was an extremely challenging year for all of us at Lobethal Kindergarten. Our year started before the formal commencement of the school term with our response and relief efforts commencing as soon as the Cudlee Creek bushfires devastated our community. The effects of the fire were overwhelming with 100% of our families and staff impacted in varying degrees by the fire. Our kindergarten played a significant role in supporting our families and children through the trauma of the fires and its aftermath. Every family was contacted, and support provided as needed in the early weeks of 2020. We worked with DHS staff to establish a Community Crèche to provide families with respite and an opportunity to grieve and deal with their recovery. We received emergency Bushfire funding from the Department and employed staff to support our families and children over the year. We set up a 'Wellbeing Hub' for our past, present and future families, where we created a safe space for families to access staff and external agencies for support. In conjunction with Gowrie, we provided families with an 8-week Circle of Security Parenting Course. Unfortunately, due to Covid we were unable to complete the course in its entirety. Parents were given multiple opportunities to connect with staff over the year. We held formal interviews across each term. There was a high take up on these which was a comfort due to the disconnect that Covid presented. We had wonderful support of our online learning platforms and face to face teaching programs for essential workers through Covid. Through the uncertainty of Covid, we worked with our families to provide minimal disruptions to each child's kindy year. We used online platforms to share content and hold meetings. We held excursions to Normanville Beach, Patch Theatre and the Botanic Gardens. We had a disco and excursion at Lenswood P.S and held two concerts in the Centennial Hall. We ran our Bush Kindy program sessions at the fire ravaged Bushland Park in terms 2 and 3 with a local consultant. This was extremely challenging and confronting given the fire damage, but it was a crucial part of the recovery processes for us all. Although we couldn't access every session due to weather and risks, the sessions we did access were highly educational and engaging. A highlight of 2020 was the creation of our Kindy Cookbook 'From the Heart' a great example of triumph through adversity.

Governing council report

The Governing Council of 2020 met via zoom for a majority of the year as the kindy adapted to covid 19 restrictions and protocols. The staff team were still offering support to their families, many of whom were directly affected by the December 2019 Cuddlee Creek Bush Fires. Staff fought to save the Bush Kindy program, with most of the habitat destroyed by fires and Covid restrictions affecting the use of public space. Students were still able to experience this rich program due to the dedication and support of the staff. Despite the challenges of the year, children were happy, content and settled because of the calm and enriching environment which is Lobethal Kindy. It was a safe haven in a chaotic year.

Staff also problem solved ways to rescue the end of year concert and graduation, formulating a covid safe plan so that students had the opportunity to showcase their growth and development. Backed by Governing council who supported staff by ensuring covid safe plans and cleaning, this connection with parents was a highlight of the very tough year. Staff worked tirelessly to share photos on their group media platform, of children and learning to continue parent engagement and involvement despite parents unable to attend kindy premises. This connection was an appreciated source of joy for many parents.

The Governing council unanimously decided that they wished to go ahead with a fundraiser. Special mention to Aylwyn Dennis who oversaw and orchestrated the mammoth task of a Kindy cookbook. The finished product is a remarkable representation of the kindy and the team working behind it. With 553 books printed, a total profit, supported by local business sponsorship, saw a final tally of \$8661 raised.

In October we saw the commencement of the new shed. This is a much safer and user friendly resource. We allocated the \$20,000 building grant to establishing smaller and quieter learning spaces for children by adding concertina doors and additional storage. Daylight lighting was added to the kindy space. Two additional pin up boards were purchased and used to help support communication between staff and parents during the covid pandemic.

Improvement planning - review and evaluate

Our learning improvement areas for 2020 were focussed around the development of children’s oral language skills and developing their number sense.

Our first goal was focussed around children’s ability to engage in sustained shared conversations with others to increase their understandings, develop relationships and communicate effectively. Our aim was to see every child involved in small group dialogic exchanges of around 5-7 turns and effectively running their own mystery box sessions. We implemented actions to support this goal including the use of the SSTEW observation tool, Collaborative planning time with educators, resourcing and utilizing the ‘The Oral Language Book’, ongoing collection, analysis and monitoring of PASM data, creation and collection of Mystery Box participation and comprehension data. We also worked with Early Years teachers from Lobethal Primary school throughout the year to develop shared understandings and to develop a common understanding around content, pedagogy and practice. We worked with consultant, Lisa Burman to explore Bookmaking pedagogy and contextualise it to meet our needs. We purchased a SWIVL robot to capture children’s exchanges at group times and during experiences. These actions resulted in a significant shift in practice and understanding for all educators. Educator capacity was developed around bookmaking and the important role that this plays with development of oral language and reading and writing skills. Group times shifted to more child led conversations and the Mystery Box concept evolved into children taking total ownership of the process, leading educators to play a supporting role as children truly led the discussions, explored ideas and guesses and questioned others to gain information. Our data showed that 100% of our children engaged in this process. We tailored the Bookmaking pedagogy to align with our goals and were overwhelmed with the enthusiasm and high participation rate shown with 100% of children across both groups choosing to make and publish their books to others on multiple occasions. Our PASM data sets provided us with interesting information around children’s understanding of rhyme and their ability to match and produce rhymes. We responded to this through our small groups and play experiences with more intentionality around producing rhyme. We created and collected data capturing children’s ability to engage in quality dialogic exchanges. All children observed could engage in sustained conversations across different contexts with others, with the average turn taking being around 10 exchanges which is significant growth from the start of the year.

Our second goal was based around the development of children’s number sense and in particular around the conceptual understanding of number to increase confidence and capacity to use mathematics in everyday life. The actions taken to achieve this goal were mainly based around developing staff capacity through a range of training and PD opportunities, the implementation of a whole site approach to mathematics teaching and learning using Numicon, Number Blocks We timetabled specific numeracy blocks into the day to ensure that we could focus on explicit teaching and exploration of number-based principles and rules. We introduced and embedded daily counting experiences into our program and met with Lobethal P.S staff to explore the Numeracy progressions and share practices and pedagogy, and our use of Numicon. We collected data around children’s ability to subitise finger and rote count across the year and saw a significant growth in all children’s ability to rote count, finger count and subitise up to 8.

Enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2017 | 50 | 52 | 53 | 52 |
| 2018 | 52 | 55 | 55 | 55 |
| 2019 | 31 | 30 | 32 | 31 |
| 2020 | 57 | 57 | 59 | 54 |

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

2020 enrolments numbers reached a 4 year high
 Enrolment number of 59 in Term 3, 2020 was highest enrolment level in past four years and very close to capacity (60).
 Enrolments were reduced by five children due to the introduction of the No Jab No Play Bill in early August 2020
 2020 enrolment numbers increased 20.8% on three year average.

Attendance

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2017 centre | 99.5% | 96.2% | 98.7% | 97.9% |
| 2018 centre | 99.5% | 100.0% | 97.8% | 99.5% |
| 2019 centre | 98.3% | 98.7% | 99.4% | 100.0% |
| 2020 centre | 100.0% | 89.5% | 87.3% | 87.3% |
| 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

2020 saw an average attendance rate of 92.3% which is lowest percentage for centre in last four years
 This average of 92.3% was nearly seven percent higher than state attendance average of 85.4%
 Terms two and three in 2020 were the only terms in the last four years where the attendance percentage to be below 96% (term 2, 2017). Centre attendance percentage drops were a result of COVID-19

Destination schools

| Feeder Schools (Site number - Name) | 2017 | 2018 | 2019 | 2020 |
|---|-------|-------|-------|-------|
| 547 - Birdwood Primary School | 12.0% | 9.0% | 3.5% | 9.1% |
| 136 - Lenswood Primary School | 18.0% | 13.0% | 10.3% | 14.6% |
| 9100 - Lobethal Lutheran School | 10.0% | 24.0% | 20.7% | 16.4% |
| 227 - Lobethal Primary School | 46.0% | 41.0% | 51.7% | 43.6% |
| 8007 - The Hills Christian Community School | 0.0% | 3.0% | 0.0% | 3.6% |
| 495 - Woodside Primary School | 2.0% | 5.0% | 6.9% | 10.9% |

NOTE: The data is collected in Term3. 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

80.0% of 2020 Lobethal Kindergarten students enrolled in public schools in 2021
 80.0% is highest percentage of intended public school enrolments in last three years.
 Enrolments to Lobethal Primary of 43.6% slightly below the four year average of 45.6%
 Enrolments to Lobethal Lutheran of 16.4% slightly below four year average of 17.8%
 We saw increases in enrolments across the board to Lenswood, Woodside and Birdwood Primary Schools.

Client opinion summary

Staff worked together to review our past surveys and develop a survey format that was accessible, easy to complete and provided information relevant to our improvement priorities. The survey was distributed in early term 4 to all 54 families. We received a total of 38 responses.

Key areas of information asked of parents were around the quality of the program, whether their child talked about the program at home and if they transferred skills learnt at kindy into their home setting. We also asked about our kindy to home communication practices, reporting frequency and practices along with support information. We also asked about the impact that Covid has had on their experience.

Out of the responses received, 100% of families were happy with the program and its content. They indicated high levels of satisfaction around the program and resources and how they were organised. All families that responded stated that they felt that their child was safe at kindy and that their child's welfare and wellbeing was catered for by all staff. They indicated that additional staffing support was noticed and appreciated.

Feedback received around assessment practices indicated a high level of appreciation around the extent that staff went to in order to share learning goals and information in a range of forums throughout the year. They particularly noted that interviews were their preferred method of communication. The Transition to School meetings were appreciated and valued by all who participated in them.

A comment received around areas for improvement was given around a request for our Facebook group to have a photo posted of every child every day. Staff have taken this feedback onboard and explored the purpose of this group and how we can ensure equity and inclusion of all children. This has resulted in staff creating clear communication with 2021 families around the purpose of the Facebook group, its learning focus and sustainability in terms of staff workload and expectation. A positive outcome as a result of the feedback received.

Relevant history screening

All 2020 Governing Council members due for renewal completed the new Working with Children Check.

We have established processes which include timelines and checklists to ensure that checks are submitted and completed in a timely manner.

When conducting risk assessments for off-site activities, consideration is given around child safety and supervision.

Only adults with a current working with children clearance are allowed to have a child other than their own to supervise on outings.

Links are provided to families and all parents who plan to participate in volunteering or cooking at kindy on a regular basis.

Financial statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | \$628,877 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$39,541 |
| Other | \$8,661 |

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 | We employed a consultant to deliver PD around Bookmaking Pedagogy and provide ongoing coaching to all staff members throughout 2020. TRT's employed to cover teaching staff to work collaboratively with Early Years staff at Lobethal PS to share practices and develop a greater understanding of work across sectors | Bookmaking used by all staff. 100% of children consistently accessed bookmaking and published stories. Lobethal EY PLC established |
| Improved ECD and parenting outcomes (children's centres only) | N/A | N/A |
| Inclusive Education Support Program | ECW was employed for 6 hours p/w across the year to provide support to students needing support to access the learning program. We successfully applied for additional funding as the funds provided were fully used in term 1 due to the complex needs of our trauma affected children. | Support for children to participate in small learning focussed groups with an ECW supporting lit/num, social and motor development |
| 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.