



# Kensington Gardens Preschool

## 2020 annual report to the community

Kensington Gardens Preschool Number: 4627

Partnership: Central East

Preschool director:

Ms Catherine Honeychurch

Signature

Governing council chair:

Shelley Young

Bahareh Aghpourhaboos

Date of endorsement:

24 February 2021



Government of South Australia  
Department for Education

## Context and highlights

In 2020 our community adapted to the challenges brought on by COVID 19 with great grit and resilience. For this we must acknowledge the commitment and dedication of everyone who was determined to make children's preschool year as safe, enjoyable and full of play and learning as possible. The challenges made us think in new ways about what is important for preschool aged children and what was possible if they were not physically present. Limits on technology were obvious and frustrating but the way our relationships and communication became paramount between families and educators highlighted what has always been at the heart of how our preschool works with its community. We spent many weeks dedicating a .5 staff member to reaching out to those children and families at home between April and May. As the concerns related to children's safety lifted, many families quickly returned to preschool. This required many shifts and adaptations by the staff team. The educators at this preschool have been outstanding in their ability to adapt and model calmness, resilience and commitment to young children's learning. In 2020 we continued to use an inquiry approach with children to build learning dispositions and critical thinking skills. Collaborative learning in our site around projects enabled each child to build on what they know in an environment that encouraged deeper explorations of ideas and topics. A great example of this is our embedded focus on learning about Aboriginal culture enabling us to be part of a launch and turning of the sod in the Kensington Reserve alongside Kaurna Elders. In 2021 the redevelopment of the park will include acknowledging Kaurna history and is something our community is looking forward to participating in. As a group of learners together we have:

- \*acknowledged the Kaurna people and their connection to the land each day and
- \*in turn connected to the park and explored it through our Nature Kindy program and promoting exploration of neighbourhoods through learning at home
- \*developed learning from home inquiry packs to support families doing COVID 19
- \*grew vegetables with Garden Girl, harvesting and cooking highlighting the sustainability cycle
- \*inquired through projects into Shadows, The Theatre, Maths, Eating a Rainbow, Ramping, Sustainability, Creek to Coast
- \*became authors and made many books and engaged in author studies
- \*Identified as readers of pictures
- \*cared for our environment, our animals, our trees, our vegetable garden and each other
- \*and made new friends, developing our sense of belonging to our kindy community.

## Governing council report

This year has had unprecedented challenges and uncertainties due to COVID-19 pandemic. At some points families didn't know if we could attend kindy. Despite this, 2020 has been another successful year, with the governing council enabling the Kensington Gardens Preschool to continue its learning outcomes. This cannot be achieved without the great contribution of our dedicated staff members, which together make an outstanding team.

Firstly a massive thank you to all our staff members that continue to go above and beyond for our children this year. You continued to provide a safe environment that only enhances in the children's education, which is evident through their demonstrated learnings and knowledge of the world which was communicated through the kindy weekly newsletters and end of term project presentations.

Many facilities have been upgraded throughout 2020 using the facilities grant provided by the education department. This has brightened the veranda and enabled needed maintenance work to be undertaken in preparation for the New Year.

Governing council members have taken feedback from the kindergarten community, either positive or negative and supported the parent voice. I would welcome all interested family members to join the Governing Council in 2021, to help make the decisions for all families associated with the Preschool. We welcome new and returning families and children in 2021, and wish all our 2020 students the best in the future.

Shelley Young

Chairperson, Kensington Gardens Preschool Governing Council 2020

## Improvement planning - review and evaluate

The Preschool's PQIP targeted literacy improvement in 2020, with a focus on book making and reading to improve children's ability as effective communicators.

The preschool started with what children knew and could do in order to develop their identity as learners. The improvement focus was supported by educators engaging in 12 hours of professional development across 4 terms. Amanda Bartram from Lisa Burman Consulting led the educational team in a tailored PD that enabled capacity building to deliver book making as a pedagogy.

The processes for ensuring each educator took responsibility for achieving the goal included careful planning at the beginning of each term. The intentional teaching goals were planned for, described, enacted and reflected upon in an effort to improve how educators embedded the practices. Some of the more successful strategies that were implemented included:

1. Built in inclusion and critical reflection of literacy by educators through their performance development processes
2. Establishing a continuum using the Preschool Literacy Indicators to become more effective in tracking and monitoring children's literacy development over time.
3. Use of closure days to understand how the Preschool Literacy Guidelines can support the practices we were aiming to embed.
4. Book making workshops with children related to big ideas in projects, author studies of Alison Lester, Pamela Allen and books about How Many.
5. Educators improving their ability to conference with children and decide the 'nudge'. Common nudges included editing illustrations, adding movement lines, colour, page numbers, speech bubbles and 4 year old writing.
6. Read-alouds becoming more interactive, noticing techniques authors have used.

Improvements that were evidenced included:

1. Children being able to talk about being an author and naming how they book make
  2. Children being able to talk about editing and possible additions
  3. Children understanding the difference between story and information books and making their own.
  4. Children developing the dispositions and identities needed to be a book maker.
  5. Children choosing to make books independently at Kindy and at home and reading them to others.
  6. Children engaging in joint read-alouds and noticing what other authors do
  7. Parents talking about their child's book making at home.
  8. Children's literacy development is tracked and monitored using the continuum developed by the site.
  9. Educators' understanding and capacity to deliver book making as a key literacy strategy has improved and their reflections include the following: educators listen more carefully to children, children use meta- language, families participate in the process, there is sustained and ongoing interactions between home and kindy, educators have more confidence to have a go and to let children be to guide their own learning, having a defined direction was important and educators recognised that the learning evidence was a result of intentional actions by educators.
- In 2021 it will be critical to maintain established changes in practices that delivered successful outcomes. Adapting these to the 2021 cohort and context will be part of the work. Improving tracking and monitoring from Term 1 will continue in 2021. Being better equipped to use personal 'stacks', implement book making across the curriculum, not just in workshops, connect with families and deliver reading as a pedagogical stance will also be a focus.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	66	65	64	66
2018	66	66	66	66
2019	58	61	65	66
2020	55	N/A	53	53

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

In 2020 the Department for Education decreased Kensington Gardens Preschool's capacity from 66 to 55 enrolments. We configured the sessions to have a smaller number of children on Monday and Tuesday, warranting only 2 staff. In 2021 extra ECW time will enable a third staff member across the week and even the spread of children. This is a wellbeing strategy for children and educators alike. Enrolments did start at 55 but one child was stuck in China due to COVID and yet another child become stuck in NSW. The family then decided to stay there after border restrictions lifted. In Term 4 one child remained solely at the ELC they were enrolled in for wellbeing reasons and another family moved to Brisbane. We had one new enrolment in Term 4. In 2020 many families have pre-enrolled for 2021 (prior to August 1st) and the site will fill to capacity of 55 again with ease.

## Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	96.2%	95.4%	92.2%	92.0%
2018 centre	91.2%	91.0%	92.5%	90.9%
2019 centre	93.5%	91.0%	94.9%	91.6%
2020 centre	92.6%	N/A	88.7%	99%
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

Attendance in 2020 has been impacted in many ways by COVID. Our attendance data indicates a drop in percentage attendance in every term. However we still perform well on children's attendance compared to the State averages. For example in Term 1 State averages were 89.4% and KGPS 92.6% and Term 3 State averages were 84.7% and KGPS was 88.7%. Children who develop cold like symptoms have been kept at home more readily and COVID tested. Testing results can take several days and absenteeism can attribute largely to this new COVID normal. The kindergartens very good attendance rates can be attributed to families considering the importance of regular attendance and satisfaction with the program. We maintain the long days at our site with many families using the time to adjust and work flexibly whilst their child is at Preschool.

## Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
699 - Burnside Primary School	10.0%	16.0%	14.9%	8.3%
1213 - Magill School	47.0%	47.0%	40.4%	44.4%
249 - Marryatville Primary School	6.0%	13.0%	12.8%	13.9%
131 - Norwood Primary School	0.0%	3.0%	0.0%	5.6%
8374 - Pembroke School	4.0%	3.0%	0.0%	5.6%
474 - Trinity Gardens School	2.0%	0.0%	6.4%	8.3%

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

As in other years this data is not completely correct as families are still waiting on placement for their child or are undecided about school placement in 2021 when this data is generated. In the new EMS system the preschool will review how to enter this data as it becomes available in Term3 and 4.

Continuity of learning through close ties with local schools has been impacted by COVID19. As a result local schools, in particular Magill Primary School staff, began a transition process at the end of Term3, earlier than usual. Anecdotally we can say this has benefited children as they express their view of their learning continuing smoothly into school. Feeder schools have either sent a teacher to visit children or telephoned to ascertain if there are any concerns around class placement. Our Statements of Learning are always a source of information about the child as a learner with strengths and capabilities.

## Client opinion summary

In Term3 we invited families to participate in the Annual Parent Opinion Survey of our site that was organised by the Department for Education. We had 30 out of 52 families participate. The results from the survey indicated very high satisfaction in all four areas. Families commented extensively on their view that the preschool was well run, organised and the learning was delivered by enthusiastic educators with just enough challenge and rigour. One parent had rated each question with a Strongly Disagree. As there were no comments to back this response or issues brought to our attention through the year, it is believed that the parent perhaps mistakenly chose this response.

Parents comments were overwhelmingly positive and include this sample:

- School is well run with excellent communication in regards to programs and what the children have learnt in the week. Updates on these come promptly at the end of the week. Parents are asked for involvement via email frequently.
- They are well structured, have exceptional leadership and great fellowship amongst the educators.
- Whilst keeping our son home during the uncertain times this year has presented, the kindy made wow to be in touch via phone calls, posted videos of activities they were doing and even supplied us with a bag full of wonderful, fun material to continue the curriculum at home.
- The kindy and the staff are excellent. My children have all loved their experiences at kindy and it really cemented a strong start to their education, independence and learning.
- The staff are all so caring and generous in their time and commitment to assisting each child feel welcome and secure, and have given them a sense of belonging to their small kindy community.

From families' responses it is clear the Preschool's goals and values have resonated with the families of 2020. In a year of challenges they have understood and highly valued the teaching and learning that preschool has offered their children.

## Relevant history screening

In 2020 our preschool complied with all the new requirement for transitioning from DSCI Screening to Working with Children Checks. As part of a department Internal Audit, Kensington Gardens Preschool was visited for review. As a result, in 2021 it will now be a requirement for the director to lodge a WWCC registration of interest on the DHS screening portal for governing council employees and volunteers. The other recommended action was that the preschool ensures all temporary employees have a current ATT or ATW through the departments VSP system on the day they do TRT at our preschool.

## Financial statement

Funding Source	Amount
Grants: State	\$428,744
Grants: Commonwealth	\$0
Parent Contributions	\$33,703
Other	\$2,676

## 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	This grant was expended through delivery of professional development through Amanda Bartram, Lisa Burman Consulting. The learning focused on Amanda tailoring the sessions to the needs of educators. Between each session the preschool team worked on area of book making under study.	Along with what has been described already the preschool has ensured 100% literacy growth for each child.
Improved ECD and parenting outcomes (children's centres only)	N/A	N/A
Inclusive Education Support Program	This grant was expended by employing an extra early childhood worker. The funding enabled the team to spread support across the 4 days children attend in a collaborative team approach. In 2020 2 children required significant one on one support for a range of needs including speech and sensory issues.	While challenging children with a high level of needs were supported across their 15 hours of preschool.
Improved outcomes for non-English speaking children who received bilingual support	In Term one a newly arrived child began at our preschool. For family reasons they returned to their country of origin. Funding requirements meant the Bilingual Assistant continued at our site till the end of the term.	As a result we did not achieve a quality outcome for bilingual children in the allocated time and sessions.

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