

# kensington gardens preschool



"the kindy in the park"  
Ngartuwirra wirrangka

## Kensington Gardens Preschool

### 2021 annual report to the community

Kensington Gardens Preschool Number: 4627

Partnership: Central East

Signature

Preschool director:

Ms Catherine Honeychurch

Governing council chair:

Bahareh Aghpourghaboos

Date of endorsement:

18 February 2022



Government  
of South Australia  
Department for Education

## Context and highlights

In 2021 Kensington Gardens Preschool stayed connected, learning and growing together using inquiry to build learning dispositions and thinking skills. We inquired into many topics this year. The Park Project became an inquiry that held us all captive. After many years of planning Burnside Council finally began the redevelopment of Stonyfell Creek into a wetland area. The development includes a Kaurna reflection space, a nature play space, 1000's of plantings, bridges, bike paths, Indigenous totem poles, and interpretive signage. The development is earmarked to be ready for the community to enjoy before Christmas. Children, educators and families have been deeply engaged in monitoring the works and have been VIP guests in viewing works at the construction site and meeting with Kaurna Elders. Back at preschool, children and educators have inquired into many topics to do with the park such as exploring natural spaces that exist, visiting the Kaurna tree during Nature Kindy, talking with Tamaru, (Kaurna educator) observing and testing water quality, creating artwork and exhibiting at Burnside Civic Centre as part of the Inspired by Trees exhibition. Children recorded in their field journals and books, the life of the park, fully participating in all its changes over 2021. Our Kensington Gardens Preschool community of learners used music and movement to build children's phonological awareness and engage with families to support children's learning. Our preschool's commitment to literacy and sustainability guided our Project Mornings and inquiries, engaging families in the learning through our ongoing commitment to making children's learning visible in the pedagogical documentation.

## Governing council report

Thank you for opportunity to present this report on behalf of the GC of 2021. In this year we had the challenge with covid-19 pandemic but fortunately the Governing Council and Kensington Gardens Preschool have successfully continued its learning outcomes. This would not have happened without the great contribution of our staff members and teams.

I would like to say a massive thank you to all our staff members that continue to go above and beyond for our children this year and provide a safe environment for children's education.

In 2021 many facilities have been upgraded with funding provided by the education department. This has brightened the kid's bathroom area and other preschool areas. During the year, the Governing Council encouraged the Director to share song lyrics from Musical Muscles so families could join in the fun at home. This was a wonderful way to share in the joy of kindy. Parents appreciated invitations to attend excursions. The highlight of the year was Patch Theatre.

Working Bees have provided a welcome opportunity to meet other families in addition to the project meetings at drop off and pick up times.

The Governing Council endorsed the practice of shunning fundraising, instead operating within the budget with input from fees and state government funding, to focus on student learning and community building.

When the pandemic is finally over, families will be able to come together again to share food, mingle and dance.

I would welcome all interested family members to join the governing council in 2022 to help make the decisions for all families associated with the preschool.

And best wishes to all our 2021 students in the future.

Bahareh Aghpourghaboos Chairperson  
for the Governing Council

# Preschool quality improvement planning

The Preschool targeted literacy improvement in 2021 building on improvement commitments from 2020. Improving tracking and monitoring from Term 1 had been identified, as was continuing a strong focus on the practice of book making. As part of a wider Central East Partnership focus, Kensington Gardens Preschool aimed to improve children's phonological awareness skills alongside building children's oral language skills. This was achieved through embedded practices of book making, reading and engaging in shared sustained thinking with educators and peers. New and improved strategies supported this work with all actions documented for children and their learning through stories written to children and families. The weekly PowerPoint documented for families the journey of learning and these two pieces of documentation were showcased at Project Mornings and End of Term Celebrations. Families had two opportunities to sit down for formal Parent Teacher chats over the year and these strategies, along with the use of each child's individual learning continuums completed the way our preschool highlighted the learning cycle for each child and cohorts of children. Educators inquired into their own practice and engaged in numerous professional development opportunities to build and improve the teaching and learning. Actions for improvement also included:

Children spending the time after lunch engaging in sustained quiet reading as educators highlighted that reading illustrations and graphics is reading. As an example, in Term 3 children's reading time after lunch included many books about the body and books about numbers of things. This supported children to consistently differentiate number and letters. Children were observed across the day reading alongside and with others to make meaning of illustrations and text. As another example, in small groups, during investigation of how the body works, discussions around the digestive system led to interest in medical diagrams. The children went on to record their understanding of the digestive system in their field journals which sparked many questions about how food can travel through the body.

Children and educator's took part in many book making workshops with most children quickly identifying themselves as authors and writers. We carried out successful author studies across the year and improvements to how the environment was set up, based on children's learning over time. For example, we experimented with changing where and when children accessed book making with some wonderful results in the number of children making books. By creating small bookmaking spaces on the carpet area, children engaged with increased frequency in self-directed book making throughout the day. The space was used not only by the seasoned, avid book makers, but also by children who have been less inclined to make books, some of these children making 2-3 books a day. The exploration of information texts in comparison to writing stories was another important strategy for engaging some of our young readers and book makers. Children and educators also explored numerals as symbols that differ from letters during bookmaking workshops. The focus was counting and included numerals and descriptions of the objects.

Educators carried out an inquiry into their literacy practices firstly by auditing what was happening to improve children's phonological awareness and then implementing more targeted approaches in light of research. As a result educators developed 4 Kindy Musical Muscles Sets over two terms. The lyrics and literacy and musical benefits of songs were highlighted for families in a written handout. Links to You Tube were also included supporting children who speak English as a second language

# Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	66	66	66	66
2019	60	61	65	66
2020	55	N/A	53	52
2021	54	55	55	55

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	91.2%	91.0%	92.5%	90.9%
2019 centre	93.6%	91.0%	94.9%	91.6%
2020 centre	92.6%		88.7%	91.2%
2021 centre	92.1%	92.7%	92.7%	99%
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

In 2021 Kensington Gardens Preschool was at capacity with 55 children enrolled and distributed across two groups. This meant funding an extra .4 ECW and required careful budgeting with support from the Governing Council. This wellbeing strategy for children and educators alike enabled there to be 3 educators each day for children and supported the group dynamics to build in both groups.

	2020	2021
Attendances	50 47 47 50 51 51	1 3 4 1 2 3
Enrolments	55 53 52 54 55 55	

For the most part all of the 55 children who were enrolled at Kensington Gardens Preschool attended on a regular basis. There are no unusual patterns to explain absences other than medical issues experienced by 3 of our children. Other wise children at our preschool were regular and enthusiastic attendees. This is of course due to the high value of learning put on preschool by families who attend Kensington Gardens Preschool.

## Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
699 - Burnside Primary School	16.0%	14.9%	8.3%	12.2%
1213 - Magill School	47.0%	40.4%	44.4%	51.2%
249 - Marryatville Primary School	13.0%	12.8%	13.9%	9.8%
9082 - St Joseph's School - Tranmere	9.0%	6.4%	0.0%	14.6%

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 2021 collection.

## Destination schools comment

Since Covid 19 how we connect with our local schools has changed. Happily, we have seen a high level of connection from teachers in schools. These teachers are keen to gather as much information as possible to support their work with families and ensure continuity in learning for each child. We continue to send most of our children to Magill Primary School with smaller cohorts going to Burnside PS, Marryatville PS and St Joseph's Tranmere. This year 7 children transitioned to independent schools, our largest number for some time. Seven children entered the Catholic system. Two children were beginning school interstate.

## Family opinion survey summary

In Term 4 we invited families to participate in the site Annual Parent Opinion Survey with 23 families completing the survey. Results indicated very high satisfaction using the seven areas of the National Quality Standards. With people overwhelmingly 'strongly agreeing' and a smaller cohort responding to individual questions with 'agree', it is challenging to decipher areas for improvement or areas of concern. In Term 3 and 4 educators carried out a comprehensive scan using the NQS, and this highlights many of the ways forward for improvement. These two data sets together will support improvement goals and actions in 2022 which include more intentional information about healthy eating, the child protection curriculum and parent engagement.

Parents positive comments include:

My child is learning so much about his environment and music and his drawing and writing have improved so much over the past 6 months.

My child's learning has been amazing this year, he has learnt so many new concepts and facts such as pollution and Kaurua songs and dance moves.

Outstanding program- always interesting and promoting thoughtful and responsible approach to being in the world.

## Relevant history screening

All relevant history screenings were kept up to date and supplied by all those who worked or volunteered at Kensington Gardens Preschool.

## Financial statement

Funding Source	Amount
Grants: State	\$9,104
Grants: Commonwealth	\$0
Parent Contributions	\$49,840
Other	\$401,931

