



Paradise Kindergarten

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2021 annual report to the community

Paradise Kindergarten Number: 4629

Partnership: Campbell

Signature

Preschool director:

Mrs Charmaine Suares Howard

Governing council chair:

Heidi Fielke

Date of endorsement:

23 February 2022



Government
of South Australia
Department for Education

Context and highlights

The service is a Department For Education site and operates as a stand - alone preschool in suburban Paradise, with two street accesses - Lincoln Road and Pam Street. Paradise Kindergarten is made up of a multicultural diverse community and we aim to provide world class education in partnership with parents and the community. The site utilises 4 closure days per year to review the Site's Quality Improvement Plan and implement new strategic directions. We value the importance of Play based learning and building strong responsive and respectful relationships with all stake holders. Our core curriculum documents are The Early Years learning framework and the Implementation Guidelines for Indicators of Preschool Numeracy And Literacy for Government Preschools. The site includes excursions/incursions as part of the curriculum and are planned to support and extend children's learning.

With Universal Access, the children are offered 15 hours of preschool a week. To meet the needs of the community, parents can choose an option of 2 whole days, Mondays and Tuesdays -KOALA GROUP or Wednesdays and Thursdays-KOOKABURRA GROUP. Our long sessions 8:15-3:45 aim to support working families, fit in around school operating hours as well as engage families and children to access the full 15 hours of preschool. This has been welcomed by the community and ratified by the Governing Council. Our Staff Team consists of passionate , knowledgeable , responsive professional educators: Charmaine Suares Howard- Director full time. Deborah Walsh- Teacher full time. Saskia Koopman- Universal Access Teacher and Regular Relief teachers. Grazia Rocca 0.5 Early Childhood Worker, Jenny Goodwin -0.5 Early Childhood worker.

Key events for the year TERM 1- A Twilight Kindergarten session for parents/ caregivers to engage with the curriculum and make connections with the kindergarten and educators. TERM 2-: We offer Parents Educator Conversations for each child to plan a collaborative approach to monitor and track children's Learning and engagement. TERM 3:A family and community event. TERM 4: An End of Year/Christmas concert and an opportunity to participate in the Campbell town Christmas parade. As a site and team we are committed to growth for every child in Literacy and Numeracy.

We enter the Primary Mathematics Challenge annually and for 4 years in a row 2018-2021, we have been acknowledged state award winners in engaging children in Numeracy learning. Our work with literacy encompasses book making, connections with Music and literacy learning , small world play, story tables and most importantly PLAY which is the basis of all our work with children in Kindergarten.

Governing council report

Good evening everyone. I just wanted to take a moment to reflect on the past year at Paradise Kindy and really thank all the staff for their efforts throughout the year but particularly say a big thank you to Charmaine and Deb and everything they have done this year. It is really easy to see when you come in to the kindy and from all the communications that we receive just how passionate and dedicated they are about providing the best environment for the kids to grow and flourish. From being on the kindy council you can really see how they try and explore every possible option to get the best for the kindy and for the kids. I have also appreciated that they are not afraid to spend the money they have available for the best of the centre. It has been really great to see all the changes to the kindy across the year and I think we can all agree that the enclosing of the lunch and locker area has been a great addition and I know they have big plans for the future too.

I also just wanted to take a moment to thank the other members of the Kindy council. It has been an interesting year with COVID and having to adapt. It has been really interesting to see how some of the decisions get made and how different things are prioritised and I would really encourage anyone to join the committee in the future. A big thanks again to Charmaine and Deb and all the other educators. I am sure you will all agree they do an amazing job every week. I feel like we made a really great choice when picking Paradise Kindergarten. I don't know that you would get the level of care and dedication at all Kindy's which is made even more obvious by Deb being a finalist as educator of the year. I feel like they have really helped set our children up for starting school in the new year and can't wait to see what that brings. I hope you all have a lovely Christmas and New Year and wish you all the best for the transition to school. Heide Fielke

Hi lovely families of paradise kindy kids.

Thanks so much for coming this evening. It has been a real pleasure to see our kids up here on stage performing for us all. They have done a brilliant job. My name is Kristy, and this year my son Logan has been lucky enough to attend Paradise Kindy. Logan isn't my first child to attend though, my other sons Oliver, Connor and Liam have all had the benefit of coming to such a well-run, friendly and caring environment. Myself, I have been on the governing council for three years now and it has been a really informative and rewarding experience. I've been involved in some of the behind-the-scenes decisions that go toward making paradise kindy an amazing space for our kids to come each day. -Kristy Mellor

Preschool quality improvement planning

GOAL: Increase children's understanding of the language of their world.

CHALLENGE OF PRACTICE: If we consistently embed music in our curriculum, with a focus on oral language and Phonological awareness, we will increase children's understanding of the language of their world.

ACTIONS:

Professional learning

Access PD as a team. Staff to share any Music related research articles to the team

Access Plink and watch video as a team re Music and neuroscience

Use Music Education Support person to support building on educators capacity to engage with Music strategies.

Curriculum

Build phonological awareness through music experiences within play and small groups

Build on children's engagement through Music indoor/outdoor/routines

Embed certain songs/ melodies chants to use at transition points during the day.

Parents/ community

Create a song book for parents to use with links to Literacy

At Twilight Kindergarten model music songs chants rhyme

Use Face book Closed group to model songs /chants /finger plays using syllabification and rhyme

Pedagogical Documentation/Cycle of planning

Use observation, Learning stories, RRR scales to reflect and analyse intentional and spontaneous music experiences

SUCCESS CRITERIA: Children demonstrate increasingly complex vocabulary

Feedback from families indicates children using Syllabification/rhyme at home, linked to kindergarten experiences for e.g the Kindy song book

Children use increasingly complex sentences when describing play, inquiry and sharing experiences (PP, ILP, LS ,OBS -Child's voice)

Children demonstrate a sense of joy, enthusiasm and laughter and are highly involved while engaging with music experiences as evidenced in our RRR

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	49	56	55	55
2019	60	60	58	59
2020	55	N/A	52	53
2021	52	52	55	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.

Attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	83.8%	86.6%	86.4%	91.0%
2019 centre	88.4%	86.8%	85.0%	89.7%
2020 centre	92.3%		88.0%	95.7%
2021 centre	94.0%	93.2%	93.6%	88%
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

Most absences were Children away sick with parents informing the preschool via email , telephone or in person.

The last week of term saw some children away on early holidays but over term 4 and and the year we have seen a rise in attendances and parents informing preschool when the children will be away .

The value and importance of the preschool curriculum have seen most families take very short holidays in the preschool term(and not on their days of attending preschool).

There were also fewer transitions to private schools in term 3. 2 new enrolments in term 3 and a few interstate transitions of families have had our enrolments sit at 53 in term 4, 2 less than our enrolment capacity of 55.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1043 - East Marden Primary School	64.0%	69.4%	64.1%	60.0%
1228 - Felixstow Community School	0.0%	2.8%	5.1%	7.5%
9088 - St Pius X School	2.0%	8.3%	5.1%	7.5%
8031 - Sunrise Christian School Paradise	2.0%	5.6%	0.0%	5.0%

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

Our main feeder school has been East Marden Primary schools which is the closest (geographically situated) public school.

We have also had children transition to 5 different Private schools.

3 families have moved interstate and the rest of our families have been enrolled at Primary schools within our partnership and portfolio

Charles Campbell College

Paradise Primary School

East Torrens Primary School

Dernancourt Primary School

Some other public schools are outside of our portfolio due to Parents moving house.

Family opinion survey summary

Leadership and decision making

Charmaine clearly runs a well-organised environment built on mutual trust and respect. The staff are all off high standard and seem to share similar values, which is great.

Quality of Teaching and Learning

They are doing well but if they can provide more photos of what is happening in more details, includes videos sometimes and may can use app like story park.

They change environment ever week to learn different things...kuds are enjoying it.

No further comments about Paradise kindy - we think it's excellent. Just a general comment: It would be convenient if preschool offered an "OSCH" type program. With the shorter hours it is often difficult for my wife and I to organise pickups and drop offs with no safety net.

Relationships and communication

The communication at the kindy is great, and we are always greeted by engaging and welcome staff at pick-up and drop off. The impression is given that all children are equally important.

Parent meeting and I can talk any time with teachers.

Support of learning

Our daughter has continued to build confidence this year with the support of the Paradise Kindergarten staff.

Relevant history screening

All staff are up to date with their

First Aid

RAN-EC

Working with children check

Some staff are to complete and update their Child Protection Curriculum training

All relevant history screenings are up to date

Financial statement

Funding Source	Amount
Grants: State	\$484,479
Grants: Commonwealth	\$0
Parent Contributions	\$38,555
Other	\$0

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	<p>In 2021 The funding was used to engage in the Department for Education Music program and make links with literacy and Music . We engaged with ASME and created a songbook for parents explaining concepts of beat and rhythm and the importance of Music in supporting children's literacy skills. We also shared a case study of our musical exploration and notation with the portfolio and ASME. Funding was also used to purchase musical instruments</p> <p>Paradise Kindergarten engaged in documenting children's Numeracy learning through the Primary mathematics Challenge and were recognised as State award winners.</p>	All staff aware and able to notice, plan for and document children literacy learning through Music and articulate the connections between literacy and music .
Inclusive Education Support Program	Funding was used to support Children with special rights to create and implement one plans ECW's were engaged to work in small groups with children to support and extend their learning.	Children made progress towards their One plans and staff are able to articulate and document their progress in their learning.
Improved outcomes for non-English speaking children who received bilingual support	<p>Bilingual support staff were employed to support EALD learners and work with families and community to achieve the best learning outcomes for all children.</p> <p>Bilingual staff were also included in Microsoft teams to be part of and work towards the sites PQIP goals.</p>	Bilingual staff are aware of each EALD child's goals and work alongside educators to support the child's engagement in the curriculum.

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