



Paradise Kindergarten

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2022 annual report to the community

Paradise Kindergarten Number: 4629

Partnership: Campbell

Signature

Preschool director:

Mrs Charmaine Suares Howard

Governing council chair:

Angela Abbott

Date of endorsement:

13 February 2023



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, 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. This year we have shared our practice and pedagogy of using Music Education strategies at Leaders Day 2022 . 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.

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. Our Staff Team consists of passionate, knowledgeable, responsive professional educators: Charmaine Suares Howard-Director full time. Saskia Koopman-

Teacher full time. Lisa Pilcher- Universal Access Teacher and Regular Relief teacher. Lorinda Reade -0.6 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. (This was moved to term 3 due to covid-19 TERM 2.) We also check in via a telephone conversations with each family to support children's transition into Kindergarten.

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. We go on local walks to playgrounds throughout the year and have been top the Adelaide Zoo for an excursion.

As a site and team we are committed to growth for every child in Literacy and Numeracy.

We entered the Primary Mathematics Challenge this year and are awaiting results. (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 PURPOSEFUL PLAY which is the basis of all our work with children in Kindergarten.

Governing council report

Good evening,

My name is Angela and I've been very pleased to serve as the Chairperson of the Paradise Kindergarten Governing Council this year.

It was a privilege to see first-hand the planning and preparation that goes in to all the wonderful activities and programs that our children have been able to benefit from this year. With that, I'd like to thank the dedicated team of educators Lisa and Sas and staff, led by the expert guidance of Charmaine for all that they do. Under their guidance, our inquisitive and curious children, have benefited from learning, exploring, playing, and thriving at this wonderful kindergarten.

I'd like to reflect on a few highlights, while there have been many, some that come to mind are:

- The construction of a new 'risk taking' gross motor skill play area in the yard
- Going to the Adelaide Zoo to enhance learning outcomes especially numeracy and mapping skills, while enhancing social skills such as kindness and co-operation
- Many local walks that were enjoyed by the children
- Thank you to many of the parents here tonight who gave up their time, came to the kindy and shared something with the kids. They may have showed them how to cook or explained about their job such as being a VET, or a Firefighter.
- Thanks to the staff team for organising a guest Policeman and RAA person to talk about safety, especially road safety, that my son for sure, has taken the process very seriously and puts these learned skills into practice.
- Children have loved the engagement with animals such as the chickens which were replaced this year; it teaches them about care, and commodity and business. Other lessons were learned from seeing the silkworms go through their life cycle.

I'm sure each child came home to share a joyful experience about their day, from having a special playmate to learning something new, to asking questions, we, as parents have really enjoyed being a part of the Paradise Kindergarten community this year.

Thank you to all those parents who gave up their time to offer their services on the Governing Council, it was a pleasure to be alongside you at meetings and to discover more about the values and practices of the kindy.

Thank you.

Preschool quality improvement planning

Goal: Increase children's understanding and engagement with oral and written texts.

Challenge of practice: If we intentionally plan for and provide opportunities to scaffold children's inferencing , comprehension and vocabulary expansion using a range of texts, we will increase children's understanding and engagement with oral and written text.

Success criteria:

Analysis of our Ped Doc evidences children's increased ability to comprehend a range of text.

Children will demonstrate an increase in the ability to infer meaning from a range of texts during read alouds & spontaneous reading to children

Children demonstrate the ability to create their own text and share their thinking using bookmaking/mark making .

Feedback from families indicates children's increased confidence in using and creating oral and written texts/marks at home.

Actions:

Professional learning-Build on previous years Music Education Strategies by applying and accessing the Music mentor ship program .

2021 Read aloud Leaders day, Reading Book Club" The Music advantage'- Dr . Anita Collins

Read aloud/story tables- Intentional planning around decoding inferencing - Bookmaking - Children's authorial choices around creating text (Author study), Paintings/ sculpture as a form of meaning making, Environmental print-creating and making meaning

Parents/ community

Create a song book for parents to use with links to Literacy. At Twilight Kindergarten Share book making. Use Story Park to model stories with links to inferencing, level 2 questions , comprehension and vocabulary expansion.

Pedagogical Documentation/Cycle of planning

Use observation system with shared analysis to articulate cycle of planning for each child-Focus on child voice and less leading by educators

Video analysis for each educator with 'Learner as subject'

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	60	60	58	59
2020	55	N/A	52	53
2021	52	52	55	54
2022	43	48	49	50

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
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%	88.0%
2022 centre	88.1%	88.2%	87.8%	88%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

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 in term 1 were due to Covid -19. 3 children chose to stay home for term 1 with the rest attending full time.

The last 2 weeks of term 4 saw some children away on early holidays as they hadn't been overseas to visit family due to covid-19.

Term 3 and term 2 have seen steady attendance with parents/ caregivers informing Kindergarten when the children were away due to being unwell.

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 1 interstate enrolment at the beginning of term 3.

In term 4 our enrolments have been sitting at 50. We have experienced lower numbers through the year. This reflects the state-wide trend of lower enrolment numbers in the year 2022.

Our enrolment capacity stayed at 55 for 2022 and then mid term 3 was brought down to 44. We have been due to enrolments for 2023 been put back up to 55 enrolment capacity.

Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
419 - Athelstone School	0.0%	2.6%	0.0%	3.3%
982 - Dernancourt School	5.6%	2.6%	0.0%	3.3%
1043 - East Marden Primary School	69.4%	64.1%	60.0%	60.0%
1228 - Felixstow Primary School	2.8%	5.1%	7.5%	6.7%
665 - Hillcrest Primary School	0.0%	0.0%	0.0%	3.3%
249 - Marryatville Primary School	0.0%	0.0%	0.0%	3.3%
9032 - St Joseph's School - Hectorville	0.0%	0.0%	0.0%	3.3%
9031 - St Martin's Catholic Primary School	0.0%	0.0%	0.0%	3.3%
9083 - St Monica's Parish School	0.0%	0.0%	0.0%	3.3%
8364 - St Paul's College	0.0%	0.0%	2.5%	3.3%
9088 - St Pius X School	8.3%	5.1%	7.5%	6.7%

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 2022 collection.

Destination schools comment

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

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

1 family has 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

Family comments on teaching and learning
 All educators are professional and friendly. Love every aspect of Paradise Kindy. My son loves every kindy day. It's a shame that my daughter went to a different Kindy as I'd definitely send her to this kindy if I did more research and found Paradise Kindy.
 All of the educators have gone extra when developing relationships with us as parents as well as the amazing relationships they have with our kids. All the educators take the time to know the children on all areas of their lives.
 All teachers and staff at Paradise Kindergarten are passionate, caring and enthusiastic. My son loves his kindy days.

Family comments on support of Learning
 My child has needed some adjustments to the way he focuses, learns, gets involved in experiences etc. When discussing this with the educators they were all very accommodating and very understanding - even recommending (from research they had gone out of their way to find) some things we could try ourselves. Also going out of their way to observe, monitor and document extra for paperwork we needed... above and beyond!
 My child is proud of his creations.
 There's a boy who had some interaction with my son and I had a talk with the educators about it. Found out that he does this to any kid at kindy and is on the watch list. It's a shame to have parents like his who provides parenting, if any, in an astonishing way and made their kid a bully. Anyways satisfied with student support at my kids kindy.

Family comments on Relationships and Communication
 Communication is always open and always welcomed. Educators will give updates on their day and will always be honest if there have been struggles, highs, lows, emotions etc. For his days. Personally setting goals and strategies/plans in place with parents to develop/reach these skills. Constantly updating if something has worked (finger breathing, fidget toys etc.). Everything is very well communicated by staff via StoryPark. They're also very approachable at drop off/pick up. I feel welcome at this Preschool.
 It's always been pleasing and welcome. Educators are always open to talks and would encourage us to share more.

Family comments on Leadership and Decision Making
 Always being updated about each terms plans, upcoming events, changes to the program etc. Having made it available and encouraged to give feedback and ideas. Welcoming suggestions and parent participation. Many events to provide opportunities for parent teacher relationships and planning and also parent to parent friendships, meeting our child's friends, experience participation.
 Parent teacher meetings, developing strategies for learning difficulties etc.

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	\$456,144
Grants: Commonwealth	\$0
Parent Contributions	\$28,013
Other	\$0

2022 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2022 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 2022 The funding was used to engage in the Department for Education Music program and make links with literacy and Music . We engaged with Kodaly course for 2 teachers 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 at Leaders day 2022. Funding was also used to purchase musical instruments</p> <p>Paradise Kindergarten engaged in documenting children's Numeracy learning through the Primary Mathematics Challenge for 2022.</p>	<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 .</p> <p>Feedback from parents regarding children signing more</p> <p>Intentional planned beat and music experiences engaged with at group times, transition times and during play.</p> <p>The lens of Spatial awareness and connections to the numeracy indicator " I understand the my place and space in the world" was evidenced through the PMA challenge.</p>
Inclusive Education Support Program	<p>Funding was used to support Children with special rights to create and implement Individual learning plans.</p> <p>ECW's were engaged to work in small groups with children to support and extend their learning.</p> <p>Communication pictures were purchased and resources created for staff to use with children with additional rights and visual schedules created for all children to engage with and follow.</p> <p>Music education strategies implemented in small groups.</p>	<p>Children made progress towards their Individual Learning plans and staff are able to articulate and all staff have engaged in multiple perspectives of the child within a cycle of planning. Their progress has been documented via small group work, learning stories and anecdotal observations their progress in their learning.</p>
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 supported to engage with Music Education strategies to support all EALD learners.</p>	<p>Bilingual staff are aware of each EALD child's goals and work alongside educators to plan , observe and evidence learning and growth and support the child's engagement in the curriculum.</p>

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