

Holden Hill



Play & Learn

Kindergarten

Holden Hill Kindergarten

2021 annual report to the community

Holden Hill Kindergarten Number: 4623

Partnership: Modbury

Signature

Preschool director:

Mrs Peta Redpath

Governing council chair:

Nicole Nueckel

Date of endorsement:

18 March 2022



Government
of South Australia
Department for Education

Context and highlights

Holden Hill Kindergarten is a part-time centre operating 3 days per week, Mondays to Wednesdays. Utilising the Universal Access funding provided by DfE the site offers up to 15 hours of preschool per week to each eligible preschool enrolment. The centre has a capacity for 45 children to be on site at any one time. Preschool enrolments are capped at 37 allowing for 8 places to be utilised by the children accessing the integrated Occasional Care program. Occasional Care operates 2 sessions per week, Monday and Wednesday mornings for 3 hours, with the children accessing this program being eligible from 2 years of age up until starting their eligible preschool year.

Holden Hill Kindergarten is a stand-alone site with the nearest DfE school being Dernancourt R-7 located approximately 1 km away. Covid restrictions did impact on the kindergarten and school being able to implement the continuity of learning program that would usually operate. It is anticipated that we will reconnect in 2022.

The Holden Hill community is very diverse in its composition. As such many cultures are represented. As a result incidences of English as a second language are prevalent. Bi-lingual support was provided during 2021 supporting the development of positive learning outcomes and effective communication and the building of supportive relationships for the children and their families.

The core staffing at Holden Hill Kindergarten comprises: Director, Teacher, Early Childhood Worker and Occasional Care Worker. At the beginning of the year the site welcomed Tatum to the teacher's position. Bringing with her a wealth of knowledge and expertise Tatum quickly became an integral part of the team enabling us to continue on the improvement journey, and the cultural shift, upon which we had previously embarked. This incorporated critically reflecting on teaching pedagogy and curriculum development and developing educator capacity so that learning outcomes for all learners, this being children, educators and family and community members, were positive. Due to the complexity of the needs of the children during 2021 the staff team grew to 8 members, including bi-lingual support staff and preschool support workers who are an integral part of the team.

Governing council report

Report unavailable.

Preschool quality improvement planning

Critical reflection on children's learning and development, both as individuals and as groups, drove program planning and development (1.3.2). This was achieved by ensuring that all aspects of the program, and staffing arrangements (QA 4), were organised in ways that maximised learning opportunities (1.1.3). Priority was given to ensuring that each child's learning and development was assessed as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection (1.3.1). Regular review and analysis of the data collected contributed to the development of intentional learning plans for all children (1.2.1) as individuals, and small and large groups. Informing parents about individual learning goals and their child's progress (1.3.3) was achieved by providing the opportunity for 'shared conversations' in early term 2.

During 2021 the team focused on utilising emergent planning opportunities, and flexibility in thinking leading to responsive teaching and scaffolding, to optimise children's levels of engagement within the play curriculum and empowering the children to be the best learners that they can be (1.2.2). This was a shift away from a more static approach where planning primarily occurred in a 2 week cycle. Next steps involve providing the children with increased opportunity to develop their sense of agency (1.2.3) so that they develop a positive disposition to learning and confidence to engage in deep thinking and intellectual stretch.

The 2021 QIP identified the goal: Improve children's learning and skills in oral language so that they can use and understand the language of their world. After having collected an initial data set using the 'Yakka Tracker' it was determined that many of the 2021 cohort were coming to us as proficient communicators. Critically reflecting on this the goal was modified to focus more intentionally on the development of descriptive language. By using a consistent evidence informed approach to planning for and supporting children's communication, analysis of data collected through formative assessment processes (Preschool Speech and Language Screener; observational data; PASM) demonstrated that the explicit teaching planned for and implemented in individual, small and large group experiences, as well as through the learning experiences presented within the curriculum, is positively contributing to the children's increasing knowledge, understanding and skills in oral language, including building descriptive vocabulary, as they construct messages with purpose and confidence. This is evidenced when reviewing the term 1 and term 4 data sets.

Using the Playful Pedagogies framework of Lisa Burman small world play opportunities were intentionally planned for, including regular audits of the learning spaces and resources to ensure that oral language opportunities were maximised. Bookmaking and story tables were other focal points of our curriculum that contribute to the rigorous learning environment we provide. Implementation of the 'You Can Do It' (YCDI) program helped children achieve to the best of their ability, and to experience positive social and emotional well-being. The YCDI program will be an integral part of the curriculum in 2022.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	35	32	31	29
2019	30	30	29	32
2020	36	N/A	37	33
2021	24	25	24	28

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	80.0%	80.8%	79.4%	86.3%
2019 centre	87.8%	81.2%	74.3%	79.4%
2020 centre	84.9%		78.2%	91.2%
2021 centre	93.3%	88.3%	92.4%	91.3%
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

Attendance rates have remained relatively consistent across the site. Reflection of previous data indicates that attendance rates have progressively increased since 2020.

Families work commitments and difficulties making alternate care arrangements enabling children to access the site within specific time frames resulted in children accessing Child Care for a full day in preference to attending a 3 hours kindergarten session. This meant that some children were not accessing their full entitlement to 15 hours of kindergarten per week.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2021
596 - Highbury Primary School	0.0%	0.0%	16.7%
665 - Hillcrest Primary School	0.0%	0.0%	16.7%
8235 - St Brigid's Catholic Primary School	0.0%	0.0%	16.7%
9013 - St Francis of Assisi School	4.0%	0.0%	33.3%
994 - Wandana Primary School	0.0%	5.0%	16.7%

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 2021 collection.

Destination schools comment

Dernancourt School R-7 is the closest DfE primary school to the site, being approximately 1km away. This continues to be the primary feeder school with approximately 50% of children enrolled at Dernancourt R-7 School. In 2021 there were 10 different feeder schools that the children were enrolled in. Not represented in the table other feeder schools included Dernancourt R-7 School, Modbury West Primary School, St Pauls College, Pinnacle College, and Allenby Gardens Primary School.

Family opinion survey summary

Overall feedback from the 2021 Parent Opinion Survey was very positive. Families were very supportive and of the many changes that were required due to COVID-19. Recognising the hard work that staff did, and being mindful of the systems and strategies that the site put into place to maintain 'normality' during the pandemic, the most frequently made comments focussed upon the challenges with communicating the learning program, children's learning progress and the opportunity to have regular incidental conversations with staff. The following comments beautifully capture the essence of the feedback, "Overall kindy staff have been doing an amazing job throughout a challenging year", and "We are so glad that we chose Holden Hill Kindergarten for our child".

Community feedback includes:

"Thank you so much for all your hard work, love, support, care, creativity and fun you have given to my children and the whole family over the last four years. It has been a pleasure and a joy getting to know all of you through lots of conversations and interactions day to day at kindy. Well done on getting through successfully to the end of a very challenging year in so many ways, yet still providing the children in your care an enjoyable and secure place to learn and develop. They have all grown so much from you, and our family is very grateful to you for your gifts to our children on their journeys".

"Thank you for all your love and support for my child throughout his time at kindy. He has loved every day! We appreciate every single educator for what they have shown and taught my child. You are all beyond amazing and we are so grateful to have you a part of our journey".

"To all my amazing teachers, thank you for helping me learn and teach me everything I needed to know. You have all made such a big impact on my life. I will miss seeing you three days a week".

Relevant history screening

In accordance with DfE requirements, all staff, volunteers and other people who undertake work at the kindergarten have had the working with children checks through DCSI and records are kept as per DfE requirements.

Financial statement

Funding Source	Amount
Grants: State	\$466,316
Grants: Commonwealth	\$0
Parent Contributions	\$11,350
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	Curriculum development and implementation utilising playful pedagogies with a focus on literacy and numeracy learning.	Progress for all children against the Early Years Learning Framework learning outcomes and Preschool Numeracy and Literacy Indicators.
Inclusive Education Support Program	Highly individualised learning programs implemented by site educators and support staff.	Progress for all children against the Early Years Learning Framework learning outcomes and Preschool Numeracy and Literacy Indicators.
Improved outcomes for non-English speaking children who received bilingual support	Utilising the Bi-Lingual allocation that the site was allocated, personnel were employed to support the families and the children to access centre and the learning program with a strong sense of identity and well-being.	Progress for all children against the Early Years Learning Framework learning outcomes and Preschool Numeracy and Literacy Indicators.

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