



Barmera Kindergarten

2020 annual report to the community

Barmera Kindergarten Number: 6503

Partnership: Berri & Barmera

Signature

Preschool director:

Mrs Amy Hunt

Governing council chair:

Ashlee Panagis

kate Hallam
(2021)

Date of endorsement:

24 February 2021



Government
of South Australia

Department for Education

Context and highlights

Barmera Kindergarten is a Category 1 Preschool 226km from Adelaide. Within our community we have families from a number of multicultural backgrounds, 25% of our families identify as Aboriginal and we have a high number of families from agricultural backgrounds, which can make for a transient community. Barmera is a full time kindergarten averaging 56 children enrolled during 2020. Children attend 5 full days a fortnight. Our pedagogical approach promotes child-initiated learning, through open ended loose part play where children have the opportunity to lead their own learning. Educators intentionally support children's learning (both individually and in groups) during these experiences.

At Barmera Kindergarten we have an extremely collaborative and passionate team of educators who strive to provide learning environments and experiences that enable children to develop dispositions for life long learning through child initiated play based learning. The natural environment plays an extremely important part to our pedagogical approach, with our natural outdoor learning space and natural elements in our indoor learning space. This year the site implemented a new program to support children's emotional, cognitive and behavioural regulation. Through intentionally changing adult behaviours and planned activities each day, using the observational tools from the programme all targeted children showed significant improvements.

Unfortunately COVID had a significant impact on our normal kindy activities this year including our much loved and valued Nature Kindy program and taking learning beyond the kindy fence. However visits to our local feeder schools in Term 3 were able to continue which provided our children with the opportunity to learn and familiarise themselves with school environments, make connections with teachers whilst being supported by kindy Educators and peers. Although our kindy program underwent significant changes children's learning was supported and extended both within our kindy setting and through remote learning. Intentionality was a focus this year with all staff, focusing on knowing the next step for each child in their literacy and numeracy development so they could be supported during play based learning experiences.

Attendance in March at the Inspire EC Conference in Melbourne by the Director and Educational Leader provided the opportunity to continue all Educators learning journey and critical reflection on pedagogical documentation and the importance of intentionality in every interaction.

Governing council report

Many have said that 2020 was a year like no other.

Amy and her team at Barmera Kindergarten took on the challenges of Covid-19, reflecting on their current practices and provided a supportive and nurturing environment to the children and families.

Unfortunately, due to Covid-19 restrictions we were unable to hold our annual Family Night, our major fundraiser for the year, a chance for families to come together. With the ever changing restrictions the Barmera Kindy Staff remained positive and adapted well by providing families with online learning programs, parent/teacher interviews via phone and Governing Council meetings via WebEx. Appessment became a vital tool in communicating the children's learning, program and providing information to families.

To ensure the Kindy remained Covid Safe, Amy and her team implemented new systems and procedures. In the mornings children were greeted at the gate by staff which saw positive changes in the children as they became more confident and independent with their morning routine. With parents waiting outside the gate for collection at the end of the day the children were more focused at afternoon group time allowing for more teachable time with fewer distractions. These changes received positive feedback from parents and are likely to be continued going forward. The Barmera Kindy run an amazing off-site learning program with Nature Kindy, and numerous outings with in the local community, however Covid meant that these off-site learning programs were unable to occur. The staff utilized their on-site nature based play space to its full potential to build strong relationships and respond to children's individual needs, strengths and learning styles through play based learning that focused on literacy and numeracy development.

The exterior of the Kindy building got a facelift with a new lick of paint and the front gate has a fun and inviting welcome sign (initiated by Governing Council).

It was great to see some off-site programs resume in term 4 and Occasional Care up and running again which was well utilised by the Barmera Community. End of year celebrations were in doubt but with careful planning the festivities were able to be enjoyed by children, immediate families and staff albeit in a modified format. The concert was the one opportunity we had to come together as a community. Graduation was also different as it was celebrated with just the children, with the movie being shared via Appessment along with the concert for extended families to view. The resilience and adaptability of the Barmera Kindy Staff needs to be acknowledged and we thank them for all that they do to help our children learn and grow

Improvement planning - review and evaluate

Q1: Educational program and practice

Developing whole site practices that improve and track children's oral language and sense of number was a priority for the site this year. Intentionally in every interaction was a focus to ensure children's oral language, phonological awareness and sense of number was being extended through play based learning. Improvements were made on how children's development was assessed, analysed and used to inform next steps.

An Educator Inquiry explored the impact of low cognitive, behavioural and emotional self regulation on children's learning trajectories. This inquiry resulted in the site trialling a new program which involved both shifts in pedagogy and focus activities. As a result all children who were identify as at risk during the initial observation had shown significant growth when reassessed later in the year.

Our kindy program looked very different in 2020 as a result of COVID, with limited off-site visits, visitors to the site and the implementation of a remote learning program.

Q2: Children's health and safety

Children's health and safety was paramount throughout 2020; as a result of the pandemic new processes and practices were introduced as well as additional Risk Assessments.

Q3: Physical environment

Major works included exterior painting and the installation of a new network providing faster and more reliable internet. Completing the next stage of our yard redevelopment was challenging due to the high demand for tradespeople, however this project was completed in the January holidays.

Q4: Staffing arrangements

Our staff team has remained fairly consistent for the last 7 years, this year we were fortunate enough to have Chloe join our team and we wish her all the best in her teaching career.

Q5: Relationships with children

80% of our 2020 enrolments participated in our 'Transition to Us' or occasional care programs in 2019 and resulted in a smooth transition process and the establishment of strong relationships early in the year.

Our pedagogical approach and site philosophy results in a flexible timetable which enables extended uninterrupted intentional teaching through play based learning. This approach enables children to work with peers and supportive adults to extend and consolidate ideas and wonderings.

As a site we undertook a site inquiry where we explored the benefits of implementing this program and embedding the adult practices into our way of working with the children. Throughout the year we focused on one adult practice for a period of time until it was evident in daily practice or through staff feedback that the practice was embedded then we unpacked the next practice and this become a new focus until it was embedded.

Q6: Collaborative partnerships with families and communities

COVID restrictions resulted in new ways of connecting with and supporting our families, in particular parent teacher interviews and our new parent meeting. The changes in practices had positive outcomes with more Aboriginal families taking up the offer of parent teacher interviews when given the option of phone interviews and more personal enrolment meetings resulting in collaborative conversations between Director and families. As a result of these positive outcomes we will continue working in this way as we move forward.

Strong relationships with all our feeder schools continued in 2020 with visits occurring in Term 3.

Q7: Governance and Leadership

Our 2020 Governing Council consisted of 60% of committee members continuing their tenure which supported the leadership of the site with the majority of members having a strong knowledge of site directions and priorities, which was extremely beneficial with the added a complexity of remote meetings throughout Term 2.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	55	59	62	62
2018	65	67	64	67
2019	45	46	49	52
2020	59	56	56	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.

Enrolment comment

Enrolment numbers at Barmera Kindergarten were higher than the previous year. Enrolment variations occurred throughout the year as a result of families moving interstate or to Adelaide, mid year intake at the local Catholic School and the implementation of the No Jab No Play legislation. New enrolments throughout the year as a result of families moving into the area and 3yo Aboriginal children starting meant our enrolment numbers only decreased slightly.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	90.8%	90.4%	74.9%	79.3%
2018 centre	91.4%	82.2%	77.9%	80.0%
2019 centre	84.3%	83.7%	78.6%	83.4%
2020 centre	88.0%	74.3%	84.1%	81%
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

The attendance percentage at Barmera Kindergarten, increased in 2020 with it only being slightly lower than state average in Terms 1 & 3. COVID impacted attendance in Term 2 with 20 families choosing to access our remote learning program, for the first part of the term. Regular non attenders impacted on our attendance percentage, we had 5 children who were absent for more than 30 kindy days in 2020.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
506 - Barmera Primary School	53.0%	46.0%	51.4%	39.5%
721 - Cobdogla Primary School	19.0%	26.0%	27.0%	41.9%
280 - Moorook Primary School	2.0%	3.0%	0.0%	4.7%
8323 - St Joseph's School - Barmera	10.0%	16.0%	16.2%	11.6%

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 2020 collection.

Destination schools comment

This year, 2020, our children transitioned to 3 main Feeder schools, Cobdogla Primary (40%), Barmera Primary (29%) and St Joseph's Barmera (13%). We also had children transition to Moorook (4%), Adelaide and Interstate (4%).

Client opinion summary

This year 10 families (18% of total enrolments), participated in the parent opinion survey, this is lower than recent years, the on line format may have impacted the number of participants. The survey consisted of 47 questions in four areas; Quality teaching and learning, Support of learning, Relationships and communication and leadership and decision making. Areas of strength are areas where all responses were agree or strongly agree. Areas for improvement are areas where one response was neutral or below.

Quality Teaching and Learning:

Strengths: My child's teacher clearly informs me about the learning.

This preschool has an excellent learning environment.

Improvements: I think my child receives quality teaching at this preschool.

I am satisfied with the learning programs offered at my child's preschool.

Support of Learning:

Strengths: My child is motivated to learn.

My child has access to quality materials and resources that help them learn.

Teachers at this preschool treat my child fairly.

This preschool encourages children to have a sense of pride in their achievement.

Improvements: This preschool changes its program and activities to improve achievement.

Relationships and Communication:

Strengths: I feel welcome at this preschool.

Children from all backgrounds and cultures are treated fairly at this preschool.

I am well informed about preschool activities.

Improvements: I receive helpful information about my child's progress and achievement.

Teachers let me know how well my child is doing.

Leadership and Decision Making:

Strengths: Parents have the opportunity to be involved in the development of school plans through the Governing Council.

I have confidence in how the preschool is managed.

There is effective educational leadership within the preschool.

Areas for Improvement: Parents have the opportunity to be involved in preschools educational activities.

Parents are invited to participate in decisions.

These results guided staff discussions at our end of year reflection and informed our 2021 PQIP strengths and priorities.

Relevant history screening

All staff have current Working with children clearances.

Financial statement

Funding Source	Amount
Grants: State	\$579,993
Grants: Commonwealth	\$0
Parent Contributions	\$15,784
Other	\$4,655

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	Funding was used to employ additional staff who supported literacy and numeracy development through intentional play based learning. Improved data collection processes were implemented used to inform the planning cycle.	Whole site processes were developed to track and monitor children's progress in literacy and numeracy, informing the planning cycle.
Improved ECD and parenting outcomes (children's centres only)	Funding was used to cover the cost of Assessment which was used to improve communication, including learning experiences and outcomes to families. It also supported the funding of learning packs for parents use focus on literacy and numeracy priorities which supported parenting during COVID.	Improved communication about learning between kindy and home. The continuity of learning was supported during COVID.
Inclusive Education Support Program	During 2020 IESP Funding was used to employ ECW's to support site strategies and programs for individual children and small groups . Extensive support funding was utilised to employ ECW's to support a child throughout the kindy day so they were successful learners and able to access all aspects of the curriculum safely	Children demonstrated an improved articulation, vocabulary and ability to critically respond to questions and share their needs/ideas.
Improved outcomes for non-English speaking children who received bilingual support	Funding was used to employ a bilingual ECW during term 1, who supported the transition process and supported Kindy staff in developing resources.	The child demonstrating an improvement in oral language which supported their ability to develop strong meaningful relationships.

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

