



# Glandore Community Kindergarten

## 2022 annual report to the community

Glandore Community Kindergarten Number: 5616

Partnership: Greenhill South

Signature

Preschool director:

Mrs Rita Alexandru

Governing council chair:

Kim Bell

Date of endorsement:

7 February 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Glandore Community Kindergarten is a standalone preschool located 5kms from the CBD. As a full-time centre, our enrolment numbers were capped at 55, operating 2 attendance groups (a Monday/Tuesday group of up to 33 children and a Wednesday/Thursday group of up to 22). We are one of eight preschools in the state which offer a Speech and Language Program. Our integrated Speech and Language Program provides specialised support with a speech pathologist and speech and language teacher for up to seven children who have severe speech and/or language difficulties.

Our pedagogical practices include differentiated learning for each child. We use a strengths based approach to build on from what children know, can do and understand. We plan for every child's learning in partnership with families. These learning goals are documented. Children's growth over time is documented and shared with families in an ongoing planning cycle. Educators continue to be reflective and responsive to children and families. Our critical reflections have lead to and inspired authentic pedagogical shifts in practices that promote and improve learning outcomes for children. Our Early Childhood Leader has commented on the high levels of reflective practice that the staff team engage in daily. Our practice is informed by critical reflection, research and is evidence based. Opportunities to strengthen connections with families and the local community continued to be a focus for us.

Governing council organised one event each term for families and staff to come together as a community. These 'Kindy Capers' included a walk at Morialta, family play day in the Glandore Reserve, Teddy bear's picnic and SAPOL road safety centre. High attendances reflected the communities commitment to relationship building, inclusivity and involvement. An initiative from staff included our 'Beyond the kindy gate' for an off-site kindy session. This was designed to utilise local play spaces. The Hendrie Street Reserve inclusive playground offered our children and families an opportunity to play together while connecting with the wider community. Short walks around our neighbourhood strengthen connections with the local community. Our well established relationship with local schools, for example Black Forest Primary School, supports transition through information sessions as well as educator supported school visits. We continue to build and strengthen our links and connections with other local schools in the wider community.

Children continue to be inspired and explore their world in the natural surroundings of our 'garden rooms'. Since 2015 the progressive development of the garden has been created and contributed to by children, educators, families and the community. The garden offers children the opportunity to care for nature in an authentic way. Our edible vegetable garden and composting provide hands on experiences where children contribute by watering, planting, weeding, harvesting and eating produce. Our daily Acknowledgement of Country is lead by children and supports the respect of the garden environment and all living things. A dedicated educator is placed in the role of maintaining the garden with children in responsive and differentiated ways.

## Governing council report

From the Chairperson

Much like the last two years, 2022 was thrown complexities with Covid-19. Despite these curveballs Glandore Community Kindergarten held strong, showing flexibility and adaptability in providing children and the community the best experience possible. Throughout the year, the Governing Council assisted with updating and creating policies, assisted with decision making for the kindy, reviewed finance reports and provided a direct link to educators and families.

Our goal was to offer a fun experience each term to bring together families and a sense of community. Besides Term 1 (due to unforeseen weather), each term we were able to hold a Kindy Caper's session at destinations that included Morialta playground (Term 2), Teddy Bear's Picnic at the local playground (Term 3) and SAPOL Road Safety Bike Centre (Term 4). These successful fun events provided families and educators an opportunity to unite and bond, paramount to Glandore Kindy's philosophy. Learning opportunities that have left lasting memories on the children included Musical Muscles with Caleb (Term 1 & Term 2), where families were invited in to watch the children perform and Night Kindy (Term 2), giving a unique night time experience different from their everyday norm. Our wonderful educators prioritised safety, communication and support to all children and their families as we experienced another year of unprecedented times. Drop offs and pick ups included mask wearing for much of the year and a handover under the outside veranda. Family interviews were able to go ahead during Term 2 and Term 3 giving families an opportunity to speak to educators face to face. Communication was informative and of interest to families with a 3 weekly program distributed to each child.

In Term 4, Rita stepped in as Acting Director whilst Michelle took extended leave. The cohesiveness and teamwork of the group was evident with children's routines and expectations continuing with little disruption. Michelle's position as Director was rolled over for another three years which delighted the community.

Thank you to all of the Governing Council for your commitment, teamwork, diversity and friendship throughout 2022. A big thank you to the educators at Glandore Community for your creativity, dedication, passion and thoughtfulness.  
Kim

# Preschool quality improvement planning

Our Quality Improvement Plan focused on developing children's phonological awareness. Analysis of data collected over the year revealed that children demonstrated an understanding of initial phoneme isolation, syllabification and rhyme identification and production. Children demonstrated this during play as well as through their reading and writing experiences in multimodal ways. Children shared their learning with peers, families and educators in various contexts. Educators increased their content knowledge of the developmental scope and sequence of phonological awareness. A range of Department for Education resources and materials, evidence based research and curriculum documents were used to support educators content knowledge and pedagogical approaches and practices. Each child's phonological awareness development and growth over time was documented and used as evidence to plan for and extend learning. Educators have a commitment to work alongside children and families to develop a curriculum that is responsive to children's interests, and is meaningful, relevant and engaging for each child.

## Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	53	53	52	55
2020	52	N/A	50	51
2021	51	53	51	N/A
2022	47	54	51	51

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	83.3%	93.7%	83.5%	88.5%
2020 centre	93.3%		85.5%	89.5%
2021 centre	92.2%	87.0%	94.2%	
2022 centre	93.4%	81.5%	41.3%	75%
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

Our attendances continue to be in line with or above the state average. These excellent attendance rates demonstrate the local community's commitment to education and it reflects how staff prioritise relationships with children, families and the community. During Term 3 our attendances were lower across both attendance patterns. This has been primarily due to the ongoing Covid-19 situation.

## Destination schools

Feeder Schools (Site number - Name)	2019	2020	2021	2022
548 - Black Forest Primary School	37.8%	32.6%	45.2%	48.7%
127 - Edwardstown Primary School	0.0%	4.7%	2.4%	8.1%
907 - Plympton International College	6.7%	9.3%	4.8%	5.4%
346 - Plympton Primary School	11.1%	11.6%	21.4%	8.1%
9063 - St John the Baptist Catholic School	17.8%	20.9%	9.5%	18.9%

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

48.7% of our children are enrolled at Black Forest Primary School, 8.1% at Edwardstown Primary School, 5.4% at Plympton International College, 8.1% at Plympton Primary School and 18.9% at St John the Baptist Catholic School. We have children move on to start their formal schooling at up to 11 schools at the conclusion of their kindergarten year.

## Family opinion survey summary

The 2022 family opinion survey is one of many ways that we gather information and feedback. The survey considered responses to; Quality of teaching and learning, Support of learning, Relationships and communication and Leadership and decision making. The survey reports that teaching, learning, relationships, communication and governance is of a high quality and exceeds expectations. The staff value and reflect on all responses and comments and use this information to continually improve practice.

## Relevant history screening

All adults working with and around children are required to have a current relevant history screening clearance. The Kindergarten has administrative processes and requirements in place to maintain its 100% compliance with Department for Education Policy.

## Financial statement

Funding Source	Amount
Grants: State	\$490,877
Grants: Commonwealth	\$0
Parent Contributions	\$30,374
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	Every child has accessed contextually relevant teaching in multimodal forms to explore various aspects of numeracy and literacy through play. All educators have familiarised themselves with the numeracy and literacy guidebooks as well as other supporting curriculum documents. These are referred to and extensively used in our planning and programming for each kind of child. Educators increased knowledge and intentional practice has positively impacted on the learning outcomes for all children.	We supported all children to build on from what they understand, know and can do.
Inclusive Education Support Program	Specific learning goals for individual children were followed by all educators. This focused on individual children's access to the Preschool Program, particularly in developing literacy and numeracy knowledge. We have worked to support children to take responsibility to build independence. We have supported children within their zone of proximal development and planned together with their families and Department for Education Support Services team members.	Ongoing discussions with families and continued conversations with schools supported individual children's learning goals and positive transition to school.
Improved outcomes for non-English speaking children who received bilingual support	Supporting children to use a range of ways to communicate including support to access the preschool program through the use of their home language.	Over the year these children have made significant growth. Children have been supported in both their predominant home language and in Standard Australian English.

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