



Moana

KINDERGARTEN

Moana Kindergarten

2021 annual report to the community

Moana Kindergarten Number: 3690

Partnership: River Hub

Signature

Preschool director:

Miss Samantha Duell

Governing council chair:

KheShan Gronow

Date of endorsement:

26 May 2022



Government
of South Australia
Department for Education

Context and highlights

Moana Kindergarten is a full-time service in the Department for Education (DfE). We are located on the northern side of Moana Primary School next to the Seaford Community Centre. The kindergarten is 30 kilometers from the Adelaide GPO and is in the City of Onkaparinga. The building and land on which the kindergarten is located is owned by the Department for Education. In 2021 60 children were initially enrolled at our site. This changed as families moved either in or out of our area.

The kindergarten is located on Kurna land near the beach and our families have a strong beach culture. Some of our families live in lower cost rental accommodation which was recently established as part of new housing development in the area, whilst others live on the Esplanade near the Beach. The kindergarten has a growing number of blended and single parent families and an increasing number of parents working full or part-time, or returning to study. Our families are mainly from United Kingdom or European origin, with a small number from Aboriginal and multicultural backgrounds.

Moana Kindergarten is part of the River Hub Partnership of education services consisting of 4 preschools, 5 primary schools and a secondary college. As a partnership we meet twice per term to work on partnership and site-based improvement priorities.

Moana Kindergarten is funded for 1 Director, 1 Teacher and 1 Early Childhood Worker plus universal access funding which provides further teaching hours. The Director role is job-shared by two staff members, one of these staff work as additional 0.4 teaching load for universal access. The teaching positions were filled by 2x 0.5 teachers and 2x part time permanent ECW's and an additional contracted ECW. Continuity of educators is achieved through a staff team which has been working at the site for several years.

Some highlights from the year include: Staff resilience and adaptability when faced with Covid 19 and changing leadership, continuing the embedded Beach Kindy program and Musical Muscles Program, continuing to embed nature play in the children's learning opportunities, a Cultural incursion from Trent Hill, who shared stories and experiences of First Nation's People. A successful facilities redevelopment of the small outdoor verandah area provided for small group work and the installation of a compactus in 2 storage rooms gave added storage to the site. Educators engaged with DfE Orbis Preschool Literacy learning to create a project to increase children's literacy learning in the outdoor learning environment. There was continued access to the DfE Music Strategy for further capacity building workshops for educators.

The transition to Moana Pri

Governing council report

Once again 2021 has kept everyone on their toes thanks to the Covid-19 pandemic – despite the lockdown at the start of Term 2 & other challenges, it was a successful year at Moana Kindergarten with the kindergarten staff & students having a great year of learning. A “low birth year” saw enrolment numbers slightly lower than usual, however the 2022 enrolments are strong once again.

The governing council ran three major fundraisers through the year, these being a raffle, a Cadbury chocolate drive & tea towel orders. A total of \$2471 was raised which was put towards the veggie garden & other learning resources. A big thank you to everyone who donated raffle prizes, bought raffle tickets, chocolates & tea towels. It was great to see some facilities upgraded across the site this year, with one important project being the installation of blinds on the side verandah to create a small group working area. I know that this area has already been well utilised for small group work which is of great benefit to students.

Partway through the year we farewelled Carly Smith, who had been at Moana Kindergarten for the past two years, as she took up a Director position at Southport Kindergarten. We also farewelled Sophie Northcott after 4 years at Moana, as her family made the move across to Kangaroo Island. I would like to thank both Sophie & Carly for their contributions to Moana Kindergarten & wish them all the best.

Bonnie Sibley joined the team as a Director in Term 3 & was wonderful at ‘hitting the ground running’ in the absence of Carly & Sophie. At the time of writing we are yet to hear who will take on the Director role in 2022, however I know the Moana Kindy staff & community will welcome them with open arms.

I would like to thank all the Moana Kindy staff, parents & governing council members for their efforts & contributions in 2021. I hope this year's students go on to enjoy their first year of school & that all new 2022 Kindy kids have a great year!

Preschool quality improvement planning

Goal 1: Foster children's ability to represent their world symbolically through engaging with a range of texts and make meaning from these texts.

Outcomes: Bookmaking played an important part in achieving this goal. More children became engaged in confidently expressing their ideas, thoughts and stories through a dedicated book making area where children could access tools, and premade books. This light filled and calm space filled with examples of texts encouraged comfortable positive conversations and interactions with peers and educators. Imaginations and vocabulary were extended through these conversations and children became more excited about sharing and publishing their books. The Orbis Literacy learning in Term 3 and 4 gave educators a new focus on extending literacy engagement and learning in the outdoor learning environment. After continual reflection and review through the steps of the Improvement planning process during whole team staff meetings and pupil free days, the threads of this project will form the basis for an adapted 2022 goal.

Goal 2: Support children's ability to analyse, read and organise data in their world to develop knowledgeable and confident self-identities as mathematicians.

Outcomes: Evidence of children's growing awareness of data in their world was apparent in educator observations of play and group experiences, documented in learning stories, Floor book recordings and engagement and initiations in daily routines. An important aspect of success with this goal was developing children's self-identity to see themselves as capable and confident mathematicians in their everyday experiences and through their play. Highlighting connections in their play to numeracy learning and the associated language of numeracy encouraged children to gain confidence in self-initiating identifying, sorting, classifying and representing their world. The Learning environments were an important aspect as the staff continually reflected and adapted the learning environments to encourage children to engage with data related experiences in play and teacher led learning. An example includes dedicating a large area of indoor space to loose parts play which includes a large range of adjuncts and tools that the children had ongoing access to. This in turn evolved the children's play and conversations in the space. Extending planned data experiences out into the greater community also highlighted data in children's everyday worlds. Through planning for data experiences in our ongoing beach kindy program again strengthened children's ability to analyse, read and organise data. Opportunities to classify and sort and represent thinking using natural resources and materials from the beach further strengthened children's self-identities as mathematicians.

Enrolment

Year

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

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

There has been strong attendance at the site and we continue to focus on strengthening relationships and working with families around the importance of consistent attendance. If children are absent for more than a week, staff follow up with a text/phone call to determine a reason. The shorter session on a Wednesday (8:30 am – 1:30 pm) continues to have a lower attendance rate, mostly due to parent work commitments, e.g. families opting to access childcare for longer hours of care.

Destination schools

Feeder Schools (Site number - Name)	2018	2019	2020	2021
9756 - All Saints Catholic Primary School	10.0%	3.4%	5.2%	4.9%
1071 - Moana Primary School	85.0%	88.1%	84.5%	92.7%

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), Term3 2021 collection.

Destination schools comment

There is a continued trend of most children transitioning to Moana Primary School. Other schools that children are moving to in 2022 include Old Noarlunga Primary School, McLaren Vale Primary School, South Port Primary School, All Saints Catholic School, Prescott College, Southern Vales Christian College, Tatchilla Lutheran College and Cardijn and Galilee Catholic School. It is a site priority to focus on developing the transition process and foster a strong relationship with staff at Moana Primary School to support continuity of learning. We use facilities at the school, e.g. the school gym, library and playground on a weekly basis and foster ongoing relationships with the school leadership and early years teaching team.

Family opinion survey summary

Overall, the responses have been very positive and have provided us with feedback on ways in which we can continue to grow and develop our service. The majority of the families who responded to the survey agreed or strongly agreed with the questions asked in the 4 question groups. A total of 14 responses were received.

Quality of teaching and learning:

The majority agreed or strongly agreed with all questions asked. 1 person was neutral that teachers clearly inform them about the learning program.

A sample of comments:

“High quality kindergarten with exceptional outdoor area. Not only my child, but all children are happy within the environment and are nurtured. The teacher’s link the children’s interests e.g. the children were interested in space, so they created a space area for the children to learn about the planets etc.”

“Our preschool feels like a second home for our son. They have made it a welcoming and enjoyable environment and we have seen a big developmental change since he has started.”

“Very dedicated and professional teachers. Through the use of focus groups, I feel the teachers know my child very well and have been able to differentiate and individualise learning to suit my child’s interests and needs.”

Support of learning

The majority agreed or strongly agreed with all the questions asked. There were 3 neutral responses to 3 of the different questions.

Comment: “Fantastic as always.”

Relationships and Communication

The majority strongly agreed & agreed with all the questions asked, this section attracted some neutral responses and a disagree about providing opportunities to discuss children’s progress.

Comment: “Great communication with use of many avenues like Facebook, paper copy, communication pouches etc.”

Leadership & Decision making:

The majority strongly agreed & agreed with all the questions asked, this section attracted 2 neutral responses and a disagree about seeking parent’s opinions about educational programs.

Comment: “Confident in their leadership and decision making.”

These responses will give us the opportunity to come

Relevant history screening

Documentation of relevant history and working with children checks is kept up to date by the site leader and kept on file in a secure location.

Ensure all screening documents are up to date, and provided to site for all parent/site volunteers and employee's.

Financial statement

Funding Source	Amount
Grants: State	\$521,750
Grants: Commonwealth	\$569
Parent Contributions	\$27,276
Other	\$9,234

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>Resources purchased: Professional Development for all educators: Orbis Early Years Literacy Learning:5 days over 2 terms. Pupil free days used and relief teachers employed to backfill.</p> <p>Music program for two terms – musical muscles supported the development of both numeracy and literacy skills. Some instruments to support program purchased.</p>	Literacy learning and mark making/awareness of symbols in the outdoor learning environment. Musical muscles, phonological awareness, rhyme, rhythm, syllable segmentation.
Inclusive Education Support Program	14 children received additional preschool support funding throughout the year to support their individual needs. The majority of the children received support to assist speech and language development. The practice of the centre is to utilise the substantial skills of one of our ECW's as the Preschool support worker.	Children receiving Preschool Support have a One Child One Plan to support them to progress on the outcomes. Each child made progress in relation to their individual plan goals
Improved outcomes for non-English speaking children who received bilingual support	non-applicable	non-applicable

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