

2023 annual report to the Community

St James' Park Kindergarten

St James' Park Kindergarten number: 4687
Partnership: Mitcham Plains



Preschool director:

Annika Neuwirth

Date of endorsement:

06/03/2024



Government of South Australia
Department for Education

Context Statement

Information about St James' Park Kindergarten is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

St James Park Kindergarten is a Department for Education Preschool. It operates full time and is located in the suburb of Panorama, in the leafy green foothills of Adelaide. It is located opposite Clapham Primary School and adjacent to Strathcona Reserve. Families connect beyond the kindergarten; they are neighbours, families regularly gather at Strathcona Reserve at the end of a kindy day where children continue to play, and adults spend time together forming a supportive network. The families at St James Park Kindergarten provide a high level of support and contribute time and effort into responding to requests from the kindergarten. Families contribute through numerous avenues, opportunities for engagement include but are not limited to looking after our pet chickens on weekends, contributing to decision making through Governing Council, responding to the Preschool Parent Survey and helping in the organisation of family events. In addition, families are also very responsive to conversations and formal invitations to discuss, share and plan for learning for their child. These discussions demonstrate the partnership between the educators and families and the commitment to fostering a learner identity, engagement and wellbeing for every child. The kindergarten also offers a Friday morning playgroup (9am-10:30am). The playgroup coordinator, Lauren, is also a member of the St James Park Kindergarten team. This continuous connection between the playgroup program and preschool offers continuity of relationships and information for families. Many of the families enrolling at St James Park Kindergarten live locally, giving the centre a positive community feel. A high percentage of the preschool children transition to our local Department primary schools, mainly Colonel Light Gardens and Clapham Primary School. The preschool has a tradition of providing education and care to generations of local families with some parents and now their children attending the kindergarten. Learning documentation provides evidence of family engagement over time and siblings can revisit and see evidence of their families reflected in photos and learning. The centre has a maximum capacity for 44 children across the week, with a maximum of 22 children attending in any one session.

Governing Council Chairperson Report

My name is Rachel Hoare and last year, with my eldest son attending St James Kindergarten, I was given the opportunity to be the St James Kindergarten Governing Council chairperson for 2023.

We ran regular meetings on Tuesday evenings where we were able to cover a broad range of topics and action items. Some examples that we addressed over the course of the year include; approving and reviewing the Kindergarten budget for 2023, reviewing the financial report, including kindergarten and playgroup fees. We arranged a Twilight family community event, end of year graduation and party. We reviewed the National Quality Standards, and updated Healthy Eating and Sun Smart policies. We held fundraising, such as sausage sizzles, and a tea towel fundraiser with the children's artwork on the front. Each term during the school holidays we arranged a meet and greet play for the students and families to continue to build friendship connections and familiarities while not attending kindergarten. During the year there were also excursions and incursions, which were at the Metropolitan Fire Station, Nature Education centre, Mobile Junk and Nature Ed visit to the kindy, and a visit to Clapham Primary during book week. Also introduced was shared fruit to support healthy eating at preschool on a Monday. Also for the first time, the kindergarten welcomed mid year students, which was done in a very seamless, welcoming and natural way. Also introduced was communication platform Seesaw, where families were given clear communication and information to update on the activities the children were undertaking as well as upcoming events, dates to remember and any additional information needed. The Governing Council members all worked together in a respectful, cohesive, friendly and effective way, and all played an important role in helping to make decisions, offer feedback, open discussion and solutions during these regular meetings.

In addition, I also had the opportunity to be a part of the panel responsible for interviewing for the position of Director, with Annika being the successful applicant to make her role permanent after having been acting in the role. This was a great opportunity and was I was deeply impressed by the level of knowledge, ideas for improvement and continual growth for the kindergarten Annika had during this process.

During my time in this role, I was very aware of the curriculum focuses, which had a strong focus on learning through play, literacy and numeracy. Children were supported to collaborate, learn and help each other. The curriculum was organised in a way that maximised opportunities for each child's learning, and their individual strengths, ideas, abilities and interests were supported.

The facilities were a real standout during my time observing the kindergarten, with a large indoor and natural outdoor space that supported access for each child, created healthy risk taking. Facilities and equipment were all very well maintained, and there were sufficient numbers for all of the children to engage during the play based learning times. The educators were also a huge standout and were absolutely wonderful with the students, very supportive, responsive and attentive to the students needs. Students were taught tools to help them engage with and include each other, to grow in confidence, and to develop a clear pathway in their transition towards primary school. The educators also made themselves available before and after kindergarten sessions to discuss anything if parents required, and one on one parent teacher interviews gave a fantastic insight into the progress and development of students in term two. Strong community engagement was also very clear, with a solid mutually beneficial relationship with Clapham Primary school being evident, as well as further into the community with a high level of volunteering observed from families. Opportunities to celebrate the children's learning was a strong focus, with portfolios including weekly photos and demonstrations of work by the students available for parents and students to view at and time, scrapbook and seesaw photos to view after each day demonstrating the learning and play from the day. A Graduation Event was held with obvious pride from the students, and an end of year Celebration Event for students and families with community support.

On a personal note, my son was very shy with very limited social connections when starting kindy, and was supported so beautifully in helping him create friendships, connections, and relationships with other students, and was able to build a strong trust based relationship with educators due to continuity of educators within the kindy. The main drive for us in choosing St James Kindergarten, aside from the impressive facilities and the large outdoor area, was the playgroup that takes place every Friday morning. This playgroup was the number one reason that transition to kindergarten was smooth and fearless for my son, as he and become so familiar with the facilities, the play areas, and also the educators who come on site often earlier than required to chat amongst the families and directly to the children to help build familiarity around who they will be spending their time with at kindergarten. I truly believe this is such an excellent way to helping that seamless transition for students, especially those who are naturally reserved. Having had extended family send their children to St James and hearing the extremely positive feedback they had to offer, I had such confidence in the kindergarten prior to attending, but after completing the year, I truly was blown away by the level of care and support provided by all of the educators, and I truly believe children who had moved through St James Kindergarten have been given the best framework to set them up for positive relationship building, learning and growth throughout their future schooling, and am so appreciative of our son being given a position within this wonderful kindergarten during 2023.

Preschool Attendance

	Term 1	Term 2	Term 3	Term 4
2020 centre	86.3%	89%	92.7%	79.7%
2021 centre	88%	89.3%	93.8%	95.4%
2022 centre	79.4%	76.6%	79.6%	88.7%
2023 centre	92%	93.4%	82.9%	86.3%
2020 state	89.1%	81.8%	84.6%	85.8%
2021 state	87.3%	85.3%	87.1%	84.5%
2022 state	83.6%	77.6%	77.9%	77.8%
2023 state	85.4%	82.9%	83.4%	81.4%

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. Data Source: Department for Education Attendance Data, Semester 1 Report 2023. A blank cell indicates there were no students enrolled.

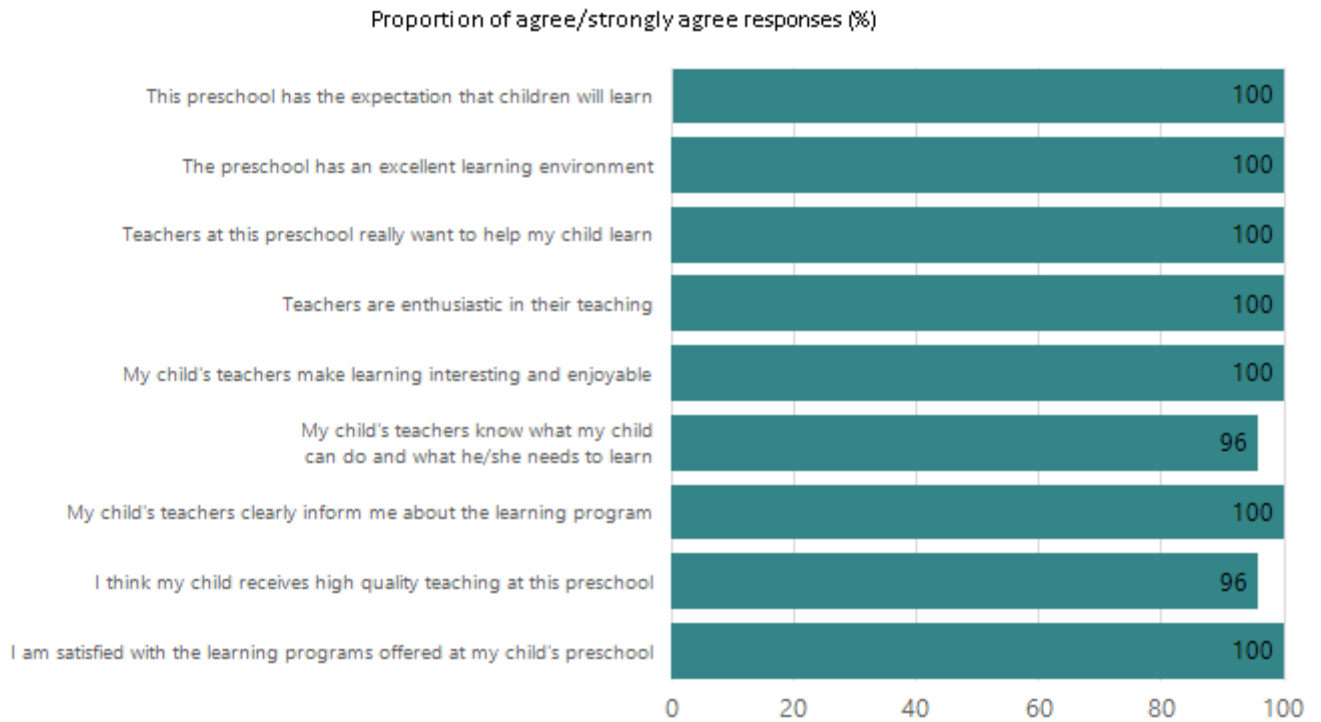
Note: Term 2 2020 data may not be available for all preschools.

Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills. All children are entitled to access a preschool program over 4 terms the year before they start school.

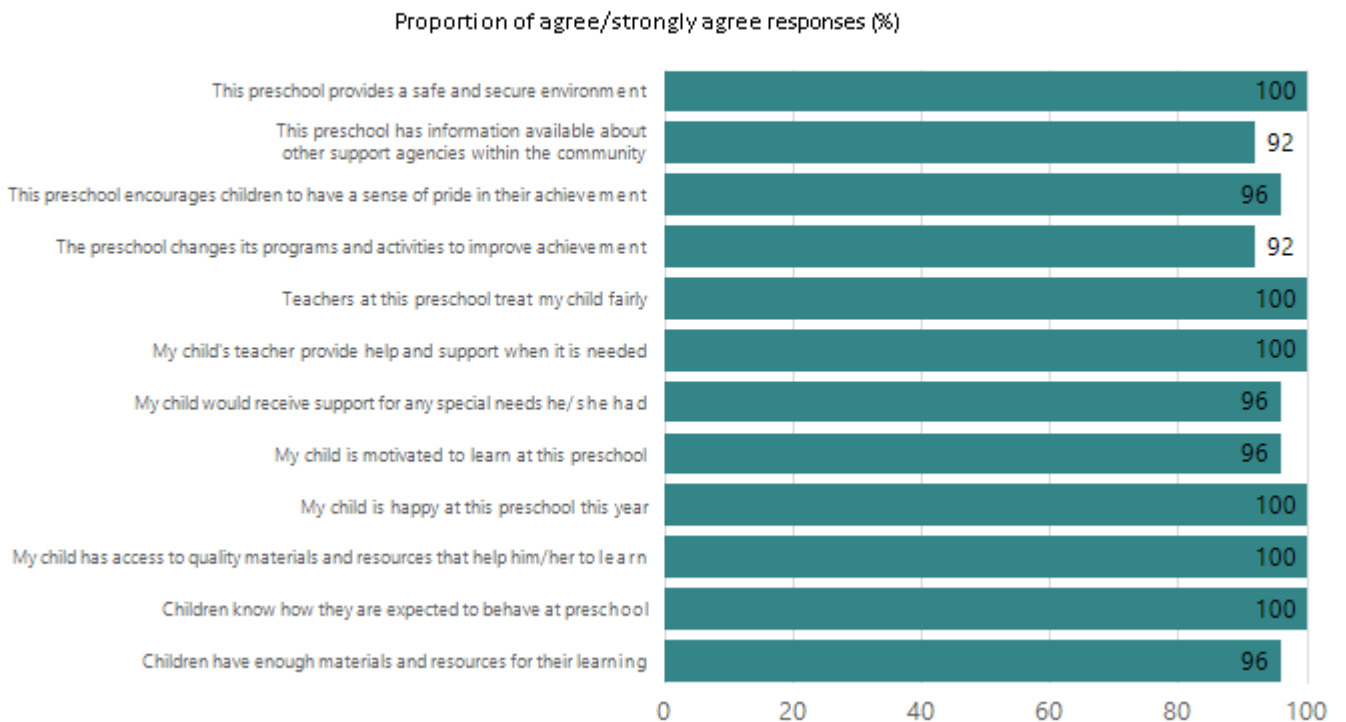
Preschool Family Opinion Survey

Quality of Teaching and Learning



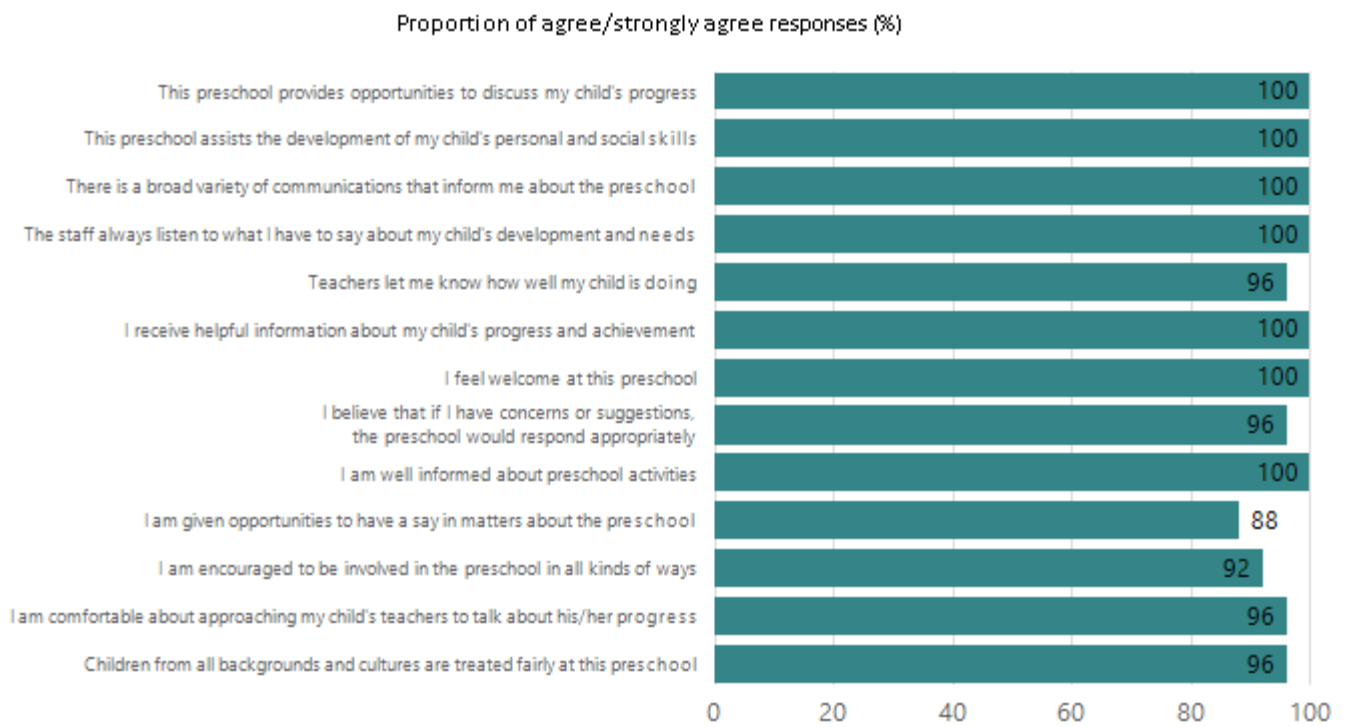
Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Support of Learning



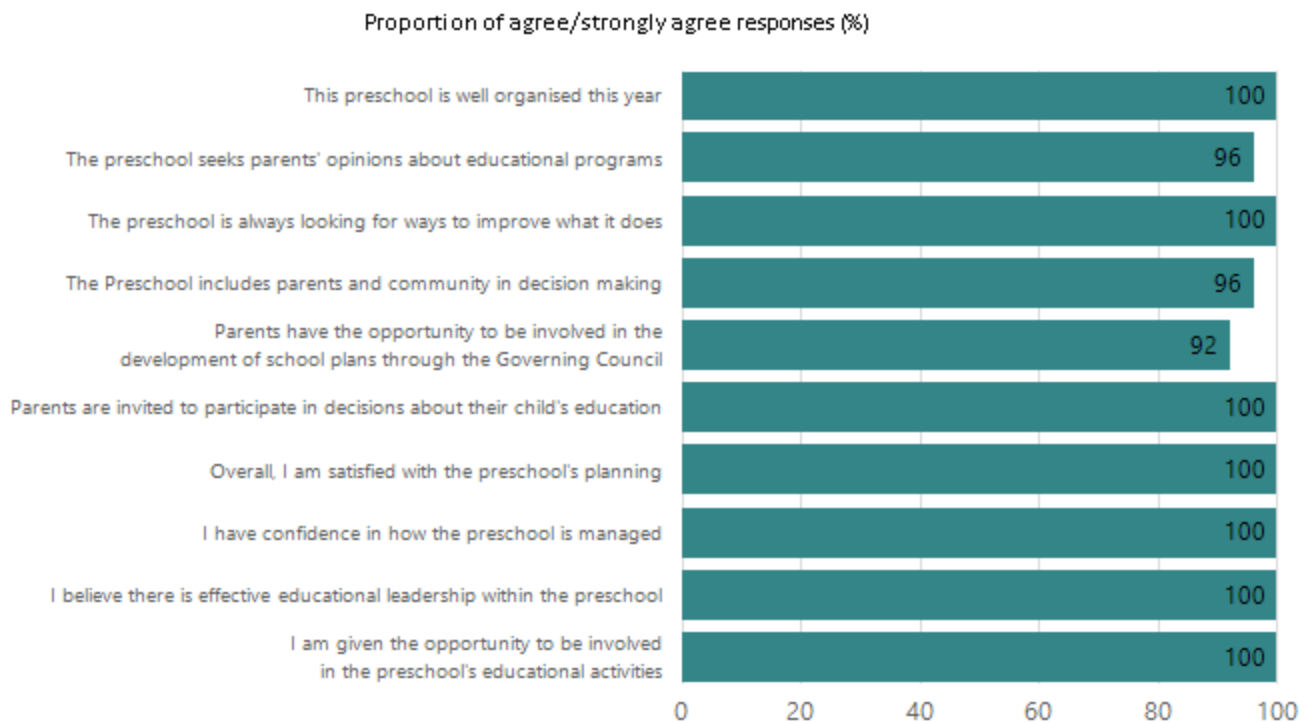
Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Relationships and Communication



Data Source: 2023 Department for Education Preschool Family Opinions Survey, Term 3 2023.

Leadership and Decision Making



Destination Schools

Feeder Schools (Site number - Name)	2021	2022	2023
0723 - Colonel Light Gardens Primary School	35.3%	36.5%	33.3%
0952 - Clapham Primary School	31.4%	40.4%	31.1%
9017 - St Therese Primary School			4.4%
9999 - Unknown	27.5%	19.2%	20.0%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2023.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	1
Postgraduate Qualifications	2

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2023. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	2.2	0.0	1.1
Persons	0.0	3.0	0.0	3.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2023.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	\$438,512.87
Grants: Commonwealth	\$0
Parent Contributions	\$33,060
Fund Raising	\$1760
Other	\$0

Data Source: School supplied data.